

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



FY25 Request for Applications

February 2024



**Department of
Education &
Workforce**

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INTRODUCTION

The Nita M. Lowey 21st Century Community Learning Centers (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 standards in core academic subjects, such as English language arts and math; offers students positive youth development through Positive Behavioral Interventions and Supports (PBIS), mental health programming, 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 2024.

Ohio's Strategic Priorities for Education

The 21st CCLC grantees create or expand community learning centers that provide academic enrichment and youth development opportunities for students from economically disadvantaged families and attend low-performing schools. This well-established initiative to support Ohio's students complements [Future Forward Ohio](#), the Department's strategic priorities to help students recover from the impact of the COVID-19 pandemic, with a focus on students who experienced the greatest disruptions to learning. The strategic priorities focus on literacy, accelerating learning, workforce readiness, and student wellness.

Background

The Ohio Department of Education and Workforce 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 are 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.
- 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 2022-2023 (SY23) or 2023-2024 (SY24); 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 may only 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 purposes 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 or site-based location during the school year to include after school and summer programming (with an option for before school programming) for a selected population of students. Option 2 programs must focus on the purposes of 21st CCLC (reading, math, positive youth development and parental engagement) and include career awareness for all students.

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 or site-based location during the school year to include after school and summer programming (with an option for before school programming) for a selected population of students. These programs must include a focus on college and career exploration and/or planning, and/or dropout prevention strategies, as well as additional supports and purposes 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 need 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 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 thoughtful 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 enrollment for summer programming shall be given to student enrollment in regular school year programming.

GENERAL GRANT INFORMATION

Timeline

February 1, 2024: Register for Bidders Conference <https://forms.office.com/g/SPkb8XZdrW>

February 13, 2024: Bidders conference (virtual) – Participants are asked to register for the conference using the link below. If you are new to this process, please refer to page 21 for details then visit [OH|ID](#) to set-up an OH|ID account.

February 20, 2024: 2-hour live Q&A Session (virtual) – participants will have the opportunity to ask the 21st CCLC team questions following the Bidders Conference

February 24, 2024: A Bidders Conference recording and supporting documents shall be posted on the Department's [website](#) no later than February 24, 2024.

March 4, 2024: CCIP opens for 21st CCLC applications.

April 5, 2024: CCIP closes at 5pm.

April-May 2024: Application grant reader training for qualified grant readers. Assignment of applications to qualified grant readers. 21st CCLC grant applications read and scored.

July 2024: Grant notifications sent via CCIP.

Eligible Applicants and Eligibility Requirements

Eligible applicants must be local education agencies (LEA) or community-based organizations (CBO). These may include faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations, and other public or private entities. A

CBO is defined as a public or private for-profit or nonprofit organization that is representative of the community and has demonstrated experience or promise of success in providing educational and related activities that 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 an LEA and at least one CBO. Due to the legal obligation to maintain confidentiality of student data, the Department encourages LEAs to enter into data sharing agreements with their community partners or to gather the achievement data necessary to evaluate student status and progress. The LEA also should accept responsibility for sharing performance, attendance, and demographic data, 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 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 school that has received designation under the community eligibility provision, as determined by school enrollment or the participating attendance area.

Interested applicants must determine if they meet the eligibility requirements prior to submitting an application by checking the new [FY23 October Free and Reduced Meal Report is available on the DEW website](#). If the schools being served appear on the list as having 40% or greater, the applicant is eligible to apply. *The Department will use the most recent available Free and Reduced-Price meal data to determine eligibility.*

When serving more than one school, where one school may be eligible and the other is not, the applicant must consider a school in greater need of 21st Century Community Learning Center programming.

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.

Rural Program Priority

An additional priority considered focuses 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 2025 funding for small town and rural programming. Applicants must select their [district typology designations](#) within the application 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 additional questions, contact Diane A. Neal, PhD., Assistant Director, Office of Federal Programs by email at Diane.Neal@education.ohio.gov.

Competitive Priority Points

Competitive Priority 1: High-Impact Tutoring

Applicants that seek to implement tutoring programs aligned to Ohio's literacy and mathematics priorities and integrating key components of high-impact tutoring may receive competitive priority points. To receive competitive points, applicants must describe how the proposed program will:

- Align tutoring instruction with grade-level classroom content to build on in-class instruction.
- Integrate high-impact tutoring practices.
 - At least 30 minutes, 3 days/week or 50 hours over 36 weeks
 - Maximum of four students to one tutor
- Use high-quality instructional materials.
- Use data to identify students for participation and guide tutoring instruction.
- Identify a process to hire and train quality tutors.
- Address barriers to program access (attendance, transportation, etc.)

Under section 4204(a)(2) of the ESEA, the Department may award 21st CCLC funds to support enrichment and engaging academic activities during the school day, provided they are part of an overall expanded learning program (ELP) that provides students at least 300 additional program hours (including before, during, and after the traditional school day, weekends, and school breaks). 21st CCLC subgrantee that provide at least 300 hours of activities both during and out of school and would like to implement tutoring during the school day, in addition to or in place of tutoring afterschool or in summer, may provide that option.

The supplement, not supplant provision, applies to 21st CCLC funds. Therefore, since the state requires tutoring services for students with RIMPs, 21st CCLC funds may not be used to provide those services even if the program is offered during an expanded school day. However, 21st CCLC funds may supplement the reading services beyond the mandatory number of hours or days.

Competitive Priority 2: Mathematics

Applicants that incorporate intervention supports that include evidence-based instructional practices aligned to the [Ohio Learning Standards for Mathematics](#) may be eligible for competitive priority in this section. Applicants must describe their proposed program, detailing the following.

- A needs assessment that includes student performance data identifying mathematics content needs and outlines the focus on conceptual understanding, procedural skill and fluency, and application.

- Recruitment and/or training plan for staff qualified to provide instructional support using the Effective Math Teaching Practices aligned to the [Ohio Learning Standards for Mathematics](#) and the [Standards for Mathematical Practice](#) .
- How evidence-based instructional practices for math will be used to support conceptual understanding, procedural skill and fluency, and application.
- Use of data to plan for monitoring student progress.
- Communication plan and feedback loops between the program, school personnel, and families.
- Evaluation/monitoring plan: the information that will be collected and used to further guide evidence-based instruction as part of the afterschool program.

Please note that with mathematics instruction, *rigor* refers to the deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators need to pursue, with equal intensity, three aspects of rigor in each grade: conceptual understanding, procedural skills, and fluency and application.

