

**21st Century Community Learning Centers  
Fiscal Year 2016 Request for Applications**

**The deadline for all FY2016 21st Century Community Learning Center applications is  
April 24, 2015, 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. 7, 2015:** Roberts Conference Center, 123 Gano Road, Wilmington, Ohio

**Morning Session** 10:00 a.m. -12:00 p.m.

**Afternoon Session** 2:00 p.m. – 4:00 p.m.

**Jan. 8, 2015:** Mid-Ohio Conference Center, 890 West Fourth Street, STE.100, Mansfield, Ohio

**Morning Session** 10:00 a.m. -12:00 p.m.

**Afternoon Session** 2:00 p.m. – 4:00 p.m.

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

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

For assistance specific to the 21<sup>st</sup> Century Application, please send your request to [21<sup>st</sup>CCLC@education.ohio.gov](mailto:21stCCLC@education.ohio.gov). You also may contact Assistant Director, Shannon Teague at 614-466-2517.

## **21st CENTURY COMMUNITY LEARNING CENTER (CCLC) Grant Program**

### *Ohio's 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 and out-of-school time programming (i.e. before, after and summer school services) focused on K-4 literacy.
- B. Applicants may select to provide only out-of-school time programming (i.e. before, after and summer school services) focused on K-4 literacy.
- C. Applicants may select to provide only 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 21<sup>st</sup> 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](#)
- 21<sup>st</sup> CCLC FAQs: Appendix B
- [U.S. Department of Education 21<sup>st</sup> 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. 21<sup>st</sup> Century programming should offer academic enrichment and fiscal support to reach this imperative mission. This year, school districts and community-based organizations applying for 21<sup>st</sup> Century funds must describe how their 21<sup>st</sup> 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 of 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, and 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](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. 21<sup>st</sup> 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 21<sup>st</sup> 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 24, 2015.

**FUNDING**

The availability of using 21<sup>st</sup> 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 FY16 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.

<b>Applicants</b>	<b>Partnering LEA and CBO (Path A)</b>	<b>Partnering LEA and CBO (Path B and C)</b>
Three Eligibility Paths	Expanded Learning Time <b>and</b> 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 2015-2016 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, 2015, and end no earlier than April 15, 2016.

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**

FY16 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 21<sup>st</sup> Century programming that expands learning time during the school day (Path A) in addition to providing 21<sup>st</sup> 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](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.

## **PROVISION OF EQUITABLE SERVICES**

Equitable services are services to non-public students that these students are entitled to under federal law. Specifically, Section 9501 of the Elementary and Secondary Education Act describes this. Non-public students have a right to participate in 21st Century programs if the public school in their area of attendance has a 21st CCLC program or sends students to a 21st CCLC program. This includes programs run by community based organizations that are populated by public school students.

Applicants are required to consult with the applicable non-public schools during the planning and development of the 21st CCLC program. Consultation should include, at minimum:

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
- (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

## **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. Additional program manager roles can be assigned for compliance system reporting purposes.

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 16 will be required to participate in three separate and distinct evaluations:**

### **I. INDIVIDUAL SUB RECIPIENT EVALUATION (*Local 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 16 AWARDEE EVALUATION (*Literacy Evaluation – new subrecipients & 2<sup>nd</sup> year grantees only*)**

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 (*Statewide Evaluation – all 21<sup>st</sup> Century subrecipients*)**

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 21<sup>st</sup> 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 a federal data collection process to be named;
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 21<sup>st</sup> 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.

## **GRIEVANCE PROCEDURE**

Per [EDGAR 76.401](#), applicants have an opportunity for a hearing, and must request a hearing within 30 days of notification of award.

## APPENDIX A

### FY16 21st Century Community Learning Centers Grant Application Scoring Rubric

This scoring rubric guides the competitive grant read process to score new 21st Century grant applications. Trained grant readers use the following rubric in order to develop a score for individual applications. Applicants are encouraged to review this rubric to develop responses that gain maximum consideration for each prompt.

