

Nita M. Lowey 21st Century Community Learning Centers Ohio's Out-of-School Time and Expanded Learning Time Grant



FY22 - REQUEST FOR APPLICATION

Table of Contents

INTRODUCTION.....	4
Ohio’s Strategic Plan for Education	4
Background.....	4
Purposes.....	4
GRANT OPTIONS	4
Option 1: Expanded Learning Time (ELT)	4
Option 2: Out-of-School Time: Elementary School Students	5
Option 3: Out-of-School Time: Middle and High School Students.....	5
Summer Enrichment	5
GENERAL GRANT INFORMATION.....	5
Timeline	6
Eligible Applicants.....	6
Conflict of Interest.....	7
Funding Priority.....	7
Priority Points (choose no more than two priorities).....	7
PROGRAM REQUIREMENTS.....	8
Drop-in Programs.....	8
Permissible Number of Applications Per Year	8
Partnership Agreement and Community Partnerships.....	8
External Community Partnership Listing.....	9
Hours of Operation.....	9
Program Licensure.....	9
Provision of Equitable Services.....	10
Measures of Effectiveness.....	10
Program Performance Measures.....	11
Personnel.....	13
Nutrition	13
Sustainability.....	13
FISCAL REQUIREMENTS	14
Program Income	14
FUNDING.....	14
Grant Amounts.....	14

Grant Lifecycle	15
Allowable and Unallowable Use of Funds	15
Allowable Activities	16
Budget Grid	17
Findings for Recovery	17
Grant Termination	17
Important Resources	18
GRANT SUBMISSION	18
OEDS Organization Roles	19
GRANT ASSURANCES	19
GRANT REVIEW PROCESS	19
Competitive Grant Read	19
Scoring	20
Award Notification	20
Grievance Procedure	20
PROGRAM MONITORING AND EVALUATION	20
Program Monitoring	20
Evaluation	21
APPENDIX A – Grant Application Scoring Rubric	22
Option 1: Expanded Learning Time (ELT)	22
Option 2: Out-of-School Time: Elementary School Students	23
Option 3: Out-of-School Time: Middle and High School Students	23
APPENDIX B – 21st CCLC Frequently Asked Questions	39
APPENDIX C – PARTNERSHIP AGREEMENT	45
APPENDIX D – Nonpublic Consultation Form	48

INTRODUCTION

The Nita M. Lowey 21st Century Community Learning Center (21st CCLC) application is designed to provide funding to out-of-school and expanded learning time programs in Ohio. This funding supports the creation of programs that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students positive youth development through Positive Behavioral Interventions and Supports (PBIS), mental health programming, social and emotional learning, and prevention education activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Activities funded by these grants should be part of a broader continuous improvement plan. Funds awarded during this application window will be for a five-year grant cycle beginning in July 2021.

Ohio's Strategic Plan for Education

Ohio's strategic plan for education, [Each Child, Our Future](#), was developed through extensive engagement with educators and finalized in the summer of 2018. The three core principles are equity, partnerships and quality schools. The 21st CCLC grant application, in alignment with the state's strategic plan, focuses on meeting the needs of the whole child as an important factor in student achievement and growth. Within 21st CCLC programs, many individuals and factors, including school leaders, teachers, community members, community partners, curriculum, instruction, other student supports and data analysis, come together to serve Ohio students. During out-of-school time, students, parents and community partners interact for the benefit of each student's achievement.

Background

The Ohio Department of Education has administered the 21st CCLC grant since 2002, when it was authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA). The passage of the Every Student Succeeds Act (ESSA) of 2015 amended ESEA and altered the focus of the 21st CCLC grant. The grant now focuses on funding Expanded Learning Time and Out-of-School Time programs, both of which align academic services to the identified needs of students and Ohio's Learning Standards. ESSA broadened the allowable activities to include such things as student apprenticeships.

Purposes

The purposes of the 21st CCLC program is to:

- Provide opportunities for academic enrichment to assist students in meeting the state academic standards;
- Offer students positive youth development through PBIS, social-emotional learning practices, prevention education programs, mental health programming, civic engagement, nutritional and physical health; and
- Offer adult family members of program participants opportunities for educational development and engagement in their children's education.

GRANT OPTIONS

Applicants will implement 21st CCLC programming using one of the following options.

Option 1: Expanded Learning Time (ELT)

Available to elementary (preschool – fifth grade), middle and high school students

Applicants choosing this option must offer a **minimum of 300** expanded learning program hours by establishing a school schedule that does the following:

- Increases the total number of hours **required for all students** by a minimum of **300 hours** above the amount offered in either school year 2019-2020 (SY20) or 2020-2021 (SY21); and
- Reflects a minimum of 1,245 hours (for elementary schools) and 1,305 hours (for secondary schools).

Applicants using the Expanded Learning Time option only may calculate hours from the Expanded Learning Time in school and the summer. Hours before and after school will not be considered for the Expanded Learning Time option. All new applicants must include evidence in the application that demonstrates the school time expansion or significant progress toward school-hour expansion. Option 1 programs must focus on the components of 21st CCLC (reading, math, positive youth development and parental engagement).

Option 2: Out-of-School Time: Elementary School Students

Applicants choosing this option must provide comprehensive Out-of-School Time programming at a school-based, site-based or remote option during the school year to include before, after and summer for a selected population of students. Option 2 programs must focus on the components of 21st CCLC (reading, math, positive youth development and parental engagement).

Option 3: Out-of-School Time: Middle and High School Students

Applicants choosing this option must provide comprehensive Out-of-School Time programming at a school-based, site-based or remote option during the school year to include before, after and summer for a selected population of students. These programs must include a focus on college and career readiness and/or dropout prevention strategies, as well as additional supports and programming as required under the grant (reading, math, positive youth development and family engagement).

Note: Enrolled students are not expected to attend all program hours of Out-of-School Time; however, it is required that students regularly and consistently attend the Out-of-School Time school year program an average of 80-100 hours per school year. During the summer, students should attend at least 80 percent of the total program hours.

Summer Enrichment

21st CCLC students are in need of additional programs and services to ensure continued student learning and support. Ongoing learning is essential to student success in preparation for the upcoming school year. All 21st CCLC programs shall include summer programming in their application making their program a year-round expanded learning opportunity. Summer learning programs shall address both the academic and the positive youth development of students as outlined in the grant focus.

Grant recipients will provide students with at least 100 hours of summer programming to engage students through academic and positive youth development opportunities. Funds may support training, planning and professional development for families. Grant recipients should provide a well thought out planning process to ensure effective programming that will increase student achievement and maximize student outcomes.

Summer programming may not exceed 30 percent of a program's total annual grant amount. Priority for enrollment for summer programming shall be given to students enrolled in regular school year programming.

GENERAL GRANT INFORMATION

The selected population of students to serve should include those who are economically disadvantaged, receiving special education services, English learners, academically at-risk and/or who could benefit from the supports provided during the additional learning time.

Timeline

Dates	Critical Events
March 16 and 25, 2021	<p>Bidders Conference (<i>optional participation</i>) - Participants are asked to register for their preferred sessions using the link below.</p> <p>Register for March 16 or March 25 here:</p> <p>If you are new to this process, please refer to page 18 for details then visit Login OHID to set-up an OHID account.</p> <p>The webinar recording and supporting documents shall be posted on the Department's webpage at education.ohio.gov no later than March 18, 2021.</p>
April 5, 2021	<p>CCIP opens for 21st CCLC applications</p>
May 28, 2021	<p>CCIP closes at 5 p.m.</p>
June 2021	<p>Application grant reader training for qualified grant readers. Assignment of applications to qualified grant readers. 21st CCLC grant applications read and scored.</p>
August 2021	<p>Grant notifications sent via the CCIP.</p>

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 complement and enhance the academic performance, achievement and positive youth development of students.

Federal law and U.S. Department of Education nonregulatory guidance requires partnerships between a local education agency and at least one community-based organization. Due to the legal obligation to maintain confidentiality of student data, the Department encourages local education agencies to enter into data sharing agreements with their community partners or to gather the achievement data necessary to evaluate student status and progress. The local education agency also should 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 school with a high concentration of low-income students and families is defined as a school with a poverty percentage (the percentage of students eligible for free or reduced-price meals) of 40 percent or greater or a schools that has received designation under the community eligibility provision, as determined by school enrollment or the participating attendance area.

Conflict of Interest

Grantees are required to comply with all federal and state laws, rules and regulations, including the conflict of interest provisions under EDGAR at 34 CFR 75.525. In working to help grantees avoid situations which may arise under this regulation, it is the Department's position that one individual or entity should not serve as both the grant writer and grant evaluator.

Funding Priority

Grant funds primarily will serve students attending schools that are implementing comprehensive support and improvement activities or targeted support (per Title I designation). Grant funding also may serve students who attend schools that have been identified by the school district or the Department for needing intervention and support. Ohio's 21st CCLC program primarily must target students who are enrolled in Title I schoolwide buildings.

Rural Program Enhancement

An additional priority considered will focus on geographic distribution to ensure, to the extent possible, an even and fair distribution throughout the state. Ohio will reserve, at minimum, one-third of its Fiscal Year 2022 funding for small town and rural programming. Applicants must select in the application their district typology designations to receive this priority. The applications scoring in the top one-third of each option that meet the cut score shall qualify to receive priority. For more information, visit

<http://education.ohio.gov/Topics/Data/Report-Card-Resources/Ohio-Report-Cards/Typology-of-Ohio-School-Districts>. For additional questions, contact Diane A. Neal, PhD., Assistant Director, Office of Federal Programs, at (614) 728-3483 or by email Diane.Neal@education.ohio.gov.

Competitive Priority (choose no more than two priorities).