- **Conceptual understanding:** The Ohio Learning Standards call for conceptual understanding of key concepts. Teachers support students' ability to access concepts from several perspectives so that students can see math as more than a set of mnemonics or discrete procedures.
- **Procedural skill and fluency:** The Ohio Learning Standards call for accuracy in calculations. Educators embed a variety of opportunities for students to build upon their conceptual understandings to develop procedural skills and fluencies.
- **Application:** The Ohio Learning Standards call for students to use math flexibly through a variety of applications. Educators provide an abundance of opportunities for students to apply math in meaningful student contexts, including in other content areas and real-world situations.

PROGRAM AND PARTNERSHIP REQUIREMENTS

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 CBO may submit one application for any of three 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 an LEA or CBO. This grant requires an applicant to have one primary partner. For example, if the applicant is a LEA, its primary partner must be a CBO. If the applicant is a CBO, its primary partner must be a LEA. 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 (see Appendix C).

Program Outreach and Information Sharing

Local 21st CCLC programs shall announce to the community information about their intended community learning center. Applicants will describe in the application how information will be disseminated to the community about the center(s) (including program location, youth development activities, homework support, etc.) in a manner that is understandable and easily accessible to the community. Applicants will also include how the information will be disseminated to the English learner populations.

District/School Partnership Requirement

To ensure alignment of out-of-school and expanded learning time programs with school-day learning, each applicant is required to have a representative be an active member of the [teacher-based, building leadership team or district 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. A program serving any elementary grade levels is considered an elementary grade program and must operate a minimum of 15 hours per week. Middle and high school programs are required to operate at least 12 hours per week.

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.

Programs that offer students partial programming are considered drop-in programs. Drop-in programs do not meet the 21st CCLC purpose, programmatic requirements, and hours of operation. Drop-in programs are *not* permissible in any funded 21st CCLC programs. All students are REQUIRED to engage in full programming to include academic and youth development programs. Summer programs are expected to have consistency in attendance, just as they would during the school year.

The Department requires that all subrecipients commence programming on or before October 14, 2024, and end no earlier than April 11, 2025. Failure to follow this guideline may result in a reduction of the first fiscal year’s funding award or grant termination.

Transportation

Applicants are required to describe in their application how the transportation needs of participating students will be addressed. Daily transportation arrangements must be met for students attending the program. Multiple transportation options can occur where student

needs dictate (e.g., walking, bus transportation, guardian pick-up, etc.). Applicants should contact the district in which the proposed program will take place to determine eligibility for bus transportation.

Program Licensure

The applicant must ensure programming is provided in a safe and accessible facility operating in accordance with local fire, health, and zoning department regulations (e.g., security measures, ADA accommodations). 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. Contact the licensing agency upon notification of award to ensure the licensing process is completed prior to the first day of programming.

The organization responsible for conducting the day-to-day student services determines the license jurisdiction. Sites operated by CBOs 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 and Workforce. Visit <https://education.ohio.gov/Topics/Early-Learning/School-Age-Child-Care-Licensing> for additional information about license jurisdiction. Licensing contacts for both agencies are listed below. Should your site(s) not require licensure, please indicate this in your program application under site options.

Ohio Department of Job and Family Services, Office of Family Assistance Bureau of Child Care
Development Licensing and Monitoring
1-877-302-2347, option 4

childcarepolicy@jfs.ohio.gov or [view contact list](#)

<https://emanuals.jfs.ohio.gov/ChildCare/ChildCareCenter/Rules/5101-2-12-02.stm>

Ohio Department of Children and Youth

Office of Early Learning and School Readiness 1-614-502-7535 or

OELSR.licensing@education.ohio.gov

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 CBOs 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 CBO partner has the information to communicate with the nonpublic schools.

Traditional LEAs shall consult with every nonpublic school with which they have a relationship. Traditional LEAs can find additional information on the [Department's Systems for District Planning, Reporting and Budgeting](#) webpage. For community schools, reasonable proximity should 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.
- 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

Applicants are required to provide an estimated number of participating nonpublic students based on consultation. If awarded, applicants should provide an exact number of participating students as part of grant monitoring.

The nonpublic consultation form (Appendix D), is available as an [electronic version](#).

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 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 Compliance and Performance Measures

The priorities of the Ohio 21st Community Learning Center program are to impact:

- Reading (with a focus on literacy achievement)
- Mathematics
- Positive youth development
- Parent and family engagement
- Student engagement
- Workforce readiness

These priorities inform the objectives used to establish the minimum requirements and measures for all programs. To measure progress toward achieving objectives, all subrecipients are required to meet minimum program requirements (Objectives 1-3) and to collect and report data for the federal GPRM measures and Ohio Department of Education and Workforce performance measures (Objectives 4-6):

Objective 1: Ohio's 21st CCLC will establish and maintain relationships with other CBOs and local education agencies that provide ongoing partnerships of mutual support and result in strengthened implementation of the 21st CCLC program.

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, academic performance, and behavior.

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

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.

Objective 5: Participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes.

Objective 6: Ohio's 21st CCLC programs will deliver evidence-based opportunities for participants to explore careers, occupational identities, and draft career and postsecondary pathways.

To measure progress toward achieving these objectives, all subrecipients are required to meet minimum program requirements (Objectives 1-3) and to collect and report data for the federal GPRA measures and Ohio Department of Education and Workforce performance measures (Objectives 4-6). Data will be collected through state assessments, classroom teacher surveys, LEA data on attendance and suspension, family surveys, and career and workforce readiness surveys as described in these sections.

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

Personnel

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

- **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 needs only be certified in one subject at the grade span served.
- **Program Manager:** Each 21st CCLC subrecipient **MUST** 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.

Nutrition

21st CCLC grantees must provide daily, nutritious snacks to students during Out-of-School Time (for school- based or site-based 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. Visit the [After School Care Snack Program](#) webpage for more detailed information.

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.

Sustainability

21st CCLC grants are *not* intended to provide programs with long-term sustainability of their Expanded Learning and Out-of-School Time programs. LEAs and CBOs need to work together to make critical links for sustaining the 21st CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine how best to leverage resources within the community for long-term continuity 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.

Renewability Policy and Continuation Funding

Section 4204(j) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), authorizes State Education Agencies (SEAs) to renew programs awarded under the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program to eligible entities based on the eligible entity's performance during the preceding subgrant period.