#### Three separate grant competitions

- Applicants must choose one “PATH” to describe the 21<sup>st</sup> Century program to implement. Path A is for organizations that will provide expanded learning time in addition to out of school time programming. Paths B and C are for out-of-school programming (before, after and summer school services).
- There are 17 prompts regardless of the path chosen.
- Some prompts are weighted more for scoring purposes.
- An undetermined number of quality applicants from each of the paths will be selected and funded based on available resources.

The objectives of the program are to impact:

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

Respondents should develop responses based on the following concepts:

- Principles of effectiveness;
- Evaluation/experimental design.

***\*Applicants should be aware that any response that appears to include incorrect or misleading information in order to receive maximum points would 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 the department does not seek clarifications to responses on the initial application. Scores are based on responses at the time of submission.***

#### Part 1 (Determine which Path to Select)

Applicants are required to select one of three award paths.

- A. Applicants who select to provide significant expanded learning time during the school day focus on PreK-4 literacy and out-of-school programming (i.e. before, after and summer school services) focused on K-4 literacy; or
- B. Applicants who select to provide only out-of-school programming (i.e. before, after and summer school services) focused on K-4 literacy.
- C. Applicants who select to provide only 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/or high school students.

## **NEEDS ASSESMENT (PROMPTS 1-3)**

**PROMPT 1:** The proposal targets schools with student populations that are below proficient in reading. Applicants will provide the percentage of students who are below proficient of the targeted school population. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to literacy and achievement. Include an analysis of root causes of low student performance in literacy in the target student population by using data from sources such as the Local Report Card, local reading data, and the Decision Framework.

<b>Score</b>	<b>Criteria</b>
5	The percentage of targeted students who are below proficient in reading is between 80 percent or higher. Described the target student population and included the number of students in each grade. Described student literacy needs based on low performance using available data sources.
4	The percentage of targeted students who are below proficient in reading is between 70-79 percent. Described the target student population and included the number of students in each grade. Described student literacy needs based on low performance using available data sources.
3	The percentage of targeted students who are below proficient in reading is between 60-69 percent. Described the target student population and included the number of students in each grade. Described student literacy needs based on low performance using available data sources.
2	The percentage of targeted students who are below proficient in reading is between 50-59 percent. Described the target student population and included the number of students in each grade. Described student literacy needs based on low performance using available data sources.
1	The percentage of targeted students who are below proficient in reading is between 30-49 percent. Described the target student population and included the number of students in each grade. Described student literacy needs based on low performance using available data sources.
0	The percentage of targeted students who are below proficient in reading is below 30 percent. Described the target student population and included the number of students in each grade. Described student literacy needs based on low performance using available data sources.

**PROMPT 2:** The proposal targets schools with student populations that are below proficient in mathematics. Applicants will provide the percentage of students who are below proficient of the targeted school population. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to mathematic achievement. Include an analysis of root causes of low student performance in math in the target student population by using data from sources such as the Local Report Card, local math data, and the Decision Framework.

<b>Score</b>	<b>Criteria</b>
5	The percentage of targeted students who are below proficient in mathematics is between 80 percent or higher. Described the target student population and included the number of students in each grade. Described student mathematics needs based on low performance using available data sources.
4	The percentage of targeted students who are below proficient in mathematics is between 70-79 percent. Described the target student population and included the number of students in each grade. Described student mathematics needs based on low performance using available data sources.
3	The percentage of targeted students who are below proficient in mathematics is between 60-69 percent. Described the target student population and included the number of students in each grade. Described student mathematic needs based on low performance using available data sources.
2	The percentage of targeted students who are below proficient in mathematics is between 50-59 percent. Described the target student population and included the number of students in each grade. Described student mathematic needs based on low performance using available data sources.
1	The percentage of targeted students who are below proficient in mathematics is between 30-49 percent. Described the target student population and included the number of students in each grade. Described student mathematic needs based on low performance using available data sources.
0	The percentage of targeted students who are below proficient in mathematics is below 30 percent. Described the target student population and included the number of students in each grade. Described student mathematic needs

**PROMPT 3:** The proposal targets schools with student populations that are economically disadvantaged. Applicants will provide the percentage of economically disadvantaged in the targeted school population. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to student achievement. Include an analysis of root causes of low student performance in the target student population by using data from sources such as the Local Report Card, attendance data, discipline data and the Decision Framework.