Applicants will receive competitive priority for incorporating one or two of the following program aspects within the application: High School: College/Career Entrepreneurial Readiness, Positive Youth Development Programs and Family Engagement. The applicant should discuss the need for services in the statement of need section.

High School: College/Career Entrepreneurial Readiness

Applicants that specifically incorporate a college, career or entrepreneurial pathway program component at the high school level (under Option 3) may be eligible for competitive priority in this section. These programs must lead to a demonstration of competence in English and mathematics through the following: Algebra I and ELA II state exam competency scores of 684 or via one of Ohio's three competency alternatives (as part of the [Department's Graduation Requirements](#)). This includes: College Credit Plus, Military Readiness/Enlistment and successful completion of foundational and support career readiness elements which includes the ([OhioMeansJobs-Readiness Seal](#)). Applicants must describe their proposed program detailing the high school program component that includes the following:

- High school student interest survey data - survey results must be uploaded;
- Recruitment/retention plan;
- Clearly identify how the program will support students in achieving the professional skills defined in the OhioMeansJobs – Readiness Seal and its alignment to a student's individualized graduation plan; and
- Clearly identified academic need/support(s) toward graduation, which includes the following risk factors:
 - Low district graduation rates;
 - Low percentages on the [Prepared for Success](#) component on district report cards; and
 - Percentage of students chronically absent that require flexible schedules/alternative accommodations (such as credit recovery) during 21st CCLC programs.

Positive Youth Development Programs

Applicants that incorporate Positive Behavioral Interventions and Supports (PBIS), social and emotional learning practices, prevention education activities and mental health programming into their afterschool programs may be eligible for competitive priority in this section. Applicants must describe their proposed program detailing the following:

- Needs assessment data identifying areas of need – survey results must be uploaded;

Brief summary of the research applicants plan to incorporate for social and emotional learning; prevention education, mental health programming, or classroom and schoolwide behavior supports and alignment with positive youth development during the school day;

- Evidence of alignment with the state adopted [Social and Emotional Learning Standards](#), prevention education, mental health programming and PBIS according to Ohio Law;
- Training and coaching model that will be provided for staff; and
- Evaluation plan to ensure success.

Family Engagement

Applicants that incorporate innovative [family engagement practices](#) into their afterschool programs may be eligible for competitive priority in this section. Applicants must describe their proposed program detailing the following:

- Provide a brief summary of the social emotional learning and research applicants plan to incorporate;
- Family engagement needs assessment data – survey results must be uploaded;
- Innovative out of the box practices that will be used to engage parents and families;
- Training and coaching model that will be provided for staff and families;
- Communication plan to promote, implement and document innovative family engagement program; and
- Evaluation plan to ensure success.

PROGRAM REQUIREMENTS**Drop-in Programs**

Drop-in programs are not permissible in any funded 21st CCLC programs. Drop-in programs are defined as programs that do not meet the 21st CCLC purpose, programmatic requirements and hours of operation. Summer programs are expected to have consistency in attendance, just as they would during the school year.

Permissible Number of Applications Per Year

Applicants may submit **no more than three applications** (in any combination of the three options). In addition, each grant awarded may support no more than three sites. Each site must focus on one of the three grant options.

For instance, if an applicant chooses to apply for two grants, a district or community-based organization may submit one application in each of the two options (1, 2 and 3). Likewise, if an applicant decides to apply for three grants, an applicant may choose to submit two applications in one option and one application in another option.

Partnership Agreement and Community Partnerships

Applications should demonstrate a commitment between two partners. The first being the applicant who, in turn, partners with a local education agency or community-based organization. This grant requires an

applicant to have one primary partner. For example, if the applicant is a local education agency, its primary partner must be a community-based organization. If the applicant is a community-based organization, its primary partner must be a local education agency. The partnership agreement is the partnership grant assurance in the Department's grants management system, the CCIP. Applicants must upload a signed copy of this partnership agreement into the application.

To ensure alignment of Out-of-School Time and Expanded Learning Time programs with school-day learning, each applicant is required to have a representative be an active member of the district leadership team or building leadership team. Once awarded, the applicant's representative is responsible for attending team meetings and participating as a member of the team.

External Community Partnership Listing

In accordance with Title IV, Part B, 21st CCLC of the Every Student Succeeds Act (ESSA) section 4203(a)(11) and 20 USC 7171(b)(4) the Department is required to provide a list of prescreened external organizations.

According to federal ESSA legislation and 20 USC 7171(b)(4), the term "external organization" is defined as: "(A) a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or (B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities."

For more information and to access the full prescreened list, visit the Department's [21st CCLC webpage](#).

Hours of Operation

Programs must operate during regular school days and may operate during summer, weekends or vacation periods. Programs that serve elementary school students (Kindergarten-fifth grade, Kindergarten-sixth grade, or Kindergarten-seventh or eighth grade) must operate **15** hours per week. Middle and high school programs are required to operate at least **12** hours per week. A program serving any elementary grade levels must operate a minimum of **15** hours per week.

*The Department requires that all subrecipients will commence programming **on or before Oct. 18, 2021 and end no earlier than April 15, 2022**. Failure to follow this guideline may result in the reduction of the first fiscal year's funding award or grant termination.*

Program Licensure

All required licenses must be in place or in process as demonstrated by a completed registration for licensure in the Ohio Child Licensing and Quality System (OCLQS) prior to receiving a 21st CCLC grant award. Therefore, once notified of award, the licensing process must be completed prior to the first day of programming. Sites operated by community-based organizations are licensed by the Ohio Department of Job and Family Services. Sites operated by public districts, community schools, chartered nonpublic schools, Educational Service Centers, Joint Vocational Schools or county boards of developmental disabilities are licensed by the Ohio Department of Education. Licensing contacts for both agencies are listed below.

The organization operating the daily programs and responsible for the day-to-day activities of the students determines the correct license.

Licensing Contacts:

Ohio Department of Job and Family Services, Office of Family Assistance

Bureau of Child Care Development Licensing and Monitoring
 Policy Help Desk: (877) 302-2347, option 4
 General Help Desk: (877) 302-2347-3537, option 1
http://jfs.ohio.gov/CDC/Licensing_Information.stm

Ohio Department of Education
 Office of Early Learning and School Readiness
 (614) 502-7535
OELSR.licensing@education.ohio.gov
<http://education.ohio.gov/Topics/Early-Learning/School-Age-Child-Care-Licensing>

Provision of Equitable Services

Equitable services are services to which nonpublic students are entitled under federal law, as described in Section 9501 of the Elementary and Secondary Education Act. Nonpublic students have a right to participate in 21st CCLC programs if the public schools in the areas of attendance have 21st CCLC programs or send students to 21st CCLC programs. This includes programs run by community-based organizations that are populated by public school students. Partnering school districts have this information and are responsible for consulting with appropriate nonpublic schools or ensuring the community-based organization partner has the information to communicate with the nonpublic schools.

Traditional local education agencies (LEAs) shall consult with every nonpublic school for which they have a relationship. Traditional LEAs can find additional information on the [Department's CCIP Title I Nonpublic Services](#) webpage. For community schools, reasonable proximity shall be taken into consideration. Community schools determine "reasonable proximity" based on local context. For example, what may be reasonable for a community school located in an urban area may not be reasonable for a community school located in a rural area.

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

- How the children's needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private schoolchildren, teachers, and other educational personnel and the amount of funds available for those services; and
- 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.

An electronic version of the nonpublic consultation form (Appendix D), is available [here](#).

Measures of Effectiveness

The 21st CCLC program is based on sound principles of effectiveness that will guide local subrecipients to identify and implement programs and activities that can directly enhance student academic achievement. In accordance with ESEA Section 4205(b), programs must be based on the following:

- An assessment of objective data regarding the need for before- and after-school (or summer recess) programs and activities in the schools and communities;
- An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;

- If appropriate, evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards;
- Measures of student success that align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and
- Procedures to collect the data necessary for the measures of student success described.

Program Performance Measures

The objectives of the 21st CCLC Community Learning Center program are to impact:

- Reading (with a focus on literacy achievement);
- Mathematics;
- Positive youth development;
- Parent and family engagement;
- Sustainability; and
- Program data outcomes based on evaluation.

All applicants are required to work toward meeting the performance measures. The measures shall guide programming efforts. Program performance objectives are entered in the Department's CCIP electronic application. Strategies illustrate how the measures are accomplished. The action steps illustrate how strategies are implemented. The applicant should develop as many action steps as necessary to develop the program performance measures. The applicant should not attempt to capture all actions into one voluminous step.

All applications should propose program performance measures based on the objectives set forth by the Department. The measures are listed on the application for further assistance in completing the application.

Objective 1: Participants in Ohio's 21st CCLC programs demonstrate educational and social benefits and positive behavioral changes.

Measure 1.1: Students regularly participating in the programs demonstrate continuous improvement in achievement, as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited proficiency" to "proficient" or above in reading and mathematics on Ohio's statewide assessments.

Measure 1.2: Students regularly participating in the programs demonstrate continuous improvement in classroom behavior, as measured by the percentage of 21st CCLC program participants with teacher-reported improvement in homework completion, class participation, grades in math and reading, and classroom behavior.

Measure 1.3:

(A) Students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by local education agencies.

(B) Chronically absent students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by local education agencies.

Objective 2: Ohio's 21st CCLC programs will deliver high-quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance and result in decreased adverse behaviors and disciplinary actions.

Measure 2.1: 100 percent of sites deliver enrichment opportunities in reading that use evidence-based

strategies and practices, as defined by the Department..

Measure 2.2: 100 percent of sites deliver enrichment opportunities in mathematics that use evidence-based strategies and practices, as defined by the Department.