Ohio does not offer a renewal application process. With that, applicants who are awarded a 21st Century Community Learning Centers grant will be awarded a 5-year grant provided they ensure all programmatic and financial obligations are met. Programs that do not have satisfactory performance during the previous grant cycle year are not eligible for continuation. Continuation funding is subject to the availability of funds from the United States Department of Education (USED).

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, the 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.

FUNDING

Funding for this grant is contingent upon the Department's receipt of federal funding. The Office of Future Forward Ohio 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 must align with the completed and approved budget and budget narrative section of the CCIP application. Expenses must be used toward academic (reading and mathematics), youth development, student engagement and family engagement enrichment initiatives in before, after, and summer programs. 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.

All expenditures must be reasonable, allowable, and necessary.

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

- [2 CFR part 200](#)
- Education Department General Administrative Regulations ([EDGAR](#))
- Legislation; [ESSA; Non-Regulatory Guidance](#)

Applicants should use common sense when making expenditure and obligation decisions. See below for some examples of the allowable and unallowable uses of funds.

Allowable Use of Funds:

- Transportation costs (driver salary and benefits, transportation vouchers, student bus passes)
- Curriculum materials related to after-school programming.
- Programming staff salary and benefits, such as teachers and tutors
- Student, staff and parental incentives (may include non-grocery store or non-restaurant gift cards)
- Program evaluation
- Youth development contractors or parent and family engagement speakers
- Rent (for after-school activities only)
- Staff professional development for meetings, trainings, and reimbursement of travel expenses
- Equipment purchases for instructional purposes (refer to local threshold)

Unallowable Use of Funds:

- 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.
- Grant writer fees
- Vehicle, vans, or bus purchases
- Capital expenses (a building or land for a building)
- Indirect costs not pre-approved for an indirect cost rate by a federal or state government agency
- Building repairs and renovations
- Supplies for fundraisers

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. The funds received are for immediate cash needs and must be spent within five business days.

To do business with the State of Ohio, each grantee is required to have an OAKS Supplier/Vendor ID and provide banking information to receive payment. (If your organization currently receives payments from the Department or another state agency, it is likely you already have an OAKS Supplier/Vendor ID.) If you do not have an OAKS Supplier/Vendor ID you will need to [create a new account](#) via OhioPays. Allow 5 business days for the documents to be processed. You will be notified via email of your OAKS ID#. If you need additional information, please submit an inquiry via the “Contact Us” page on the OhioPays website or call 877-644-6771.

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 (if approved).
- 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.

Object Code	Salaries 100	Retirement Fringe 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/ Admin							
Professional Development							
Family/ Community							
Safety							
Facilities							
Transportation							
Non-Public							
Indirect Costs							

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 the 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 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.

- A Unique Entity Identifier (UEI) is a number issued by the System for Award Management (SAM) to identify businesses and other entities that do business with the federal government. The UEI has replaced the DUNS number as the authorized identifier for the federal government. If you already have an UEI#, [instructions on how to enter your UEI#](#) into OEDS as required. Should you need further assistance with SAM.gov, please reach out to the [Federal Service Desk](#).
- 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](#).
- To establish a department profile, click on [OH|ID](#) 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.

GRANT SUBMISSIONS

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. Only one person per organization can be assigned to this role.
- **CCIP Fiscal Representative/Treasurer:** Will grant users full access and access to submit project requests. Only one person per organization can be assigned to this role.
- **OEDS-R Organization Administrator:** Will grant access to assign roles in the Ohio Educational Directory System.
- **Data Entry Funding – CCIP:** Will grant users updated access to all funding applications.
- **Program Manager-21st Century Grant – Department 21st CCLC team members:** Will grant users access to the Compliance Monitoring System once awarded a grant. Only one person per organization can be assigned to this role. This role is a required role for all subrecipients.

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 Friday, March 4, 2024, and will close promptly at 5 p.m. EST Friday, April 5, 2024.**

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.

Technical Review

Before any successfully submitted application is considered for competition, selected grant reviewers will conduct a technical review of each application. The review is designed to confirm that the following items are present and are accurate based on requirements:

- **Grant Options Information** (Appropriate grant option [1, 2 or 3] is selected, program start/end dates and minimum hours of operation are met)
- **Partnership Agreement** (document is signed/dated by appropriate partners – LEA/CBO or CBO/LEA)
- **Equitable Services Provision** (nonpublic consultation form is signed/dated by appropriate person(s))
- **Eligibility of Schools to be Served** (Interested applicants must determine if they meet the eligibility requirements prior to submitting an application by checking the [Data for Free and Reduced Price Meal](#) Eligibility page. See section Eligible Applicants and Eligibility Requirements)

During this review, if any of these items are incorrect or missing, reviewers will mark that in the Technical Review checklist/form and mark the application ineligible for full scoring. If an application does not pass technical review, it will not progress to the competitive grant read. Please see Appendix E to reference the technical review checklist.

Scoring

The Department implements a prescribed and consistent method for scoring competitive applications. After multiple grant readers have completed their scoring, the scores are reviewed for any discrepancies. 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 considering the priorities for rural program enhancement and program priority point options. This procedure is followed until all the available grant funds have been allocated.

Rubric:

Prompts 1-19 will be scored according to the following general rubric:

1	No or little evidence: Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant’s capacity to execute it.
2	Some evidence: there is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully

	meets expectations.
3	Convincing evidence: the information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Award Notification

It is anticipated that the competitive grant read process will be complete and final decisions will be made by the end of August 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

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 and evaluation process comprised of the following three components:

- Program Monitoring: On-site monitoring visits at least twice during the five-year grant cycle. Subrecipients will receive the monitoring guidelines upon award.
- Federal Reporting: An annual submission, by the subrecipient, into the 21APR (21st Century Annual Performance Review) system; and
- Local and Statewide Evaluation: An annual submission, by the subrecipient, of results of a local program evaluation to inform the statewide evaluation.

Program Monitoring

All 21st CCLC subrecipients are required to demonstrate through the program monitoring process that they meet the following minimum requirements to meet Objectives 1-3. These requirements will be assessed through the Compliance Measures (CM) identified within each objective. In addition, there are other program requirements referenced through this RFA that programs must meet.

Objective 1: 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.

- CM 1.1: Programs will meet monthly with primary partnering agencies (local education agencies and/or CBOs) to examine services and strategize their collaborative efforts to serve their 21st CCLC students.
- CM 1.2: Programs will develop robust sustainability plans and demonstrate progress in implementing the plans.