Score	Criteria
5	The percentage of targeted students who are economically disadvantaged is greater than 75 percent. Described the target student population and included the number of students in each grade. Described student needs based on low performance using available data sources.
4	The average percentage of targeted students who are economically disadvantaged is between 65-74 percent. The percentage of targeted students who are economically disadvantaged is between 65-74 percent. Described the target student population and included the number of students in each grade. Described student needs based on low performance using available data sources.
3	The percentage of targeted students who are economically disadvantaged is between 55-64 percent. Described the target student population and included the number of students in each grade. Described student needs based on low performance using available data sources.
2	The percentage of targeted students who are economically disadvantaged is between 45-54 percent. Described the target student population and included the number of students in each grade. Described student needs based on low performance using available data sources.
1	The percentage of targeted students who are economically disadvantaged is between 35-44 percent. Described the target student population and included the number of students in each grade. Described student needs based on low performance using available data sources
0	The percentage of targeted students who are economically disadvantaged is less than 35 percent. Described the target student population and included the number of students in each grade. Described student needs based on low performance using available data sources.

**PLANNING TOOL Program Performance Objectives for READING, MATH, POSITIVE YOUTH DEVELOPMENT AND FAMILY ENGAGEMENT (PROMPTS 4-9)**

**PROMPT 4:** The program performance objective(s) targeted at improved reading achievement include expected outcomes, sources of measurement and responsible entity. Describe the scientifically-based research materials and/or strategies that will be used in the program and how the materials and/or strategies are scientifically-based research and how they will affect progress toward the proposed program performance objectives. Describe how the strategies will serve the diverse needs of students and increase achievement in reading.

Score	Criteria
5	There is <b>clear and convincing</b> 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 21 <sup>st</sup> Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> 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 <b>moderate</b> 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 <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how 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 <b>limited or weak</b> 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 program performance objectives.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in reading.

**PROMPT 5:** The program performance objective(s) targeted at improved mathematics achievement include expected outcomes, sources of measurement and responsible entity. Describe the scientifically-based research materials and/or strategies that will be used in the program and how the materials and/or strategies are scientifically-based research and how they will affect progress toward the proposed program performance objectives. Describe how the strategies will serve the diverse needs of students and increase achievement in mathematics.

Score	Criteria
5	There is <b>clear and convincing</b> 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 21 <sup>st</sup> Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> 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 <b>moderate</b> 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 <b>some</b> 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 <b>limited or weak</b> 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 program performance objectives.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in mathematics.

**PROMPT 6:** The program performance objective(s) targeted at improved youth development include expected outcomes, sources of measurement and responsible entity. Describe the scientifically-based research materials and/or strategies that will be used in the program and how the materials and/or strategies are scientifically-based research and how they will affect progress toward the proposed program performance objectives. Describe how the strategies will serve the diverse needs of students and increase youth development.

Score	Criteria
5	There is <b>clear and convincing</b> 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 21 <sup>st</sup> Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> 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 <b>moderate</b> 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 <b>some</b> 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 <b>limited or weak</b> 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 positive youth development PPO.
0	There is <b>no evidence</b> 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:** The program performance objective(s) targeted at parent and family involvement include expected outcomes, sources of measurement and responsible entity. Describe the scientifically-based research materials and/or strategies that will be used in the program and how the materials and/or strategies are scientifically-based research and how they will affect progress toward the proposed program performance objectives. Describe how the strategies will serve the diverse needs of students and increase parent and family involvement.

Score	Criteria
5	There is <b>clear and convincing</b> 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 21 <sup>st</sup> Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> 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 <b>moderate</b> 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 <b>some</b> 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 <b>limited or weak</b> 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 parent and family involvement program performance objectives.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in family engagement activities.