Measure 2.3: 100 percent of middle and high school sites commit to preparing students for college and careers using evidence-based strategies that connect academic content with careers, promote career-technical education pathways and provide opportunities for students to develop professional capabilities.

Measure 2.4: 100 percent of middle and high school sites commit to dropout prevention using evidence-based strategies and interventions that keep students enrolled in school and on track for earning high school diplomas.

Measure 2.5: 60 percent of enrolled students attend regularly (30 days or more).

Measure 2.6: 100 percent of programs provide at least two hours, on average, of reading enrichment per week.

Measure 2.7: 100 percent of programs provide at least two hours, on average, of math enrichment per week.

Objective 3: Ohio's 21st CCLC programs will ensure the out-of-school activities target the students' academic needs and align with instruction during the school day.

Measure 3.1: 100 percent of 21st CCLC establish working relationships with school staff members by meeting monthly (at a minimum), sharing student-level academic data and linking after-school activities with students' school day curricula and standards.

Objective 4: Ohio's 21st CCLC will deliver evidence-based educational development opportunities that promote family involvement and family literacy and result in family members engaging in their children's learning — either at home, at programs sponsored by the center or elsewhere — in ongoing and meaningful ways.

Measure 4.1: 100 percent of 21st CCLC provide at least three evidence-based educational development opportunities to families of the participating students (for example, family literacy classes, parenting classes and activities to support family engagement in the school and community).

Objective 5: Ohio's 21st CCLC will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and result in strengthened implementation of the 21st CCLC program.

Measure 5.1: 100 percent of grantees meet monthly with their primary partnering agencies (local education agencies or community-based organizations) to examine services and strategize their collaborative efforts to serve their 21st CCLC students.

Measure 5.2: 100 percent of grantees develop robust sustainability plans and demonstrate progress in implementing the plans.

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 Learning Standards, student progress monitoring and development of differentiated instructional plans individualized to student needs. The needs of students with disabilities should be addressed by the individualized education program (IEP) team, in cooperation with the school. The teacher need only be certified in one subject at the grade span served.
- **Program Manager:** Each 21st CCLC subrecipient shall identify one program manager to administer the program(s). Program managers may fulfill the role as site coordinator for only one site. Only one program manager per organization can be assigned in OEDS.
- **Site Coordinator:** Each grant may have up to three sites, and each site must identify a site coordinator.
- **Program Personnel:** Volunteers or contractors shall meet all licensing requirements for working with students, including appropriate background checks, if required by the state licensing entity that applies to the program site.

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

Nutrition

21st CCLC grantees must provide daily, nutritious snacks to students during Out-of-School Time (for school-based, site-based or remote programs). Although a nutritious snack is a program requirement, **the cost of the snack and any other food items is not an allowable expense under the 21st CCLC grant.** This includes food items served during family and 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 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>.

Sustainability

21st CCLC grants are *not* intended to provide programs with long-term sustainability of their Expanded Learning and Out-of-School Time programs. Local education agencies and community-based organizations need to work together to make critical links to sustain 21st CCLC 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 the program.

All 21st CCLC programs will be *required* to develop and implement sustainability plans that focus on maintaining programs at the end of the grant cycle. Programs must consider effective strategies that will allow programs to operate at matched or reduced funding. Each applicant must describe a plan for

sustaining the program. Suggestions to consider include:

- Making investments in capacity and technology that have outlived the grant cycle;
- Relying on community volunteers and resources;
- Hosting significant community fundraisers including community leadership; and
- Hosting community events celebrating the work and progress of students. Be sure to invite community stakeholders.

FISCAL REQUIREMENTS

Program Income

In general, programs are encouraged to earn income to defray program costs where appropriate. Programs that receive income for programming in addition to the Department funding, must keep records of generated revenue. Program income is defined as revenue generated as a direct result of the federal award and that is in addition to the federal funds provided by the Department through its competitive subgrant application.

The Department will be responsible for monitoring fees collected from parents only. Parent fees, that is fees generated from families, are considered program income. All parent fees must be used for the purposes and under the conditions of the federal award. Parent fees should be nominal. A subrecipient will have the entire life span of the grant award to spend funds generated from parent fees. Subrecipients will be required to describe how the parent fees will be generated; purpose for generating program income and how the program income will be used each year of the grant award.

When advertising the parent fees, a subrecipient must include, in writing, that no child can be excluded from the program even if a child's family cannot pay the nominal fee. If a child is [eligible for or receives free lunch](#); he or she shall not be charged for any 21st CCLC program in Ohio. Programs will be required to develop and implement policies and demonstrate accounting tracking methods showing how fees are collected and spent annually. Failure to report and budget may result in repayment of the fees through a formal record audit.

Federal Resources

Grantees applying for the grant should be familiar with the information found in the documents below. These resources support financial requirements of the 21st CCLC grant.

2 CFR part 200

<https://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-part200.pdf>

EDGAR

<https://www2.ed.gov/policy/fund/reg/edgarReq/edgar.html>

Legislation; ESSA; Non-Regulatory Guidance

<https://www2.ed.gov/programs/21stcclc/guidance2003.pdf>

FUNDING

Funding for this grant is contingent upon the Department's receipt of federal funding. The Office for Improvement and Innovation will determine the number of local 21st CCLC 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 option will be funded based on available resources.

Grant Amounts

Applicants are permitted to request the necessary funds to operate their programs; however, the requested amounts should be appropriate and reasonable for the size and scope of the proposed activities. Applicants shall not request more than \$200,000 per grant option for years 1-3. In year 4, applicants shall receive no

more than \$150,000 and in year 5, no more than \$100,000. Per federal requirements, the minimum grant award amount is \$50,000.

Grant Lifecycle

Programs will be funded on a five-year grant cycle. Applicants can apply for no more than three grants per fiscal year. An applicant may choose to apply for any of the grant options, however, no more than three will be accepted by the Department.

Regardless of the option selected, continuation awards (years two-five) will be provided contingent on available funds, evaluation results and the submission of a successful continuation plan that demonstrates meeting established outcomes and measures. All subrecipients are required to submit continuation plans via the CCIP. These submissions and evaluations are reviewed by the Department to ensure adherence to the application, principles of effectiveness, evaluation outcomes and quality programming and whether a grantee made substantial progress toward meeting the objectives set forth in its initial approved application.

Programs must be implemented upon notification of the award. There is no planning year for this grant award. In other words, the application is the plan and the plan should be ready for full implementation.

To ensure an application is complete, applicants are required to respond to a series of prompts at the end of the application. The scoring rubric is in Appendix A.

Allowable and Unallowable Use of Funds

Expenses are for purposes of approved grant application funds on the current budget and budget narrative in the CCIP. Expenses must be used toward academic (reading and mathematics), youth development and family engagement enrichment initiatives for before- and after-school programs.

Applicants must complete the budgetary section of the CCIP application. Budgeted activities must align with the performance measures and strategies written in the application. The budget request should only reflect allowable activities. All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment and/or bank statements; time and effort logs for staff; and salary/benefits schedules for staff.

All must be available to the Department upon request.

Expenditures must be reasonable, allowable and necessary.

Applicants should use common sense when making expenditure and obligation decisions Below is a chart indicating some of the allowable and unallowable uses of funds.

Allowable	Unallowable
Transportation costs (driver salary and benefits, transportation vouchers, student bus passes)	Food (of any kind) is not an allowable expense for the program. However, if food is part of the curriculum supplies, then it is allowable and must be justified.
Curriculum materials related to after-school programming	Grant writer fees

Programming staff salary and benefits, such as teachers and tutors	Vehicle, van or bus purchase
Student, staff and parental incentives (may include gift cards)	Capital expenses (a building or land for a building)
Program evaluation	Indirect costs not pre-approved for an indirect cost rate by a federal or state government agency
Youth development contractors or parent and family engagement speakers	Building repairs and renovations
Rent (for after-school activities only)	Supplies for fundraisers
Supplies, including computers and printers, pertaining to academic and enrichment activities	
Staff professional development for meetings, trainings and reimbursement of travel expenses	
Equipment purchases for instructional purposes (refer to local threshold)	

Governance and administrative expenses cannot exceed 15 percent of the total budget. These expenses would include non-instructional services and activities, including planning, administration, personnel development and interagency coordination.

Each applicant must provide a detailed budget narrative explaining the needs, how it will use grant funds to support literacy and how the funding will support other related components of the 21st CCLC grant. If awarded a grant, expenditures must be tracked under Fund 509, and each grant must have its own special cost center. The treasurer/CCIP Fiscal Representative must submit the initial and subsequent Project Cash Requests via the CCIP to receive funds. Funds received are for immediate cash needs and must be spent within five business days.

Allowable Activities

In addition to academic support in reading and mathematics, 21st CCLC programs incorporate positive youth development activities. Programs provide a [wide range of activities and efforts](#) (20 USC 7175(a) for students and their families that have included, but are not limited to:

- Art, music and cultural education activities;
- Entrepreneurial education programs;
- Tutoring services;
- English learner programs that emphasize language skills and academic achievement;
- Service-learning projects;
- Recreational activities;
- Physical activities;
- Virtual 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; and

Positive Behavioral Interventions and Supports (PBIS), social and emotional learning, mental health supports and prevention education programs (e.g., drug, alcohol, violence, suicide, bullying.)

Budget Grid

Applicants must complete the budget grid worksheet found within the application. Budgets are to be aligned to the [Uniform School Accounting System \(USAS\)](#), and anticipated expenditures are coded based on Object and Purpose codes.