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, academic performance, and behavior.

- CM 2.1: Programs will deliver enrichment opportunities in reading that use evidence-based strategies and practices, as defined by the Ohio Department of Education and Workforce, and provide at least two hours, on average, of reading enrichment per week.
- CM 2.2: Programs will deliver enrichment opportunities in mathematics that use evidence-based strategies and practices, as defined by the Ohio Department of

Education and Workforce, and provide at least two hours, on average, of math enrichment per week.

- CM 2.3: Programs will provide programming that connects academic content with careers, promotes career- technical education pathways, and provides opportunities for students to develop professional capabilities (middle and high school sites only). (all programs; see [Career Connections Framework](#))
- CM 2.4: Programs will provide dropout prevention using evidence-based strategies and interventions that keep students enrolled in school and on track for earning high school diplomas (middle and high school sites only).
- CM 2.5: Programs will ensure that at least 60 percent of enrolled students attend regularly (90 hours or more for academic year programming).

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.

- CM 3.1: Programs will 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.

Quality Assessment Pilot

Subrecipients for 2024-2025 First Year 21st CCLC Grants

Research has demonstrated that quality out-of-school time programs can have significant benefits for students in academics, youth development, and lifelong success. The Ohio Department of Education and Workforce requires 21st CCLCs to provide high-quality programs and is initiating a quality improvement pilot program to establish quality definitions and assessment to enable statewide evaluation of program implementation. All subrecipients with **2024-2025** first year 21st CCLC Grants will participate in the Quality Assessment pilot, which will follow the framework of the [Ohio Improvement Process](#).

More detail regarding this pilot will follow, but it is intended for all subrecipients starting 21st CCLC grants in the 2024-2025 to participate in the following pilot plan, with subrecipients that receive new grants in subsequent years also participating in the pilot activities:

- **Grant Year 1: Identify & Research:** Multiple out-of-school time quality assessments have been developed. Some are currently in use by 21st CCLC programs. In Year 1, all subrecipients with **2024- 2025** first year 21st CCLC Grants will participate in a working group to research and identify quality assessment(s) that meet the needs of 21st CCLC programs.
- **Grant Year 2: Plan for Implementation:** All subrecipients with **2024-2025** first year 21st CCLC Grants and their local evaluators will plan and test implementation of the selected quality assessment(s), including attending any required training. Based on learnings from the tests, the working group will establish common procedures and processes for implementation.

- **Grant Year 3: Implement and Monitor:** All subrecipients with **2024-2025** first year 21st CCLC Grants will implement quality assessment(s) and report results through the statewide evaluation; the working group will review the implementation and make any recommendations for improvement.
- **Grant Years 4-5: Examine, Reflect, Adjust:** All subrecipients with **2024-2025** first year 21st CCLC Grants will continue to implement quality assessment(s) and report results through the statewide evaluation; the overall success of the pilot will be evaluated and any additional changes or improvements to the implementation will be made.

Continuation Plans

After receiving a 21st Century Community Learning Center grant award, grantees will be required to submit a continuation plan prior to beginning the next year's grant cycle. The continuation plan request will be due at the given deadline by the Department in early spring of the prior grant award year.

PROGRAM EVALUATION

In addition to program monitoring requirements, programs will be required to participate in three evaluation processes.

Federal Reporting – 21st CCLC Annual Performance Review (21APR)

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

All funded 21st CCLC programs are required to report within the system annually. Each program site shall identify a reporter to input data in a timely manner per the given deadline, including the year following closure of the program. Ohio's activities, staffing, participation and outcomes data are reported to the U.S. Congress via the U.S. Department of Education. Failure to report may result in immediate grant termination.

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 objectives are met. Expenditures for a program evaluator can be up to \$10,000 per fiscal year.

Subrecipients cannot agree to a contract that crosses over fiscal years. Contracts shall be renewed annually.

Awarded programs will be required to complete an Evaluation Design. The Evaluation Design is a map that allows the 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?

The local evaluation process assists 21st CCLC programs to continually examine outcomes and work collaboratively with stakeholders to provide the best opportunities possible for students. Conducting a local evaluation will help 21st CCLC staff track the program's implementation, progress, and success. It will also provide valuable information that will inform changes needed to improve the program's performance. Conducting a local evaluation will help 21st CCLC programs highlight successes and discover areas for future growth.

Statewide 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 statewide evaluation. 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.

The statewide evaluation is designed to provide the Ohio Department of Education and Workforce with actionable recommendations that enable program and system improvements that lead to positive outcomes for students and families. Program data are aggregated and analyzed to provide a full picture of program activities and results in the state.

For the statewide evaluation, programs will be required to submit goals for what is anticipated to be achieved in 2024-2025 for each of Ohio's Performance Measures (in Objectives 4-6) and report progress towards the targets at the end of the year.

There are two sets of performance measures that programs must report on: 21APR GPRA measures and Ohio's Performance Measures (summarized in the table below).

21APR GPRA Measures

GPRA measures are developed by the federal Department of Education and may change. The current GPRA measures are outlined here and awarded subrecipients will receive updated information as it is available. The current 21APR GPRA Outcome Measures are:

- **GPRA#1 – Reading and Language Arts:** Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.
- **GPRA#1 – Math:** Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
- **GPRA#2:** Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.

- **GPRA#3:** Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
- **GPRA#4:** Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- **GPRA#5:** Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in [teacher-reported engagement in learning](#).

Performance Measures (PM)

In addition to reporting on the GPRA measures, subrecipients are required to report on additional performance measures using the specified data sources. Awarded subrecipients will receive an evaluation manual and an orientation with further information about the requirements. All 21st CCLC subrecipients will report results for the following measures that track progress toward the Ohio Department of Education and Workforce Objectives.

Measures: Programs will be setting goals for each measure and reporting on progress towards their individual goals.

Data Sources: Each measure has required data source(s) or instrument(s). More information will be provided to subrecipients once they receive their award about the required data sources. This list may be updated or revised but is provided to enable applicants to understand the expectations for program evaluation.