**PROMPT 8:** Describe how other existing federal resources will be coordinated and aligned to meeting the literacy focus and/or literacy, college and career readiness, drop-out prevention strategies and other components and requirements of the 21<sup>st</sup> Century grant.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that careful, significant planning considerations are in place and there is program support from other federal resources. The applicant provides replicable planning and resource strategies that could serve as a model for 21 <sup>st</sup> Century programs. It appears that the described resources clearly support the student population and/or community needs.

4	There is <b><i>persuasive</i></b> evidence to support the prompt. The description provided indicates that the applicant has given planning considerations and considered additional federal resources to support the program.
3	There is <b><i>moderate</i></b> evidence to support the prompt. It appears that there are some federal resources beyond 21 <sup>st</sup> Century funding to support the program.
2	There is <b><i>some</i></b> convincing evidence to support the prompt. It does not appear that the applicant has committed significant federal program supports
1	There is <b><i>limited or weak</i></b> 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 <b><i>no evidence</i></b> to support the prompt. The applicant has not presented a clear indication of partnership planning.

**PROMPT 9:** List the internal and external resources the program intends to use in implementing this grant and in meeting the proposed program performance objectives. Resources may be defined as contributions of expertise, facilities, in-kind or other types of services, staff agreements and school board support.

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

**PROGRAM COMPONENTS (PROMPTS 10-17, as applicable)**

**PROMPT 10:** Provide a detailed budget narrative explaining the needs and how you will utilize grant funds to support literacy. Explain how the funding will support other related components of the 21<sup>st</sup> Century grant. Provide evidence that grant funds requested are sufficient to achieve true reform and improvements in academic achievement, especially in literacy.

Score	Criteria
5	There is <b><i>clear and convincing</i></b> 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 21 <sup>st</sup> Century activities.

4	There is <b>persuasive</b> 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 <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> Century budget requirement but it is unclear that it is targeted to support and align with the needs of the 21 <sup>st</sup> Century program described.
2	There is <b>some</b> 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 21 <sup>st</sup> Century program.
1	There is <b>limited or weak</b> 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 <b>no evidence</b> 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 21 <sup>st</sup> Century law or guidance.

**PROMPT 11:** Describe your professional development plan for all local education agencies and community-based organizations) staff connected to this program and how it aligns to the identified needs and proposed program performance objectives. 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 21<sup>st</sup> Century program components and the achievement of students.

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

**PROMPT 12:** Describe how baseline literacy level data for all students in the targeted population will be acquired, including an explanation of the assessment and the data derived. Explain the periodic benchmarks that will be utilized to clearly show literacy growth for all students in the targeted population. Identify the plan for collecting, managing and reporting the literacy data in a valid and comprehensive fashion to grant evaluators in order to demonstrate literacy growth in year one of the funding.

Score	Criteria
5	There is <b>clear and convincing</b> 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 21 <sup>st</sup> Century 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 <b>persuasive</b> 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 <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> Century program evaluation but only meets mandatory reporting requirements.
2	There is <b>some</b> 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 <b>limited or weak</b> evidence to support the prompt. The program as described does not provide conclusive evidence that the program plan will support the activities through the grant cycle.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

**PROMPT 13:** Award recipients must commit to working with a state selected evaluator to ensure program performance objectives are being met. The results of the evaluations will be used for individual grantee continuation funding determinations. Describe your plans for assisting the state selected evaluator in completing the evaluation. Evaluators will be reviewing information such as the Local Report Card, reading improvement plans, local reading assessment data, Decision Framework information and other relevant data to complete a comprehensive evaluation of your program to ensure alignment to program performance objectives, scientifically-based research implementation, measurable objectives and proposed outcomes. Describe how students and families will be involved in the evaluation process. Include the staff position(s) responsible for the oversight of data collection, the manner and method of data collection, methodology and how the information will be utilized to enhance program quality.