OHIO DEPARTMENT OF EDUCATION 21ST Century PROJECT BUDGET							
BUDGET GRID							
OBJECT CODE	RETIREMENT		PURCHASED		CAPITAL		TOTAL
	SALARIES	FRINGE BENEFITS	SERVICES	SUPPLIES	OUTLAY	OTHER	
PURPOSE CODE	100	200	400	500	600	800	
INSTRUCTION							\$ -
SUPPORT SERVICES							\$ -
GOVERNANCE/ ADMIN							\$ -
PROFESSIONAL DEVELOPMENT							\$ -
FAMILY / COMMUNITY							\$ -
SAFETY							\$ -
FACILITIES							\$ -
TRANSPORTATION							\$ -
NONPUBLIC							\$ -
INDIRECT COST							\$ -
TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	MAXIMUM \$200,000

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 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 the person does not appear in this database. Organizations or principles of organizations with unresolved findings may be ineligible to receive 21st CCLC awards.

Grant Termination

In the event a subrecipient fails to adhere to grant requirements or any subsequent corrective action plan, the Department's Office for Improvement and Innovation reserves the right to withhold, reduce or terminate funding awards. These actions are based upon a violation of grant rules, violation of state or federal 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 subrecipient will adjust the accounts due and will undertake no additional expenditures and begin liquidation of funds and submission of its final expenditure report via the CCIP.

Important Resources

Grantees should be familiar with all relevant state and federal laws, rules and regulations. These include but are not limited to the 21st CCLC program requirements (20USC7171, et. seq.), the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232q, et. Seq.), the Individuals with Disabilities Education Act (IDEA, 20 USC 1400 et. Seq.), and the Education Department General Administrative Regulations (EDGAR, 34 CFR Parts 75 to 79).

The Department has provided the following resources for review. It is highly recommended that applicants review the information at the links below. All subrecipients of federal funds are required to understand and be accountable for implementing programs within state and federal law. Ohio uses U.S. Department of Education Non-Regulatory Guidance as a platform for program implementation.

U.S. Department of Education Regulations: <https://www2.ed.gov/programs/21stcclc/index.html>

U.S. Department of Education Non-Regulatory Guidelines (DOC):

<https://www2.ed.gov/programs/21stcclc/guidance2003.pdf>

Education Department General Administrative Regulations (EDGAR):

<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Indirect Cost Guidelines: <http://education.ohio.gov/Topics/Finance-and-Funding/Grants-Administration/Indirect-Recovery-Costs>

21st CCLC Grant Closing Guidelines:

<https://21stcenturylearningcenters.files.wordpress.com/2018/10/21st-cclc-grant-closing-guidelines.pdf>

Terms and Acronyms: https://21stcenturylearningcenters.files.wordpress.com/2012/08/21-cclc-terms_and_acronyms_list.docx

21st CCLC FAQs: Appendix B (within this RFA)

U.S. Department of Education 21st CCLC Flexibility Waiver FAQs:

<https://www2.ed.gov/programs/21stcclc/21stcclc-elt-faq.pdf>

Ohio Afterschool Network: <https://www.ohioafterschoolnetwork.org/>

You for Youth <https://y4y.ed.gov/webinars/inclusion-in-21st-cclc-environments-webinar-series>

GRANT SUBMISSION

This application is to be submitted electronically only through the CCIP. Applications submitted via fax, email or postal mail will not be read. Applicants must have access to the CCIP, a secure electronic portal. The organization applying for 21st CCLC grant must have an Employer Identification Number (EIN), a Dun and Bradstreet (DUNS) number, and an Information Retrieval Number (IRN). Obtaining the required information listed below may take more than one working day to complete.

- W-9 and Instructions, Supplier Information Form and Authorization Agreement for Direct Deposit of EFT Payments [click here](#).
- To obtain and use an IRN, see the following instructions – [IRN Request Form](#): For instructions on

obtaining an EIN, click [here](#).

- The DUN and Bradstreet (DUNS) number is a unique identifier for businesses and can be retrieved from the entity's treasurer. Additional information is available at <https://www.dnb.com/duns-number.html>.
- To establish a Department profile, click on [OHIID](#) at the top of any page on the Department's website. Everyone who will be attending events or accessing secure information on the website must complete a profile.

OEDS Organization Roles

To complete the application or move it through various stages of approval, users must have the following roles assigned in the Ohio Educational Directory System (OEDS). (*Note: Data View Funding roles are read only*):

- **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.
- **OEDS 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.
- **Program Manager** – Department 21st CCLC team member will grant users access to the Compliance Monitoring System once awarded a grant.

Once the application draft is complete, only the assigned treasurer and superintendent/CCIP Authorized Representative can approve the draft applications. **The Department 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 Department will not return the application once it is Final Approved. ***The application will open Monday, April 5, 2021, at 8 a.m. and will close promptly at 5 p.m. EST Friday, May 28, 2021.***

GRANT ASSURANCES

Completion and submission of a 21st CCLC grant application constitutes acceptance of all identified assurances and agreement to abide by the results of the selection process. 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 and uploading the Partnership Agreement in the CCIP application.

GRANT REVIEW PROCESS

Competitive Grant Read

All applications are reviewed by the Department to ensure eligibility and application requirements are met. Applications must include the details of sites, contact information, locations, staffing, performance measures, budgeting and answers to all questions. If an application is incomplete, it will not progress to the competitive grant read.

Applicants are responsible for ensuring all information is entered in the appropriate areas of the application. Information entered in 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 Department uses an independent 21st CCLC grant reader pool. The Department selects 21st CCLC grant

readers based upon the criteria detailed in 20 USC 7171(b)(5). 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 grant reader and the application under consideration.

An application must undergo the discrepancy elimination process in the event that four or more questions have a three point or greater difference. In order to eliminate the discrepancy, applications must have no more than a two (2) point difference in scores. Not every discrepancy can or must be eliminated, discrepancies must fall below the three or fewer total questions for resolution. 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 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.

Scoring

The Department implements a prescribed and consistent method for scoring competitive applications. After grant readers have completed their read, the Department has reviewed for any discrepancies as described above. The applications remain anonymous through the conclusion of the process and until after a determination has been made whether to award or deny a particular application. Applicants above the cut score are funded in the order of highest to lowest ranking, while also taking into account the priorities for rural program enhancement and program priority point options. This procedure is followed until all of the available grant funds have been allocated.

Award Notification

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

Applicants who are denied grant funding will receive written notification via the CCIP. Applicants can appeal the denial of the award in accordance with EDGAR at 34 CFR 76.401 and the Department's appeal procedures contained in CCIP under the document library.

Appeals are limited to the grounds that the Department violated a State or Federal statute of regulation in taking one of the following actions:

- 1) disapproval of or failure to approve the grant application in whole or in part; or
- 2) failure to provide funds in amounts in accordance with the requirements of statutes and regulations.

Appeals based on a disagreement with the professional judgment of the grant readers will not be considered. Grant readers represent a diverse range of professions and are selected based on background and experience related to providing effective academic, enrichment, youth development and related services to children. The Department's role is to facilitate the process in accordance with state and federal laws and regulations.

PROGRAM MONITORING AND EVALUATION

Program Monitoring

Potential subrecipients should be aware 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 CCLC subrecipient participate in a subrecipient monitoring process. The Department developed and

implemented the monitoring process comprised of the following three components:

1. An annual submission, by the subrecipient, of a federal data collection process to be named;
2. An annual submission, by the subrecipient, of reports and results of a local program evaluation; and,
3. The Department will conduct on-site or virtual monitoring visits at least twice during the five-year grant cycle. Subrecipients will receive the monitoring guidelines upon award.

Evaluation

Local Evaluation

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

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

Awardees for Fiscal Year 2021 will be required to participate in two evaluation studies. Awarded programs will be required to complete an Evaluation Design. The Evaluation Design is a map that allows the subrecipient to answer the following three questions:

- Are we doing what we said we would do?
- How well are we doing it?
- Is what we are doing making a difference **and how do we know?**

State External Evaluation

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

If the Department becomes aware of a program's mismanagement of funds for the current year or in any prior year, the Department reserves the right to deny an application on this basis.

21st CCLC Annual Performance Review (21 APR)

21 APR is a federal reporting system designed to collect, from all active 21st CCLC programs, descriptive information on program characteristics and services, as well as performance data across a range of outcomes. In addition, one of the core purposes of the APR is to collect information on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. All definitions provided in this guide serve to meet the reporting requirements of the GPRAs.

All funded 21st CCLC programs are required to report within the system quarterly. Each program site shall identify a reporter to input data in a timely manner per the given deadline. Ohio's programs are reported to the U.S. Congress via the U.S. Department of Education. Failure to report may result in immediate grant termination.

APPENDIX A – Grant Application Scoring Rubric

FY22 - 21st CCLC Grant Application Scoring Rubric

This scoring rubric guides the competitive grant read process to score new 21st CCLC grant applications. Trained grant readers use the following rubric to develop a score for each individual application. 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 “OPTION” to describe the 21st CCLC program to implement. Option 1 is for Expanded Learning Time (in school and in the summer only), Option 2 and Option 3 are for Out-of-School Time programming (before, after and/or summer school services);
- There are 20 prompts, regardless of the option chosen;
- Some prompts are weighted more for scoring purposes;
- An undetermined number of quality applicants from each of the options will be selected and funded based on available resources.

The objectives of the program are to impact the following:

- Reading;
- Mathematics;
- Positive youth development;
- Parent and family engagement;
- Sustainability; and
- Program outcomes based on evaluation.

Respondents should develop responses based on the following concepts:

- Measures of Effectiveness;
- 21st CCLC Performance Measures and Objectives; and
- Evaluation.

Please note:

- Applicants should be aware that any response that appears to include incorrect or misleading information to receive maximum points would be subject to the application’s removal from the scoring process or the termination clause if discovered post-award.
- Applicants should be aware 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 option to select.)

Applicants will implement 21st CCLC programming using one of the following options.