- Literacy and Math Assessments must be approved by the Ohio Department of Education and Workforce; subrecipients can choose which assessment works best for their program
 - [Ohio's State Tests](#) - State achievement tests for grades 3-8
 - [Ohio's Approved Assessments](#) - Approved literacy and mathematics assessments for grades K- 12
 - [Ohio's Early Learning Assessment](#) - Approved literacy and mathematics assessments for preschool students
 - [Renaissance STAR Reading and Math Assessments](#) - Approved dropout prevention and recovery mathematics and literacy assessments
- Grade Point Averages – definition provided through 21APR guidance; data supplied by LEA or district records
- Teacher-reported Student Engagement Survey – provided by the Department as part of 21APR reporting
- In-school suspension – definition provided through 21APR guidance; data supplied by LEA or district records

- School-day Attendance – definition provided through 21APR guidance; data supplied by LEA or district records
- Family Survey – provided through the Statewide Evaluation
- Career Development Inventory – provided through the Statewide Evaluation
- Credits attained – data supplied by LEA or district records
- Graduation – data supplied by LEA or district records

Subrecipients will report on performance measures through different mechanisms. Some data are reported through the Statewide Evaluation within the online system provided by the Statewide External Evaluators and other outcome data are reported through the 21APR online system. More explanation will be provided on submission timelines and processes.

The following information outlines Objectives 4-6 with their corresponding performance measures, data sources, and where outcomes are to be reported.

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 as measured by:

- PM 4.1 Family Engagement: Percentage of families and caregivers who support their child’s learning and development.
 - Data Source: Family Survey
 - Reported to: Statewide Evaluation
- PM 4.2 Percentage of staff who reported improved preparedness in engaging meaningfully with families.
 - Data Source: Family Survey
 - Reported to: Statewide Evaluation

Objective 5: Participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes as measured by:

- PM 5.1 Percentage of all pk-12 students participating regularly in 21st CCLC programming during the school year who moved from “basic” or “limited proficiency” to “proficient” or above in reading on Ohio’s statewide literacy assessments.
 - Data Source: Literacy Assessments
 - Reported in: Statewide Evaluation
- PM 5.2 Percentage of all pk-12 students participating regularly in 21st CCLC programming during the school year who moved from “basic” or “limited proficiency” to “proficient” or above in mathematics on Ohio’s statewide literacy assessments.
 - Data Source: Mathematics Assessments
 - Reported in: Statewide Evaluation

- PM 5.3 Percentage of all pk-12 students participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.
 - Data Source: Literacy Assessments
 - Reported in: Statewide Evaluation 21APR (only grades 4-8)
- PM 5.4 Improvement in Academic Achievement: Percentage of all pk-12 students participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
 - Data Source: Mathematics Assessments
 - Reported in: Statewide Evaluation 21APR (only grades 4-8)
- PM 5.5 Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
 - Data Source: GPA
 - Reported in: 21APR-GPRA#2 (Grades 7-8 & 10-12 only)
- PM 5.6 Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.
 - Data Source: Teacher Survey
 - Reported in: 21APR
- PM 5.7 Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
 - Data Source: In-School Suspensions
 - Reported in: 21APR
- PM 5.8 Improvement in Academic Behaviors: Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
 - Data Source: Attendance
 - Reported in: 21APR

Objective 6: Ohio’s 21st CCLC programs will deliver evidence-based opportunities for participants to explore careers, occupational identities, and draft career and postsecondary pathways as measured by:

- PM 6.1 Workforce Readiness: Percentage of students in grades 9-12 participating in 21st CCLC programming during the school year who demonstrate growth in career planning.
 - Data Source: Career Planning Student Survey
 - Reported in: Statewide Evaluation

- PM 6.2 Workforce Readiness: Percentage of students in grades 6-8 participating in 21st CCLC programming during the school year who demonstrate growth in career exploration.
 - Data Source: Career Exploration Student Survey
 - Reported in: Statewide Evaluation
- PM 6.3 Workforce Readiness: Percentage of students in grades K-5 participating in 21st CCLC programming during the school year who demonstrate growth in career awareness.
 - Data Source: Graduation
 - Reported in: Statewide Evaluation
- PM 6.4 Career Pathways: Percentage of students achieving [Industry Recognized Credentials](#).
 - Data Source: Credentials Achieved
 - Reported to: Statewide Evaluation
- PM 6.5 Career Pathways: Percentage of students participating in [Pre-Apprenticeships](#).
 - Data Source: Student Participation Records
 - Reported to: Statewide Evaluation
- PM 6.6 Internships: Percentage of students participating in an internship.
 - Data Source: Student Participation Records
 - Reported to: Statewide Evaluation
- PM 6.7 Workforce Credentials: Percentage of students achieving an [Ohio Graduation Seal](#).
 - Data Source: Seals Achieved
 - Reported to: Statewide Evaluation
- PM 6.8 Dropout Prevention: Percentage of students in Dropout Prevention and Recovery programs who successfully attain credit in a graduation-required course that they were not successful in earning in a prior attempt.
 - Data Source: Credits Obtained
 - Reported to: Statewide Evaluation



APPENDIX A – GRANT APPLICATION SCORING RUBIC

FY25 - 21st CCLC Grant Application

- Applicants must choose from three separate grant types: 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 19 prompts. Prompts 1-16 are required for all applicants; Prompt 17 is for Option 1 only; Prompts 18 and 19 are optional for competitive priority points.
- 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.

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.

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 both of 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 2022-2023 (SY21) or 2023-2024 (SY24)
- Reflects a minimum of 1,245 hours (for elementary schools) and 1,305 hours (for secondary schools).

Applicants using the Expanded Learning Time option may only 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 or site-based 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/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 support and programming as required under the grant (reading, math, positive youth development and family engagement).

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 regarding reading and achievement. Data should be supported by the Ohio School Report Card and/or the [Student Recovery Dashboards](#). 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 regarding mathematics achievement. Data should be supported by the Ohio School Report Cards and/or the [Student Recovery Dashboards](#). 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. 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).

(Prompts 1-7) Planning Tool for Reading, Math, Positive Youth Development and Family Engagement

Prompt 1: 21st CCLC must have a strong, evidence-based, and aligned plan to ensure students improve in reading. 21st CCLC should ensure 100 percent of program sites deliver enrichment opportunities in reading that uses evidence-based strategies and practices, with at least two hours of reading enrichment provided per week. Describe your selected 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. These strategies must be aligned with the state's [Plan to Raise Literacy Achievement](#) (p. 18-37), as well as instruction during the school day.

PLEASE DESCRIBE:

- The strategies selected.
- How and why these strategies were selected to meet student needs.
- How they align to the state's Plan to Raise Literacy Achievement (p.18-37), as well as instruction during the school day.

