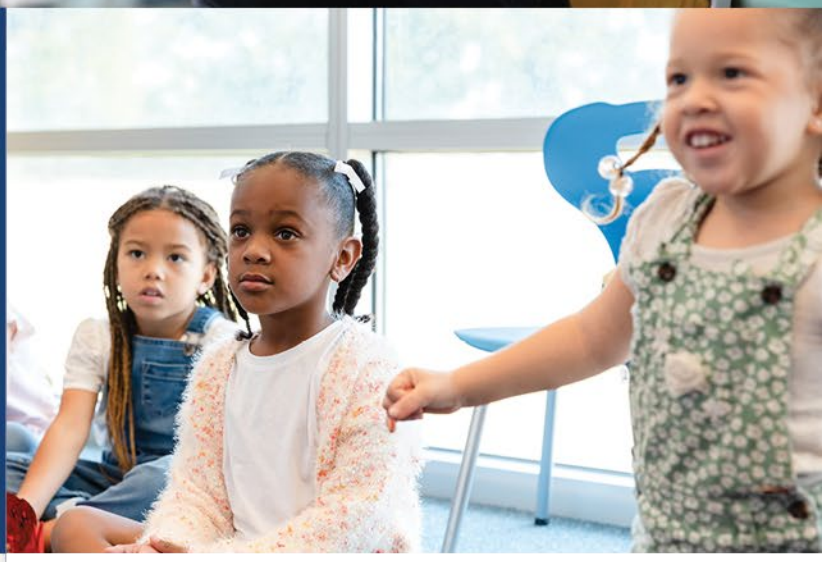
Ohio After School: Request for Applications

Nita M. Lowey 21st Century Community Learning Centers Program



Cohort A, Year 1 (FY28)

Application Due Date: Dec. 28, 2026, by 11:59 p.m.





Ohio Department of Education & Workforce

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Introduction

The Nita M. Lowey 21st Century Community Learning Centers program ("21st CCLC grant"), authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015 (20 U.S.C. 7171-7176), supports the creation and expansion of community learning centers that provide high-quality academic enrichment and youth development opportunities during non-school hours, particularly for those students who attend high-poverty and low-performing schools. Through academic support, tutoring, enrichment activities, and family engagement, the program helps students meet state academic standards while complementing their regular school day learning and offering literacy and other educational services to the families of participating children.

Since 2002, the Ohio Department of Education and Workforce ("the Department") has administered the 21st CCLC grant awarding subgrants to non-federal entities. These guidelines apply to all subgrantees of the Department. Throughout this document, the terms "grantee" and "subgrantee" are used interchangeably to refer to Department-funded subrecipients.

Title IV, Part B, specifies that 21st CCLC funds are to be used to provide opportunities for communities to establish or expand activities in community learning centers that do the following:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