Option 1: Expanded Learning Time (ELT)

Available to elementary (preschool-fifth grade), middle and high school students

Applicants choosing this option must offer a **minimum of 300** expanded learning program hours by establishing a school schedule that does the following:

- Increases the total number of hours **required for all students** by a minimum of **300 hours** above the amount offered in either school year 2019-2020 (SY20) or 2020-2021 (SY21); and
- Reflects a minimum of 1,245 hours (for elementary schools) and 1,305 hours (for secondary schools).

Applicants using the Expanded Learning Time option only may calculate hours from the Expanded Learning Time in school and the summer. Hours before and after school will not be considered for the Expanded Learning Time option. All new applicants must include evidence in the application that demonstrates the school time expansion or significant progress toward school-hour expansion. Option 1 programs must focus on the components of 21st CCLC (reading, math, positive youth development and parental engagement).

Option 2: Out-of-School Time: Elementary School Students

Applicants choosing this option must provide comprehensive Out-of-School Time programming at a school-based, site-based or remote option during the school year to include before, after and summer for a selected population of students. Option 2 programs must focus on the components of 21st CCLC (reading, math, positive youth development and parental engagement).

Option 3: Out-of-School Time: Middle and High School Students

Applicants choosing this option must provide comprehensive Out-of-School Time programming at a school or site during the school year to include before, after and summer for a selected population of students. These programs must include a focus on college and career readiness and/or dropout prevention strategies, as well as additional supports and programming as required under the grant (reading, math, positive youth development and family engagement).

Note: Enrolled students are not expected to attend all program hours of Out-of-School Time; however, it is required that students regularly and consistently attend the Out-of-School Time school year program an average of 80-100 hours per school year. During the summer, students should attend at least 80 percent of the total program hours.

NEEDS ASSESSMENT (The following information is required but not scored.)

1. The proposal targets school buildings with student populations that are below proficient in reading. Therefore, applicants will provide the percentage of students who are below proficient in reading. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs in regard to reading and achievement. Data should be supported by the Ohio School Report Card. When multiple buildings are served, data should reflect the students in all buildings. (4,000-character limit)
2. The proposal targets school buildings with student populations that are below proficient in mathematics. Therefore, applicants will provide the percentage of students who are below proficient in mathematics. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs in regard to mathematics achievement. Data should be supported by the Ohio School Report Cards. When multiple buildings are served, data should reflect the students in all buildings. (4,000-character limit)
3. The proposal targets school buildings with student populations that are economically disadvantaged. Therefore, applicants will provide the percentage of economically disadvantaged students 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 in regard to student achievement. Data should be supported by the Ohio School Report Cards. When multiple buildings are served, data should reflect the students in all buildings. (4,000-character limit)

PLANNING TOOL FOR READING, MATH, POSITIVE YOUTH DEVELOPMENT AND FAMILY ENGAGEMENT (PROMPTS 1-7)

Prompt 1: Per the 21st CCLC Performance Measure Objective 1, participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2, Ohio's 21st CCLC will deliver high-quality programs with [evidence-based](#) educational and developmental services that positively affect student outcomes in school attendance and academic performance and result in decreased adverse behaviors and disciplinary actions.

Describe your strategies to ensure students in the program demonstrate continuous improvement in reading achievement, as measured by the percent of participants who move from *basic* or *limited proficient* or above in reading on Ohio's statewide assessment to higher levels of achievement.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence targeted at improving academic achievement in reading. The applicant provides replicable strategies that could serve as a model for 21 st CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is persuasive evidence to support the prompt. The strategies appear to be supportive of academic achievement in reading, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is moderate evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on reading achievement. The action steps do not provide conclusive evidence that significant reading achievement will be achieved.
2	There is some convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns the strategies and action steps, as described, would improve reading achievement.
1	There is limited or weak evidence to support the prompt. It appears unlikely 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 measures.
0	There is no evidence to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in reading.

Prompt 2: Per the 21st CCLC Performance Measure Objective 1, participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2, Ohio's 21st CCLC will deliver high-quality programs with [evidence-based](#) educational and developmental services that positively affect student outcomes in school attendance and academic performance and result in decreased adverse behaviors and disciplinary actions.

Describe how you will ensure 100 percent of your program sites will deliver enrichment opportunities in reading that uses evidence-based strategies and practices, with at least two hours of reading enrichment provided per week.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence targeted at improving academic achievement in reading. The applicant provides replicable strategies that could serve as a model for 21 st CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is persuasive evidence to support the prompt. The strategies appear to be supportive of academic achievement in reading, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is moderate evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on reading achievement. The action steps do not provide conclusive evidence that significant reading achievement will be achieved.
2	There is some convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns the strategies and action steps, as described, would improve reading achievement.
1	There is limited or weak evidence to support the prompt. It appears unlikely 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 measures.
0	There is no evidence to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in reading.

PROMPT 3: Per the 21st CCLC Performance Measure Objective 1, participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2, Ohio's 21st CCLC will deliver high-quality programs with [evidence-based](#) educational and developmental services that positively affect student outcomes in school attendance and academic performance and result in decreased adverse behaviors and disciplinary actions.

Describe your strategies to ensure students in the program demonstrate continuous improvement in mathematics achievement as measured by the percent of participants who move from **basic or limited proficient or above** in mathematics on Ohio's statewide assessment to higher levels of achievement.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in mathematics. The applicant provides replicable strategies that could serve as a model for 21 st CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is persuasive evidence to support the prompt. The strategies appear to be supportive of academic achievement in mathematics, but the rater has concerns about the appropriate implementation described in the action steps.

3	There is moderate evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on mathematics achievement. The action steps do not provide conclusive evidence that significant student achievement will be achieved.
2	There is some convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns the strategies and action steps, as described, would improve mathematics achievement.
1	There is limited or weak evidence to support the prompt. It appears unlikely 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 mathematics program performance measures.
0	There is no evidence to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in mathematics.

PROMPT 4: Per the 21st CCLC Performance Measure Objective 1, participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2, Ohio's 21st CCLC will deliver high-quality programs with [evidence-based](#) educational and developmental services that positively affect student outcomes in school attendance and academic performance and result in decreased adverse behaviors and disciplinary actions.

Describe how you will ensure 100 percent of sites deliver mathematics enrichment that uses evidence-based strategies and practices, with at least two hours of math enrichment provided per week.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence targeted at improving academic achievement in mathematics. The applicant provides replicable strategies that could serve as a model for 21 st CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is persuasive evidence to support the prompt. The strategies appear to be supportive of academic achievement in mathematics, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is moderate evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on mathematics achievement. The action steps do not provide conclusive evidence that significant student achievement will be achieved.
2	There is some convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns the strategies and action steps, as described, would improve mathematics achievement.
1	There is limited or weak evidence to support the prompt. It appears unlikely 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 mathematics program performance measures.
0	There is no evidence to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in mathematics.

PROMPT 5: Per the 21st CCLC Performance Measure Objective 1, participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2, Ohio's 21st CCLC will deliver high-quality programs with [evidence-based](#) educational and developmental services that positively affect student outcomes in school attendance and academic performance and result in decreased adverse behaviors and disciplinary actions.

Describe the plan for using evidence-based materials and/or strategies in the program and how you intend to make progress toward this objective (class behavior, homework completion, class participation, school attendance); and describe the positive youth development strategies to serve the diverse needs of students.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence targeted at improving achievement in positive youth development activities. The applicant provides replicable strategies that could serve as a model for 21 st CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is persuasive evidence to support the prompt. The strategies appear to be supportive of positive youth development activities, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is moderate evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on positive youth development. The action steps do not provide conclusive evidence that significant youth development achievement will be achieved.
2	There is some convincing evidence to support the prompt. The description is not presented in a manner that clearly defines the programming will have measurable impact. The rater has significant concerns the strategies and action steps, as described, would improve youth development.
1	There is limited or weak evidence to support the prompt. It appears unlikely 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 program performance measures.
0	There is no evidence to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in positive youth development activities.

PROMPT 6: Per the 21st CCLC Performance Measure Objective 4, Ohio's 21st CCLC will deliver [evidence-based](#) educational development opportunities that promote family involvement and family literacy and result in family members engaging in their children's learning, either at home, at programs sponsored by the center, or elsewhere in ongoing and meaningful ways.

Describe how you will use at least three or more evidence-based educational development opportunities for families of participating students and the strategies to serve the diverse needs of students and increase family engagement.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence targeted at improving academic achievement in parent and family engagement activities. The applicant provides replicable strategies that could serve as a model for 21 st CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is persuasive evidence to support the prompt. The strategies appear to be supportive of academic achievement in parent and family engagement activities, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is moderate evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on student achievement. The action steps do not provide conclusive evidence that significant student achievement will be achieved.
2	There is some convincing evidence to support the prompt. The description is not presented in a manner that clearly defines the programming will have measurable impact. The rater has significant concerns the strategies and action steps, as described, would improve student achievement.
1	There is limited or weak evidence to support the prompt. It appears unlikely the strategies, as described, will have significant impact in the parent and family engagement 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 no evidence to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in family engagement activities.

PROMPT 7: Per the 21st CCLC Performance Measure Objective 5, Ohio's 21st CCLC will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and result in strengthened implementation of the 21st CCLC program.