Aligned with the following 21st CCLC Objectives:

Objective 2: Ohio's 21st CCLC programs will deliver quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance, academic performance, and behavior.

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.

Rubric:

The applicant presents a strong, evidence-based, and aligned approach that will ensure students improve in reading. They clearly describe the strategies selected, provide a strong rationale for those strategies that demonstrates an understanding of student needs, and illustrate alignment with Ohio's evidence-based Plan to Raise Literacy Achievement and school instruction.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant's capacity to execute it.
2	Some evidence: there is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence: the information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 2: Describe your implementation strategy to ensure 100 percent of your program sites deliver enrichment opportunities in reading that uses evidence-based strategies and practices, with at least two hours of reading enrichment provided per week.

PLEASE DESCRIBE:

- The overall implementation strategy
- Plans for small group or one-on-one instruction to be provided to students.
- Use of data for assessing students’ individual academic needs and improving student progress

Aligned with the following 21st CCLC Objectives:

Objective 2: Ohio’s 21st CCLC programs will deliver quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance, academic performance, and behavior.

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.

Rubric:

The applicant presents a strong implementation plan for ensuring students receive effective literacy support. They demonstrate an understanding of necessary steps to ensure small group/one-on-one instruction and using data to monitor and improve student progress.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant’s capacity to execute it.
2	Some evidence: there is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence: the information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 3: 21st CCLC must have a strong, evidence-based, and aligned plan to ensure students improve in mathematics. 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.

PLEASE DESCRIBE:

- The evidence-based strategies selected.
- How and why these strategies were selected.
- How they align to instruction during the school day

Aligned with the following 21st CCLC Objectives:

Objective 2: Ohio’s 21st CCLC programs will deliver quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance, academic performance, and behavior.

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.

Rubric:

The applicant presents a strong, thoughtful, and aligned approach that will ensure students improve in mathematics. They clearly describe the strategies selected, provide a strong rationale for those strategies that demonstrate an understanding of student needs, and illustrate alignment with school instruction.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant’s capacity to execute it.
2	Some evidence: there is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence: the information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 4: Describe your implementation strategy to 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.

PLEASE DESCRIBE:

- The overall implementation strategy
- Plans for small group or one-on-one instruction to be provided to students.
- Use of data for assessing students’ individual academic needs and improving student progress

Aligned with the following 21st CCLC Objectives:

Objective 2: Ohio’s 21st CCLC programs will deliver quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance, academic performance, and behavior.

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.

Rubric:

The applicant presents a strong implementation plan for ensuring students receive effective mathematics support. They demonstrate an understanding of necessary steps to ensure small group/one-on-one instruction and using data to monitor and improve student progress.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale,

	viability of the plan, or the applicant’s capacity to execute it.
2	Some evidence: there is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence: the information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 5: Describe the evidence-based positive youth development strategies that will be implemented in the program and how they will impact school attendance, behavior, or other needs.

PLEASE DESCRIBE:

The selected strategies.

The diverse needs of students these strategies are addressing.

How and why these strategies were selected.

ALIGNED WITH THE FOLLOWING 21st CCLC OBJECTIVES:

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, academic performance, and behavior.

Objective 5: Participants in Ohio's CCLC programs will demonstrate educational and social benefits and positive behavioral changes.

Rubric:

The applicant provides a strong plan for implementing evidence-based positive youth development strategies that will impact school attendance, behavior, or other needs. They clearly describe the strategies selected and the needs they are meeting, as well as provide a strong rationale for those strategies.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant’s capacity to execute it.
2	Some evidence: there is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence: the information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 6: Describe how you will use evidence-based opportunities to increase family engagement with the goal of enhancing students’ academic outcomes and wellbeing.

PLEASE DESCRIBE:

- The selected opportunities.
- The diverse needs of students these strategies are addressing.
- How and why these strategies were selected.

Aligned with the following 21st CCLC Objectives:

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.

Rubric:

The applicant provides a strong plan for family engagement. They clearly describe the opportunities selected and the needs they are meeting, as well as provide a strong rationale for those opportunities.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant’s capacity to execute it.
2	Some evidence: there is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence: the information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 7: Describe how other existing resources (partnerships, state, and federal resources) will be coordinated and aligned to meet this program’s objectives.

PLEASE DESCRIBE:

- 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.
- How these resources will support program goals.

Aligned with the following 21st CCLC Objectives:

Objective 1: 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.

Rubric:

The applicant provides a strong plan for leveraging resources to meet program objectives. The resources available are aligned to program objectives and will increase program effectiveness.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant’s capacity to execute it.

2	Some evidence: there is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence: the information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

(Prompts 8-16) Program Components – As applicable

Prompt 8: Provide an itemized listing of anticipated allowable expenditures that aligns with the allocation budget grid for this grant.

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. Expenses must be used toward academic, youth development and family engagement enrichment initiatives that are reasonable, allowable, and necessary to achieve program objectives.

Rubric:

The applicant provides a strong plan for use of funds that supports academic, youth development, and family engagement initiatives. Expenses are reasonable, allowable, and necessary to achieve program objectives.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant's capacity to execute it.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 9: Describe your recruitment and professional development plan for staff.

PLEASE DESCRIBE:

- Your plan for recruitment.
- Your plan for professional development; please explain how you will ensure training professional development is high quality and addresses the 21st CCLC components, including identified needs and program objectives.

Please ensure this response addresses:

- Recruitment and/or training plan for staff to provide services in literacy in alignment with Ohio’s plan to raise literacy achievement and Ohio’s dyslexia guidebook
- Recruitment and/or training plan for staff to provide services in mathematics.
- Recruitment and/or training plan for staff to implement youth development strategies.
- Recruitment and/or training plan for staff to implement family engagement strategies.

Rubric:

The applicant provides a strong plan for recruitment and professional development that is aligned to the needs of the program and will increase the effectiveness of staff working with students.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, viability of the plan, or the applicant’s capacity to execute it.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 10: Per the U.S. Department of Education, a comprehensive statewide evaluation of Ohio's programs is required. Describe your plan for working with a state-selected evaluator to ensure Ohio's 21st CCLC Performance Measures and Objectives are being met.

PLEASE DESCRIBE:

- Plans for assisting the state-selected evaluator.
- Plans for how students and families will be involved in the evaluation process.
- 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.