Score	Criteria
5	There is <b>clear and convincing</b> 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 21 <sup>st</sup> Century 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 made are 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 <b>persuasive</b> 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 <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> Century program evaluation but only meets mandatory reporting requirements.
2	There is <b>some</b> 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 <b>limited or weak</b> evidence to support the prompt. The program as described does not provide conclusive evidence that the program plan will support the activities through the grant cycle.

0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.
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**PROMPT 14:** Describe your capacity to effectively engage families, communities and other stakeholders within and outside of the district on supporting literacy improvements. In describing your capacity for engagement to support literacy programming, the applicant should explain the effective literacy interventions, instruction, enrichment, data use, literacy professional development, and scientifically based elementary reading methods. Describe the planning efforts that have been implemented to ensure program success, communication with stakeholders, and the logistics and facilitation for meeting the other program performance objectives of the program.

Score	Criteria
5	There is <b>clear and convincing</b> 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 planning has been completed to ensure prompt implementation. Based on the submission it is clear that the program plan is a replicable quality program.
4	There is <b>persuasive</b> 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 planning has been completed to ensure prompt implementation
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for the program.
2	There is <b>some</b> convincing evidence to support the prompt. There is concern that planning only basically supports program implementation.
1	There is <b>limited or weak</b> evidence to support the prompt. . The program as described does not provide conclusive evidence that sufficient planning has been considered to ensure quality program implementation.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication program planning.

**PROMPT 15:** Describe the sustainability plan to be developed to sustain the program and services when grant funding concludes. 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 <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that there is planning for sustainability beyond 21 <sup>st</sup> Century programming. It appears that the described plan has considered program needs and resources over the two-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 <b>persuasive</b> 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 <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> Century sustainability targeted to support and align with the needs of the 21 <sup>st</sup> Century program beyond the grant cycle.
2	There is <b>some</b> convincing evidence to support the prompt. There is concern that planning only supports grant cycle and raises concerns that the program will not support a capacity program for all of the grant cycle.
1	There is <b>limited or weak</b> evidence to support the prompt. The program as described does not provide conclusive evidence that the planned budget will support the activities beyond the grant cycle.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of a

	sustainability plan beyond the grant cycle.
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**PROMPT 16 (for Path A only):** Describe how 21<sup>st</sup> Century funds will be utilized to support expanded learning time and out-of-school programming. Describe the rationale that supports the need for a 21<sup>st</sup> Century program in the targeted student population and/or community, including the data, source of data, and research methods used to make the determination. 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 the total hours involved in expanded learning time and explain how this is a significant increase in time during the school day, week and year. Describe your plans including the hours of operation for out-of-school programming during the week. Describe how the program will balance the time devoted to both expanded learning time and out-of-school programming and how the expansion of hours will result in increases in PreK-4 literacy and meet the other activities and programming objectives of the 21 Century program. Explain the process you used to gather stakeholder and community feedback to develop your plans.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in the targeted student population and community. The applicant provides replicable planning and communication strategies that could serve as a model for 21 <sup>st</sup> Century programs. Based on the program description, the use of expanded learning time balanced with before, after and summer school programming will increase student achievement.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided indicates that the applicant has considered a balance of expanded learning time and before, after and summer school programming with an expectation of student achievement.
3	There is <b>moderate</b> evidence to support the prompt. It appears that only minimal consideration was given to the balance of expanded learning time and before, after and summer school planning and only minimal student achievement can be expected.
2	There is <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the expansion of learning time will have measurable impact on the student population. 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 <b>limited or weak</b> evidence to support the prompt. It appears unlikely that the balance of expanded learning time and before, after, and summer school programming as described will have significant impact in the targeted student population OR meet the needs of the student population.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of balancing expanded learning time with before, after and summer school programming.