Describe how other existing resources will be coordinated and aligned to meeting this program objective. (partnerships, state and federal resources) Include in your description the internal and external resources the program intends to use to implement this grant. 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 clear and convincing evidence to support the prompt. The applicant presented strong evidence to indicate 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 st CCLC programs. It appears the described resources clearly support the student population and/or community needs.
4	There is persuasive evidence to support the prompt. The description provided indicates the applicant has given planning considerations and considered additional federal resources to support the program.
3	There is moderate evidence to support the prompt. It appears there are some federal resources beyond 21 st CCLC funding to support the program.
2	There is some convincing evidence to support the prompt. It does not appear the applicant has committed significant federal program supports.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the planned resources will alleviate issues in the targeted student population or community.
0	There is no evidence to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROGRAM COMPONENTS (PROMPTS 8-19, as applicable)

PROMPT 8: Per Ohio's 21st CCLC Use of Funds and grant requirements, expenses must be used toward academic, youth development and family engagement enrichment initiatives that align with the performance measures and strategies.

Describe how you will use grant funds to support reading and mathematics and other related components of the 21st CCLC grant and provide a plan of how grant funds requested are sufficient, realistic and reasonable to achieve program objectives and improvements in academic achievement.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence to indicate 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 st CCLC programs. It appears the described resources clearly support the student population and/or community needs.
4	There is persuasive evidence to support the prompt. The description provided indicates the applicant has given planning considerations and considered additional federal resources to support the program.

3	There is moderate evidence to support the prompt. It appears there are some federal resources beyond 21 st CCLC funding to support the program.
2	There is some convincing evidence to support the prompt. It does not appear the applicant has committed significant federal program supports.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the planned resources will alleviate issues in the targeted student population or community.
0	There is no evidence to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROMPT 9: Per Ohio's 21st CCLC Use of Funds and grant requirements, expenses must be used toward academic, youth development and family engagement enrichment initiatives that are reasonable, allowable and necessary to achieve program objectives.

Provide an itemized listing of anticipated allowable expenditures that aligns with the allocation budget grid for this grant.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence to indicate the budget aligns to the program activities. It appears the described budget clearly supports the student population and/or community needs. Based on the submission, it is clear program staff have aligned the budget to the program needs and are aware of the allowable 21 st CCLC activities.
4	There is persuasive evidence to support the prompt. The description provided indicates partners are aware of significant budget requirements and have considered the budgetary needs for program activities.
3	There is moderate evidence to support the prompt. It appears there is some planning for 21 st CCLC budget requirement but it is unclear it is targeted to support and align with the needs of the 21 st CCLC program described.
2	There is some convincing evidence to support the prompt. It does not appear significant consideration has gone into planning for budgetary needs targeted to support the 21 st CCLC program.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the planned budget will support the activities.
0	There is no evidence to support the prompt. The applicant has not presented a clear indication of a budget aligned to the described plan or describes activities not permitted under 21 st CCLC law or guidance.

PROMPT 10: Per Ohio's 21st CCLC grant requirements, the application must include a method for ensuring staff professional development is of quality and aligns to identified needs and program objectives.

Describe your professional development plan for all staff and how it aligns to the identified needs and program objectives and how you will ensure professional development is high quality and addresses the 21st CCLC program components.

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

PROMPT 11: Per the U.S. Department of Education, a comprehensive statewide evaluation of Ohio's programs is required.

Describe your commitment to working with a state-selected evaluator to ensure Ohio's 21st CCLC performance measures and Objectives are being met (plans for assisting the state-selected evaluator and plans for how students and families will be involved in the evaluation process).

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant 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 st CCLC program reporting guideline. It appears the described evaluation planning clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure continuous program enhancements are made based on the evaluation plan. The application indicates how an internal evaluation program will be developed and who will be responsible for collecting and analyzing the data, and how the data will be used to enhance programming throughout the life of the grant.
4	There is persuasive evidence to support the prompt. The description provided illustrates planning for an evaluation program that goes beyond mandated reporting requirements and describes how the information will ensure program enhancements.

3	There is moderate evidence to support the prompt. It appears there is some planning for 21 st CCLC program evaluation but only meets mandatory reporting requirements.
2	There is some convincing evidence to support the prompt. The application does not address the need for utilization of the data to promote program enhancements.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the program plan will support the activities through the grant cycle.
0	There is no evidence to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

PROMPT 12: Per the Ohio's 21st CCLC grant requirements, recipients must conduct self-assessments and/or formal local evaluations.

Identify the local evaluation staff position(s) responsible for the oversight of data collection, the manner and method of data collection, methodology and how the information will be used to enhance program quality. Evaluators will be reviewing information such as the Ohio School Report Cards, academic improvement plans, Decision Framework information and other relevant data to complete a comprehensive evaluation of the program to ensure alignment to program performance objectives, and evidence-based research implementation, measurable objectives and proposed outcomes. NOTE: A local evaluation is required annually. Please refer to the FY22 Request for Application for details.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant 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 st CCLC program reporting guidelines. It appears the described evaluation planning clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure continuous program enhancements are made based on the evaluation plan. The application indicates how an internal evaluation program will be developed, who will be responsible for collecting and analyzing the data and how the data will be used to enhance programming throughout the life of the grant.
4	There is persuasive evidence to support the prompt. The description illustrates planning for an evaluation program goes beyond mandated reporting requirements and describes how the information will ensure program enhancements.
3	There is moderate evidence to support the prompt. It appears there is some planning for 21 st CCLC program evaluation but it only meets mandatory reporting requirements.
2	There is some convincing evidence to support the prompt. The application does not address the need for using data to promote program enhancements.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the program plan will support the activities through the grant cycle.
0	There is no evidence to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

PROMPT 13: Per 21st CCLC Objective 5, Ohio's 21st CCLC will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and result in strengthened implementation of the 21st CCLC program.

Describe your sustainability plan, and include staff positions for developing the sustainability process, potential additional partnerships, other funding streams and in-kind services that will enable the program to continue when the 21st CCLC grant award expires. Include your planning efforts to ensure program success and communication with stakeholders.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence to indicate there is planning for sustainability beyond 21 st CCLC programming. It appears the described plan has considered program needs and resources over the five-year grant cycle to support the needs of the student population and community. Based on the submission, it is clear the program has a replicable sustainability planning process.
4	There is persuasive evidence to support the prompt. The description provided illustrates planning for sustainability is a program consideration. It appears the described plan has minimally considered program needs beyond the grant cycle.
3	There is moderate evidence to support the prompt. It appears there is some planning for 21 st CCLC sustainability targeted to support and align with the needs of the 21 st CCLC program beyond the grant cycle.
2	There is some convincing evidence to support the prompt. There is concern that planning only supports the grant cycle and raises concerns the program will not support program capacity for the entire grant cycle.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the planned budget will support the activities beyond the grant cycle.
0	There is no evidence to support the prompt. The applicant has not presented a clear indication of a sustainability plan beyond the grant cycle.

PROMPT 14: Per 21st CCLC Objective 3, Ohio's 21st CCLC will ensure the out-of-school activities target the student's academic needs and align with instruction during the school day.

Describe how individualized academic needs of enrolled students will be addressed.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence to indicate there is program oversight and a process for ensuring programmatic issues are addressed in a timely manner. The applicant provides replicable planning and resource strategies that could serve as a model for 21 st CCLC programs. It appears the described resources clearly support the student population and/or community needs. There is significant evidence the planned partnership is focused on student achievement. Partner roles and responsibilities are clear and descriptive.
4	There is persuasive evidence to support the prompt. The response indicates program staff act in a proactive manner. There is a plan to review data and work internally to enhance programming. There is some indication the partners understand their roles and responsibilities.

3	There is moderate evidence to support the prompt. It appears there are some structures in place to enhance programming. It appears partners discussed the need for programming, but the roles and responsibilities are unclear.
2	There is some convincing evidence to support the prompt. It does not appear partners have committed significant program supports. The program, as described, does not provide conclusive evidence the planned activities will alleviate issues in the targeted student population or community.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the planned resources will alleviate issues in the targeted student population or community.
0	There is no evidence to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROMPT 15: Per 21st CCLC Objective 3, Ohio's 21st CCLC will ensure the out-of-school activities target the student's academic needs and align with instruction during the school day.

Describe how you will establish working relationships with school staff by meeting monthly, sharing student academic data and linking after-school activities with students' school day curricula and standards.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence to indicate there is program oversight and a process for ensuring programmatic issues are addressed in a timely manner. The applicant provides replicable planning and resource strategies that could serve as a model for 21 st CCLC programs. It appears the described resources clearly support the student population and/or community needs. There is significant evidence the planned partnerships are focused on student achievement. Partner roles and responsibilities are clear and descriptive.
4	There is persuasive evidence to support the prompt. The response indicates program staff act in a proactive manner. There is a plan to review data and work internally to enhance programming. There is some indication the partners understand their roles and responsibilities.
3	There is moderate evidence to support the prompt. It appears there are some structures in place to enhance programming. It appears partners discussed the need for programming, but the roles and responsibilities are unclear.
2	There is some convincing evidence to support the prompt. It does not appear partners have committed significant program supports. The program, as described, does not provide conclusive evidence the planned activities will alleviate issues in the targeted student population or community.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the planned resources will alleviate issues in the targeted student population or community.
0	There is no evidence to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROMPT 16: Per 21st CCLC Objective 5, Ohio's 21st CCLC will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and result in strengthened implementation of the 21st CCLC program.

Describe how the partnership between the local education agency and community-based organization will support out-of-school programming.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence of how the partnership plan will support out-of-school programming. Significant planning has been taken into consideration. It appears the described plan clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure both parties are meeting regularly and actively participate in the building-level and district-level leadership teams.
4	There is persuasive evidence to support the prompt. The description provided illustrates planning for partnership involvement and describes how all partners will support out-of-school programming.
3	There is moderate evidence to support the prompt. It appears there is some planning that describes how the partnership between the local education agency and community-based organization will support out-of-school programming.
2	There is some convincing evidence to support the prompt. The application does not clearly describe how the partnership between the local education agency and community-based organization will support out-of-school programming.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence on how the partnership between the local education agency and community-based organization will support out-of-school programming.
0	There is no evidence to support the prompt. The applicant has not presented a clear plan on how the partnership between the local education agency and community-based organization will support out-of-school programming.