Aligned with the following 21st CCLC Objectives:

Objective 1: Ohio's 21st CCLC will establish and maintain relationships with other CBOs and local education agencies that provide ongoing partnerships of mutual support, sharing of data and result in strengthened implementation of the 21st CCLC program.

Rubric:

The applicant provides a strong plan for meeting evaluation expectations, including assisting an evaluator, engaging students and families, and collecting data from program partners.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, or the applicant’s capacity to execute it.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.

3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 11: Per Ohio's 21st CCLC grant requirements, recipients must conduct self-assessments and/or formal local evaluations. A local evaluation is required annually. Evaluators will be reviewing information such as the Ohio School Report Cards, academic improvement plans, One Plan 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.

PLEASE DESCRIBE:

- The local evaluation staff position(s) responsible for the oversight of data collection
- The manner and method of data collection and methodology for review
- How the information will be used to enhance program quality

Rubric:

The applicant provides a strong plan for meeting evaluation expectations, including having designated personnel to perform the local evaluation, a coherent plan for data collection and review, and a plan for using the information in a way that will improve program quality.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 12: Describe your sustainability plan.

PLEASE DESCRIBE:

- What staff will support sustainability planning.
- Potential partnerships, other funding streams, and in-kind services that will enable the program to continue when the 21st CCLC grant award expires.
- Planned communication to raise awareness of 21st CCLC programming.

Aligned with the following 21st CCLC Objectives:

Objective 1: Ohio's 21st CCLC will establish and maintain relationships with other CBOs and local education agencies that provide ongoing partnerships of mutual support, sharing of data and result in strengthened implementation of the 21st CCLC program.

Rubric:

The applicant has a plan that is likely to increase sustainability of the program. There is capacity to support sustainability planning, a reasonable and sufficient list of potential partnerships, and a plan to raise awareness of programming.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant's capacity to execute the plan.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 13: Describe how the 21st CCLC staff will establish constructive working relationships with school staff.

PLEASE DESCRIBE:

- How and when 21st CCLC staff will meet with school staff (note: a minimum of monthly meetings is expected).
- How 21st CCLC staff and school staff will share student success data, including academic.
- How 21st CCLC activities will be linked and aligned to school day curricula and activities.

Aligned with the following 21st CCLC Objectives:

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.

Rubric:

The applicant has a plan that is likely to increase the effectiveness of the program. The plan presented has sufficient and thoughtful engagement between 21st CCLC and school staff and has a plan for use of student data that will help students make academic progress.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant's capacity to execute the plan.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 14: Describe how the partnership between the lead applicant, local education agency and additional CBOs will support programming.

Aligned with the following 21st CCLC Objectives:

Objective 1: 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.

Rubric:

The applicant provides a strong plan for leveraging partnerships to meet program objectives and increase program effectiveness.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence: the information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 15: Applicants should work towards the objective of 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. Describe the plan for incorporating evidence-based strategies to increase college and/or career awareness and readiness for students. Potential activities to include as a part of this competitive priority include: [career exploration and planning](#), [work-based learning](#) community-based instruction, computer assistance instruction, entrepreneurship skill building, social skills training, Ohio Means Jobs readiness seal, graduation seals, and/or [industry-recognized credential](#) programs.

PLEASE DESCRIBE:

- The strategies selected.
- How and why these strategies were selected to meet student needs.
- How these strategies align to Ohio’s Career Connections Framework and/or, for high school students, graduation plans.
- Resources that will be used to support this work, including, if applicable, community partners who have agreed to support college and/or career awareness and readiness for students.

Aligned with the following 21st CCLC Objectives:

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, academic performance, and behavior.

Objective 6: Ohio’s 21st CCLC programs will deliver evidence-based opportunities for participants to explore careers, occupational identities, and draft career and postsecondary pathways.

Rubric:

The applicant presents a strong plan to increase student awareness of and/or readiness for careers that is based on student needs, aligned to the Ohio Career Connections Framework and/or graduation plans, and leverages appropriate resources.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 16: Per the Department’s expectations, 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 proposal 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.

PLEASE DESCRIBE:

- How your program will meet the Summer Enrichment requirements for year-round expanded learning opportunities, including the general calendar and number of hours.
- How your summer program will engage students in academic, positive youth development, and family engagement supports to maximize student outcomes.

Rubric:

The applicant has a plan that meets expectations, including the number of hours, and is likely to lead to effective summer programming that maximizes student outcomes.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan.

2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

(Prompt 17) Expanded Learning Time (ELT) Related Section:

(APPLICANTS NEED TO ANSWER PROMPT 17 IF OPTION 1 IS CHOSEN.)

Prompt 17: Describe how your program will meet the expanded learning hour requirements and provide evidence documenting it.

Aligned with the following 21st CCLC Objectives:

Objective 5: Participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes.

Rubric:

The applicant has a plan that meets the expanded learning hour requirements.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant's capacity to execute the plan.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

(Prompts 18-19) Competitive Priority Points (OPTIONAL)

Prompt 18: High-Impact Tutoring –Applicants that seek to implement tutoring programs aligned to Ohio's literacy and mathematics priorities and integrating key components of high-impact tutoring may receive competitive priority points. To receive competitive points, applicants must describe how they proposed program will:

- Align tutoring instruction with grade-level classroom content to build on in-class instruction.
- Integrate high-impact tutoring practices.

- At least 30 minutes, 3 days/week or 50 hours over 36 weeks
- Maximum of four students to one tutor
- Use high-quality instructional materials.
- Use data to identify students for participation and guide tutoring instruction.
- Identify a process to hire and train quality tutors.
- Address barriers to program access (attendance, transportation, etc.)

Under section 4204(a)(2) of the ESEA, the department may award 21st CCLC funds to support enrichment and engaging academic activities during the school day, provided they are part of an overall expanded learning program (ELP) that provides students at least 300 additional program hours (including before, during, and after the traditional school day, weekends, and school breaks). Option 1 grantees who would like to implement tutoring during the school day with 21st CCLC funds may provide that option.

The supplement, not supplant provision applies to 21st CCLC funds. Therefore, since the state requires tutoring services for students with RIMPs, 21st CCLC funds may not be used to provide those services even if the program is offered during an expanded school day. However, 21st CCLC funds may supplement the reading services beyond the mandatory number of hours or days.

Rubric:

The applicant has a plan to implement literacy and/or mathematics tutoring that incorporates key elements of high-impact tutoring.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

Prompt 19: Mathematics-Applicants that incorporate intervention supports that include evidence-based instructional practices aligned to the [Ohio Learning Standards for Mathematics](#) may be eligible for competitive priority in this section. Applicants must describe their proposed program, detailing the following.