**PROMPT 17 (for Path A only):** Describe how the partnership between the local education agency and community-based organization will support expanded learning. Describe joint planning that occurred between the local education agency and community-based organization(s). Include details explaining how the proposed program performance objectives 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 <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in the targeted student population and community. The applicant provides replicable planning and communication strategies that could serve as a model for 21 <sup>st</sup> Century programs. It appears that the described partnership clearly understands the student population and/or community needs. There is significant evidence that the planned partnership focuses on student achievement. Partner roles and responsibilities are clear and

	descriptive.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided indicates that partners are aware of significant student population and community needs. There is some indication that the partners understand their roles and responsibilities.
3	There is <b>moderate</b> evidence to support the prompt. It appears that partners discussed the need for programming, but the roles and responsibilities are unclear.
2	There is <b>some</b> 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 the 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 <b>limited or weak</b> 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 <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of partnership planning.

**PROMPT 16 (for Path B and Path C only):** Describe how 21<sup>st</sup> Century funds will be utilized to support out-of-school programming. Describe the rationale that supports the need for a 21<sup>st</sup> Century program in the targeted student population and/or community, including the data, source of data, and research methods used to make the determination. Describe how individualized academic needs will be addressed. Describe your plans including the hours of operation for out-of-school programming during the week. Describe how hours of operation will result in increases in K-4 literacy (Path B) or literacy plus college and career readiness and/or drop-out prevention strategies (Path C) and meet the other activities and programming objectives of the 21 Century program. Explain the process you used to gather stakeholder and community feedback to develop your plans.

Score	Criteria
5	There is <b>clear and convincing</b> 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 21 <sup>st</sup> Century programs. It appears that the described resources clearly support the student population and/or community needs. There is significant evidence that the planned partnership is focused on student achievement. Partner roles and responsibilities are clear and descriptive.
4	There is <b>persuasive</b> 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. There is some indication that the partners understand their roles and responsibilities.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there are some structures in place to enhance programming. It appears that partners discussed the need for programming, but the roles and responsibilities are unclear.
2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that partners have committed significant program supports. 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 <b>limited or weak</b> 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 <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of partnership planning.

**PROMPT 17 (for Path B and Path C only):** Describe how the partnership between the local education agency and community-based organization will support out of school programming. Describe joint planning that occurred between the local education agency and community-based organization(s). Include details explaining how the proposed program performance objectives 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 <b>clear and convincing</b> 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 21 <sup>st</sup> Century programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is <b>persuasive</b> 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 <b>moderate</b> evidence to support the prompt. It appears that there are some structures in place to enhance programming.
2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that partners have committed significant program supports
1	There is <b>limited or weak</b> 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 <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of partnership planning.

**GRANT ASSURANCES**

Both partner organizations responsible and authorized employee (District=superintendent, community-based organization=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.

**PROVISION OF EQUITABLE SERVICES**

Equitable services are services to non-public students that these students are entitled to under federal law. Specifically, Section 9501 of the Elementary and Secondary Education Act describes this. Non-public students have a right to participate in 21st Century programs if the public school in their area of attendance has a 21st CCLC program or sends students to a 21st CCLC program. This includes programs run by community based organizations that are populated by public school students. Applicants are required to consult with the applicable non-public schools during the planning and development of the 21st CCLC program. Consultation should include, at minimum:

(A) how the children's needs will be identified; (B) what services will be offered; (C) how, where, and by whom the services will be provided; (D) how the services will be assessed and how the results of the assessment will be used to improve those services; (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.



## APPENDIX B

### 21st Century Frequently Asked Questions

#### Categories:

1. CCIP System
2. Eligibility and Service Area
3. Expenditures
4. Types of Services
5. Private School Consultation and Equitable Services
6. Licensing
7. Data and Evaluations
8. Funding and Carryover
9. Grant Scoring
10. Expanded Learning Time and ESEA Flexibility
11. Supplement, Not Supplant
12. Pre-Kindergarten
13. College and Career Readiness
14. Drop-Out Prevention Strategies

#### 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](mailto: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 21<sup>st</sup> 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

### 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\(B\)9](#) 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.** 21<sup>st</sup> 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 21<sup>st</sup> Century program. Most of the annual funding is provided to award continuation grants from previous grant cycles. 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century grant?**

A. Yes, you are eligible to apply for the new 21<sup>st</sup> 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 21<sup>st</sup> 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).