PROMPT 17: Per 21st CCLC Objective 5, Ohio's 21st CCLC will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, sharing of data and result in strengthened implementation of the 21st CCLC program.

Provide detailed information about how program partners will support the mandated data collection, including the sharing of student data, progress data, privacy provisions and individualized educational plan information.

	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant has presented strong evidence of a program evaluation plan. Significant planning has taken into consideration the principles of effectiveness and program evaluation design. Evaluation planning considers 21 st CCLC program reporting guidelines. It appears the described evaluation planning clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure continuous program enhancements made are based on the evaluation plan. The application indicates how an internal evaluation program will be developed, 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 <i>persuasive</i> evidence to support the prompt. The description provided illustrates planning for an evaluation program goes beyond mandated reporting requirements and describes how the information will ensure program enhancements.
3	There is <i>moderate</i> evidence to support the prompt. It appears there is some planning for 21 st CCLC program evaluation, but it only meets mandatory reporting requirements.
2	There is <i>some</i> convincing evidence to support the prompt. The application does not address the need for using data to promote program enhancements.
1	There is <i>limited or weak</i> evidence to support the prompt. The program, as described, does not provide conclusive evidence the program plan will support the activities through the grant cycle.
0	There is <i>no evidence</i> to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

PROMPT 18: Out-of-School Time – middle and high school students. (*Applicants need to answer Prompt 18 if Option 3 is chosen.*)

Per 21st CCLC Performance Measure Objective 2, Ohio's 21st CCLC will deliver high-quality programs with [evidence-based](#) educational and developmental services that positively affect student outcomes in school attendance and academic performance and result in decreased adverse behaviors and disciplinary actions.

Describe the plan for using evidence-based materials and/or strategies in the program and how you intend to make progress toward this objective (preparing students for college and careers utilizing evidence-based strategies that connect academic content with careers, promote career-technical routes and provide opportunities for students to develop professional capabilities).

Score	Criteria
5	There is <i>clear and convincing</i> evidence to support the prompt. The applicant presented strong evidence targeted at improving student outcomes in school attendance and academic performance resulting in decreased adverse behaviors and disciplinary actions. The applicant provides replicable strategies that could serve as a model for 21 st CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <i>persuasive</i> evidence to support the prompt. The strategies appear to be supportive of improved student outcomes, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <i>moderate</i> evidence to support the prompt. With additional planning, the strategies, as described, would have some measurable positive impact on student outcomes. The action steps do not provide conclusive evidence that significant student outcomes will be achieved.
2	There is <i>some</i> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines the programming will have measurable impact. The rater has significant concerns the strategies and action steps, as described, would improve student achievement.
1	There is <i>limited or weak</i> evidence to support the prompt. It appears unlikely the strategies, as described, will have significant impact in student outcomes in school attendance and academic performance and result in decreased adverse behaviors and disciplinary actions.
0	There is <i>no evidence</i> to support the prompt. The applicant has not presented evidence of strategies or actions steps to support improving student outcomes.

Prompt 19: Expanded Learning Time (ELT) Related Section: (*Applicants need to answer Prompt 19 if Option 1 is chosen.*)

Per 21st CCLC Option 1, Ohio's must establish a school schedule that increases the total number of hours required for all students by a minimum of 300 hours above the amount offered in either school year 2019-2020 or 2020-2021) and reflect a minimum total of 1,245 hours for elementary schools and 1,305 hours for secondary schools.

Describe how your program will meet the expanded learning hour requirements and provide evidence documenting it.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence that there is planning for the implementation of a minimum of 300 additional hours of expanded learning time through the reorganization of the school day to provide additional learning time in core academic areas. Evidence also shows the program will provide a broad array of additional services to students, as well as families. Based on submission, it is clear the program has completed a thoughtful planning process with stakeholders and has a research-based program model ready for implementation that is highly likely to be effective for increasing student achievement.
4	There is clear and convincing evidence to support the prompt. The description provided illustrates planning for a minimum of 300 additional hours during the school year, and the applicant presented strong evidence to indicate there is planning for the reorganization of the school day to provide additional learning time in core academic areas. Evidence also shows the program will provide a broad array of additional services to students, as well as families. Based on the submission, it is clear the program has completed a planning process, and the programming planned is research-based and likely to be effective for increasing student achievement.
3	There is moderate evidence to support the prompt. It appears there is some planning for a minimum of 300 additional hours during the school year, and the applicant has presented some evidence to indicate there is planning for the reorganization of the school day to provide additional learning time in core academic areas. Evidence also shows the program will provide a broad array of additional services to students, as well as families. Based on the submission, it is clear the program has completed a planning process with stakeholders or has a program model ready for implementation.
2	There is some convincing evidence to support the prompt. There is concern that planning only supports the activities for adding a minimum of 300 additional hours to the school year.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence the planned model will impact student achievement.
0	There is no evidence to support the prompt. The applicant has not presented a clear indication of adding a minimum of 300 additional hours to the school year.

PROMPT 20: Out-of-School Time – Summer Enrichment (Mandatory)

Per the Ohio's 21st CCLC, recipients must provide summer programming making their program a year-round expanded learning opportunity. Summer learning programs shall address both the academic and the positive youth development of students as outlined in the grant Propose and Program Performance Measures. Grant recipients will provide students with at least 100 hours of summer programming that will provide students with academic and positive youth development enrichment opportunities. In addition, funds may support training, planning and professional development for families to make better use of time with students and maximize student outcomes. Priority for enrollment for summer programming shall be given to students enrolled in regular school year programming.

Describe how your program will meet the Summer Enrichment requirements for year-round expanded learning opportunities that will engage students in academic, positive youth development and family engagement supports to maximize student outcomes.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant presented strong evidence that there is planning for the implementation of a minimum of 100 hours of expanded learning time of summer programming that will engage students in academic and positive youth development opportunities. Evidence also shows support for training, planning and professional development for families. Based on the submission, it is clear the program has completed a well thought out planning process, and the programming planned will be very effective for increasing student achievement and will maximize student outcomes. Evidence also reflects how the applicant will prioritize student enrollment for summer programming that gives priority to students enrolled in regular school year programming.
4	There is clear and convincing evidence to support the prompt. The applicant presented sufficient evidence that there is planning for the implementation of a minimum of 100 hours of expanded learning time of summer programming that will engage students in academic and positive youth development opportunities. Evidence also shows the program will provide supports for training, planning and professional development for families. Based on the submission, it is clear the program has completed a planning process and the programming planned will most likely be effective for increasing student achievement to maximize student outcomes. Evidence also reflects how the applicant will prioritize enrollment for summer programming.
3	There is moderate evidence to support the prompt. It appears there is some planning for a minimum of 100 of expanded learning time of summer programming, and the applicant presented strong evidence to indicate there is planning for academic and positive youth development opportunities. Evidence also shows the program will provide supports of training, planning and professional development for families. Based on the submission, it is clear the program has completed a planning process and has a program model ready for implementation.
2	There is some convincing evidence to support the prompt. There is concern that planning only supports the activities for offering a minimum of 100 hours of summer programming.
1	There is limited or weak evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned model will impact student achievement.
0	There is no evidence to support the prompt. The applicant has not presented a clear indication of 100 hours a summer enrichment programming.

APPENDIX B – 21st CCLC Frequently Asked Questions

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 subrecipient grant. 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);
- Educational Service Centers (ESCs);
- Nonprofit 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 the 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 the 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:

1) For what activities may a grantee use 21st CCLC program funds?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. In the U.S. 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 help 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.

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

A. Yes, awardees can purchase computers for students to use in their facilities. Computers are coded as capital outlay. Awardees also may purchase computer software directly related to 21st CCLC 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. Grantees may not use grant funds to purchase a van or bus. Grantee may charter/rent 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, subrecipients are encouraged to use 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 CCLC location and home is not a requirement of this project. However, grant funds may be used for transportation costs. (See additional questions for allowable costs.) In the case of a community school where the children live so close to the school that the school district is not required to provide bus transportation and the 21st CCLC site also will 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 participating students will get home safely (for example, adult staff members will accompany students home, a crossing guard will be employed, etc.)

NONPUBLIC SCHOOL CONSULTATION AND EQUITABLE SERVICES

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

A. Yes. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families. *NOTE: In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public-*

and private-school students in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

Q. Who must provide equitable services?

A. All subgrantees under the 21st CCLC program **MUST** comply with this provision, under the ESEA, Section 9501 (20 U.S.C. 7881).

PLEASE NOTE: Community (public charter) school subgrantees that receive 21st CCLC funding **must consult** with eligible nonpublic schools within a reasonable proximity to program.

Traditional LEA and Community Based Organization (CBO) subgrantees are **not required** to consult with community (public charter) schools regarding their programs. This provision **does not apply** to Amish schools, but non-taxed, non-chartered schools or home-schooled students (whose programs have at least five students in attendance) **should be** consulted.

PROGRAM LICENSURE

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

A. [Ohio Revised Code 3301.59](#)(A) requires that any school child program that receives state and/or federal funds 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 the 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 CCLC program 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. Grantees will need to provide a request to the Ohio Department of Education with a justification of how they meet all categories of the Ohio Revised Code on their organization's letterhead. There is no law exempting school districts from licensing.

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

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

DATA AND EVALUATIONS

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

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

Q. What data should programs use if their feeder schools do not have Ohio School Report Cards or state

assessment data?