- A needs assessment that includes student performance data identifying mathematics content needs and outlines the focus on conceptual understanding, procedural skill and fluency, and application.
- Recruitment and/or training plan for staff qualified to provide instructional support using the Effective Math Teaching Practices aligned to the [Ohio Learning Standards for Mathematics](#) and the [Standards for Mathematical Practice](#).

- How evidence-based instructional practices for math will be used to support conceptual understanding, procedural skill and fluency, and application.
- Use of data to plan for monitoring student progress.
- Communication plan and feedback loops between the program, school personnel, and families.
- Evaluation/monitoring plan: the information that will be collected and used to further guide evidence-based instruction as part of the afterschool program.

Rubric:

The applicant has a plan to implement mathematics intervention that incorporates use of data, aligned recruitment and/or training, communication, and ongoing continuous improvement.	
1	No or little evidence. Raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan.
2	Some evidence. There is some information provided that meets expectations, but it does not meet all the expectations, or there is vagueness which makes it unclear if the application fully meets expectations.
3	Convincing evidence. The information provided suggests the application meets expectations.
4	Strong evidence. The information provided meets or exceeds expectations as demonstrated by thoughtfulness and thoroughness.

APPENDIX B – 21st CCLC FAQs

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 CBOs.
- Institutions of higher education; and
- For-profit businesses.
- Agencies that work with student populations that have 40% or greater economically disadvantaged students.

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 the service area defined?

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

OPTION 1 – SCHOOL SCHEDULE CHANGE

Q. I am a community school interested in applying for an Option 1 grant. What is the process of changing the school day schedule to meet this requirement?

A. Along with following the Option 1 requirement on pages 4-5, applicants may need to work with their local school board or governing body to revise their school day schedule to accommodate for the additional time needed. This may be done by submitting a plan (as well as application assurances) to formally request the change to the school day schedule. See below for a plan example:

XXX School is one of the lowest performing schools in Ohio with the highest number of students (XXX) in our district from economically-disadvantaged households. XXX percent (XX %) of our students are below proficient in reading and XX% of our students are below proficient in math. XXX school needs to provide additional time for interventions for struggling students. With that said, XXX School would like to expand the school day and offer summer school hours for all students and serve those who need it the most by providing extra support in reading, math,

youth development and family engagement during this expanded learning time. Assistance through a federal 21st CCLC grant would provide financial assistance to cover the cost to expand the day and summer school. If this proposal is approved by the School Board, XXX School expanded learning program hours will be as follows: the bell when students enter the building will be at X:XX am and the day will end at X:XX pm. The expanded learning time for all students will be offered from X:XX pm to X:XX pm.

Previously students were dismissed at X:XX pm, so this expands the day by XXX minutes a day x XXX days = XX,XXX minutes (XXX hours). It is our goal, by providing expanded learning time that focuses on student academic needs, social and emotional needs, and involving families more, it will give students that extra boost needed for long-term success in school.

Evidence of your revised school day schedule approval (through a school board resolution, for example) must be included as uploaded evidence within your application.

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:

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 grantwriter.

TYPES OF SERVICES PROVIDED

Q. Can services be provided via distance learning?

A. Services are intended to be in person. Subrecipients may use creative delivery methods and curriculum to effectively reach the greatest number of students and/or families if it is part of a clearly detailed plan that is meant to enhance effectiveness and there is consideration given to accessibility.

Q. Do grantees have to provide transportation services?

A. Yes, providing transportation to the 21st CCLC location and home is a requirement of this project. Grant funds may be used for transportation costs. In the case of a community school where the children live so close to the school that the school district is 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](https://www.uscourts.gov/uscourt/20-usc-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](https://legislation.ohio.gov/Ohio-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 Workforce and community- and/or faith-based organizations are licensed through Ohio Department of Job and Family Services. Visit our website for additional information: <https://education.ohio.gov/Topics/Early-Learning/School-Age-Child-Care-Licensing>

Q. Are the Ohio Department of Job and Family Services and Ohio Department of Education and Workforce 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 provide a notification to the Ohio Department of Education and Workforce demonstrating how they meet all categories of the Ohio Revised Code. 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 works 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 and Workforce 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 and Workforce 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 ensure that no conflict of interest exists between the rater and the application under consideration.

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 more than 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 providers in a CBO 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. There are many options. For example:

Career-Technical: 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 objective through which students can earn [OhioMeans Jobs-Readiness Seals](#). The Ohio Means Jobs-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.

OhioMeansJobs: 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.

Local employer partnerships: Bring in speakers from businesses and industries the students are interested in. Collaborate with local businesses on project-based learning activities.

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. There are many options. For example:

Literacy: 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.

Mentors: 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).

Project-based learning: 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.

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 CBO 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 programs 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 FY24 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 CBO 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 (ESEA) requirements, as amended, the following nonpublic school representatives were contacted. They were offered a genuine opportunity to express their views regarding the FY25 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 FY25 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 for maintaining 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 nonpublic 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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APPENDIX E – TECHNICAL REVIEW CHECKLIST

21st CCLC Grant Options

Applicant selected appropriate grant option, based on targeted student population listed under NEEDS ASSESSMENT section: YES - NO

Applicant selected appropriate checkboxes to indicate before and/or after and summer programming – based on program hours provided: YES - NO

Applicant provided appropriate program start date (no later Oct. 14, 2024): YES - NO

Applicant provided appropriate program end date (no earlier April 11, 2025): YES - NO

Applicant provided appropriate before school and/or after school program hours (at least 15 hours for elementary, at least 12 hours for MS/HS): YES - NO

Applicant provides at least 100 hours for summer programming: YES - NO
COMMENTS/FEEDBACK

Partnership Agreement

Applicant listed appropriate Primary Partner (LEA – CBO or CBO – LEA): YES - NO

Applicant uploaded appropriate signed/dated partnership: YES - NO
COMMENTS/FEEDBACK

Equitable Services Provision

Applicant uploaded appropriate signed Nonpublic Consultation Form(s): YES - NO

If interested nonpublic schools are identified, applicant listed an estimated number of students to attend programming: YES - NO

COMMENTS/FEEDBACK

High-Risk Grantee List:

Applicant is listed on the department's 21st CCLC High-Risk Grantee List: YES - NO

COMMENTS/FEEDBACK