A. Grantees should work with partner school districts or schools 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 \$44 million annually for the 21st CCLC program. Most of the annual funding is provided to award continuation grants from previous grant cycles. Under the new grant, there are three eligible options for applications. Awards will be made available for three years, contingent on available resources and other factors. All initial allocations, regardless of the option chosen, may receive up to \$200,000.

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

A. No, grantees must obligate all current year 21st CCLC grant funds by the end of the fiscal year (June 30). The grant period is the same as a fiscal year, which is July 1 of the year in which the grant application is approved through June 30 of the following year. However, an exception for carryover may occur based upon statewide need for programming.

GRANT SCORING

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

A. The Ohio Department of Education uses an independent 21st CCLC grant reviewer pool. The Department screens and trains grant reviewers prior to the scoring of applications. Associates of organizations applying for a grant are not eligible to participate in the grant reviewer 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 reviewer 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 typically scored by three reviewers. Depending on the number of applications received per Option, additional readers may be assigned to an application. For example, the Department may receive only two applications for the Option 1. As a result, there will be six reviewers assigned to those two applications – to ensure that the Facets process works properly.

SUPPLEMENT, NOT SUPPLANT

Q. Does the 21st CCLC supplement, not supplant provision apply to the use of 21st CCLC funds to support Expanded Learning Time under ESEA flexibility?

A. Yes, the 21st CCLC supplement, not supplant provision applies to the use of 21st CCLC funds to support Expanded Learning Time under ESEA flexibility. Thus, a 21st CCLC grantee must ensure that 21st CCLC funds are used to supplement and not supplant, federal, state, local or other non-federal funds that, in the absence of the 21st CCLC funds, would be made available for programs and activities authorized under the 21st CCLC program. As general guidance in completing this section of the application, it is important to understand that subrecipients 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.

PREKINDERGARTEN

Proposals including a prekindergarten 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 Learning Standards.

Q. Are childcare provider in a community-based organization or a local education agency eligible to apply for the new 21st CCLC grant?

A. Yes, they are eligible to apply for the new 21st CCLC grant. Providers may want to partner with higher education institutions, educational service centers or local school districts to design programs that will support preschool through fourth grade literacy.

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

A. Yes, activities targeting prekindergarten 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 who are in preschool may not be served at the same time in the same space as those children who are school age (kindergarten and up).

Q. Can a school district with a preschool program use 21st CCLC funds to support an existing program?

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

COLLEGE AND CAREER READINESS

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

A. Career-technical partnerships

A grantee can partner with local career-technical education providers. This could be a career center or the local comprehensive school that, together, plan to distribute information about available technical programs. Field trips can be arranged for students to see firsthand 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

A grantee can organize the program as though it is a work environment. Students are expected to be there on time, provide notice if they can't be there, and make arrangements for any responsibilities 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; and develop elements in the program that require students to practice work ethic and personal responsibility.

Career mentors

A grantee can arrange for students to have mentors who 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.

Entrepreneur education

Entrepreneur education is an avenue through which student interests can be fostered and developed, workplace skills developed and a pathway through which students can earn [OhioMeansJobs-Readiness Seals](#). The OhioMeansJobs-Readiness Seal is a formal designation high school students can earn on their diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that employers need.

DROPOUT PREVENTION STRATEGIES

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

A. Literacy programs

A grantee can 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 (such as 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 (for example, needing to sit out of a desirable activity).

Career-technical education information

A grantee can 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 learn about career-technical programs or interview students in the career-technical programs in their school.

A grantee can use OhioMeansJobs.com to help the students explore their career interests, learn 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

A grantee can connect students to mentors related to their special interests and talents. These could be activity-related (basketball, dancing, fashion, chess) or career-related (marketing, engineering, construction, welding).

APPENDIX C – PARTNERSHIP AGREEMENT

The 21st CCLC Competitive Grant is an opportunity to establish or expand activities that provide students with enrichment, along with activities designed to complement the students' regular academic programs. Specifically, the goal of Ohio's 21st CCLC effort is to impact students through an intentional focus on improved reading, mathematics, positive youth development, and parent and family engagement outcomes. By structuring the funding of this grant through a step-down, five-year schedule, the Department views the grant as start-up funding to be replaced by a coherent community and stakeholder effort of sustainable partnerships. To ensure the effective implementation and eventual viability of 21st CCLC programs across Ohio, stakeholders have a responsibility to the assurances outlined below.

The District Leadership agrees to the following roles and responsibilities:

1. Be knowledgeable about the district's 21st CCLC site(s), partners, goals and practices and advocate for the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate district-, building- and student-level data. All disclosures of student-level data shall be made in accordance with the Family Educational Rights and Privacy Act (FERPA, 34 CFR Part 99). The Department encourages data sharing agreements with community partners to gather the achievement data necessary to evaluate student progress. The local education agency should accept responsibility for sharing the content areas of the testing standards and supporting curriculum with its partners.
4. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
5. Participate in meetings as appropriate and/or as requested by the Department's Office for Improvement and Innovation.
6. Ensure the 21st CCLC provider's attendance and active participation in the district-level leadership team meetings.

The Building Leadership agrees to the following roles and responsibilities:

1. Be knowledgeable about the school's 21st CCLC site(s), partners, goals and practices and advocate for the program in the school and community.
2. Advocate the program to faculty and staff.
3. Provide leadership in ensuring and implementing a shared vision and 21st CCLC program aligned to the conventional school day.
4. Maintain regular communication with 21st CCLC stakeholders by email or phone.
5. Meet weekly with the program manager or site coordinator(s) to communicate accomplishments and identify areas for improvement.
6. Visit 21st CCLC classrooms to support implementation efforts.
7. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Provide site staff and partners with access to appropriate building- and student-level data. All disclosures of student-level data shall be made in accordance with FERPA.
9. Assist with research and evaluation activities, including the collection and management of data (including grant impact) as directed by the Department's Office for Improvement and Innovation.
10. Include the work of the 21st CCLC program within the building-level plan of the Comprehensive Continuous Improvement Plan (CCIP).
11. Participate in additional meetings as appropriate and/or as requested by the Department's Office for Improvement and Innovation.
12. Ensure the 21st CCLC provider's attendance and active participation in the building-level leadership team meetings.

The Primary Community-Based Organization Partner agrees to the following roles and responsibilities:

1. Be knowledgeable about the organization's 21st CCLC site(s), partners, goals and practices and advocate for the program in the community.

2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Visit classrooms to support implementation efforts.
4. Meet regularly with the school principal to communicate accomplishments and identify areas for improvement.
5. Provide site staff and partners with access to appropriate program and student-level data. All disclosures of student-level data shall be made in accordance with FERPA.
6. Assist with research and evaluation activities, including the collection and management of data (including grant impact) as directed by the Department's Office for Improvement and Innovation.
7. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Participate in meetings as appropriate and/or as requested by the Department's Office for Improvement and Innovation.
9. Ensure the 21st CCLC provider's attendance and active participation in the district-/building-level leadership team meetings.

Community and school partners **must agree with these roles and responsibilities** to submit a 21st CCLC FY21 grant application. The applicant and primary grant partner are required to read the assurances prior to signing and uploading this Partnership Agreement in the CCIP application.

The applicant and/or the primary partner(s) reserve the right to cancel this preliminary agreement at any time, upon notice to the other and the Department.

ASSURANCES SIGNATURES:

APPLICANT

Applicant's Name: _____

Applicant's Email Address: _____

Address: _____

City: _____ State: OH Zip: _____

Applicant's IRN#: _____

Applicant's Contact Name & Title: _____

Applicant's Contact Telephone Number: (____)_____-_____

Applicant's Signature _____ Date: ____/____/_____

PRIMARY PARTNER

Name of Primary Partner (If applicant is an LEA, the primary partner must be a community-based organization and vice versa):

Email Address of Primary Partner: _____

Address of Primary Partner: _____ City: _____

State: OH Zip: _____

Primary Partner's IRN# (If applicable): _____

Primary Partner's Contact Name & Title: _____

Primary Partner's Contact Telephone Number: (____)_____-_____

Primary Partner's Signature _____ Date: ____/____/_____

APPENDIX D – Nonpublic Consultation Form

DOCUMENTATION OF NONPUBLIC SCHOOL CONSULTATION

Applicant Name (Name of LEA or CBO)		Contact Name	
Applicant Address		Phone Number	
Applicant Email		Fax Number (if applicable)	

Nita M. Lowey 21st CCLC Grant Program

In accordance with the federal Elementary and Secondary Education Act (ESSA) requirements, as amended, the following nonpublic school representatives were contacted. They were offered a genuine opportunity to express their views regarding the FY22 Request for Applications. This opportunity was provided before ANY decision that affects the opportunities of the students, teachers and other educational personnel from these nonpublic schools became final – as part of this application.

Note: Signature below of the applicant’s superintendent, CEO or equivalent officer certifies the Provision of Equitable Services section (of the FY22 21st CCLC Application) was read, and the nonpublic schools were offered an opportunity to participate in the development of the application. The applicant is responsible to maintain documentation of nonpublic school contact and consultation, which is subject for review by the Department’s Office for Improvement and Innovation and the awarding federal agency. **Please provide one completed and signed form for each eligible nonpublic consulted. Click [HERE](#) for information on how to conduct a consult.**

Name of Consulted Nonpublic School		Nonpublic School Contact Name	
Address		Phone Number	
Email Address		Fax Number (if applicable)	
Date of Consultation:			
Brief Summary of Consultation:			
Outcome of Consultation:	<input type="checkbox"/> Yes, we will participate <input type="checkbox"/> No response from consulted nonpublic <input type="checkbox"/> No, we will not participate <input type="checkbox"/> No eligible nonpublics in attendance area/reasonable proximity		

Signature of Applicant

Name		Signature		Date	
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Signature of Nonpublic School Representative

Name		Signature		Date	
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