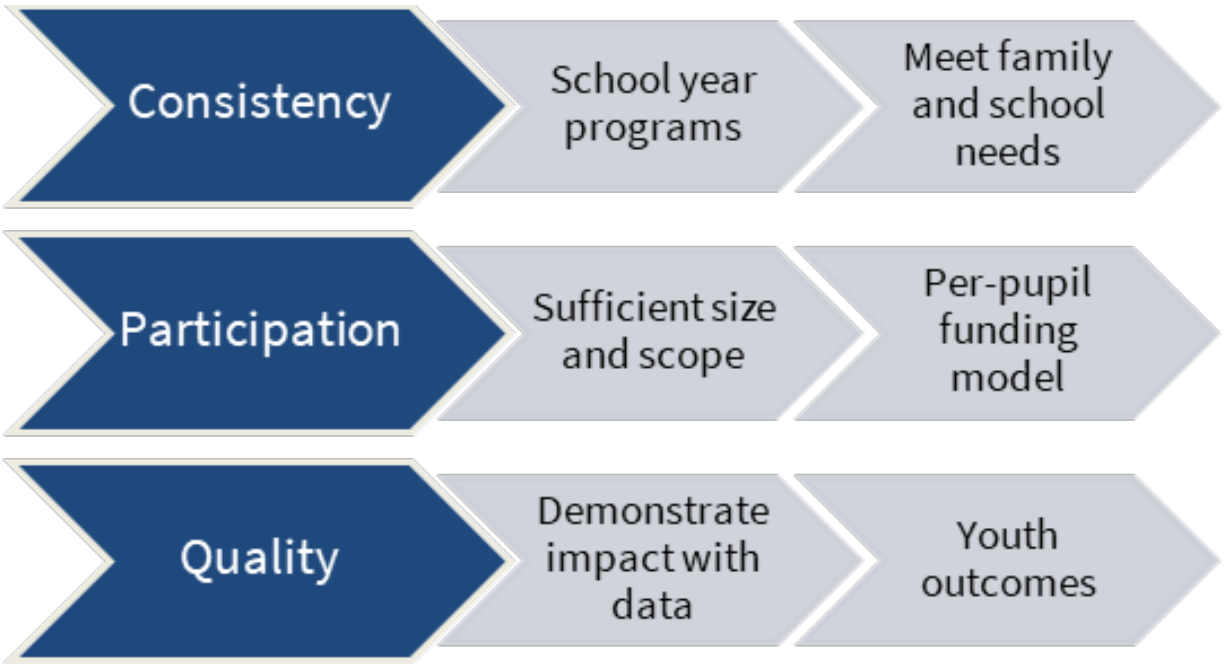
Ohio After School

Ohio 21st CCLC operates as Ohio After School. When referring to the federal grant, 21st CCLC will be the naming convention, but in other circumstances the state's program will be referred to as either Ohio 21st CCLC or Ohio After School.

Ohio After School is an after-school and summer program funded by the 21st CCLC grant. The purpose of the funding is to establish or expand high-quality out-of-school learning experiences for students and their families throughout Ohio. The program advances Ohio's education priorities: literacy, accelerated learning, workforce readiness, student wellness, and operational effectiveness and is administered in consultation and coordination with the Governor and the Ohio Department of Children and Youth.

Ohio After School centers will support Ohio's mission to ensure every student gains the knowledge and life skills needed for the future. Successful awardees will demonstrate clear and purposeful alignment with school-day outcomes for students.

This application is grounded in the operational effectiveness standards of Ohio After School: consistency, participation, and quality.



Department of Education & Workforce

Competition Overview

PROCESS

1. The Department will publish the competitive application and supporting documents on the Department's website.
2. Eligible applicants submit competitive application and any required attachments to the Department via EDSteps One Funding Application by **Dec. 28, 2026, at 11:59 p.m.**
3. Competitive applications are reviewed and scored.
4. The Department announces applicants selected for funding on the webpage and via email.
5. For competitive applicants selected for funding, the competitive application will serve as the grant application.
6. Department staff will require a grant startup meeting with leadership from schools served and those responsible for running the grant program and budget finalization in the system.
7. Grant Award Notifications (GAN) are issued via the ED STEPS One Funding Application and via email upon successful completion.

Note: Awards are dependent upon the state receiving the federal GAN from the United States Department of Education each year.

Potential grantees can review the competitive timeline, including specific dates and information about the application process, in Appendix A.

ELIGIBILITY

ELIGIBLE ENTITIES

Eligible applicants include:

- Traditional public school districts, community schools, STEM schools, and JVSDs
- Regional educational service centers (ESCs)
- Community-based organizations (CBOs), including faith-based organizations (FBOs)
- Other public or private entities
- A consortium of two or more eligible organizations

An entity is ineligible if it meets the following conditions:

- The entity received a grant termination or non-continuation in a previous grant cycle

Each eligible applicant is limited to one grant application. Each grant application is limited to a maximum of 10 centers, with each center serving a primary building with up to two additional feeder schools. If multiple applications are submitted for the same eligible school building or school buildings, all such applications will be disqualified from peer review.

ELIGIBLE SITES

Applications must propose to serve buildings 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 an economic disadvantage percentage of 40% or greater.

Applicants must review the **Eligibility List** to verify all proposed sites are eligible. Applicants that propose to serve one or more ineligible campuses will be deemed ineligible for peer review. A school building is ineligible if it meets the following conditions:

- The building is an active center or center feeder for existing grantees awarded in 2024 or 2025.
- The building does not have a high concentration of low-income students and families (economic disadvantage percentage is less than 40%).
- The building serves pre-kindergarten only.

Applicants that propose to meet the following conditions will receive priority points:

- **Federal Priority 1 - Target Services A:** Serve buildings implementing comprehensive support and improvement activities or targeted support and improvement activities under ESSA, Title I Part A, Section 1111(d).
- **Federal Priority 1 - Target Services B:** Serve buildings identified as a ReadOhio Coach building and the proposed activities expand access to high-quality services.
- **Federal Priority 2 – Partnership:** Operate in partnerships beyond requirements met in each center site agreement. Applications that are jointly submitted by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity (§4204(i)(1)(B)). A letter or letters of support outlining the partnership(s) must be attached to the application.
- **State Priority 1 - Science of Reading Champion**: Serve buildings that received the Governor's Science of Reading Champion award for demonstrating strong alignment with the science of reading and high-quality instruction.
- **State Priority 2 - School Day Attendance:** Serve buildings with a chronic absence rate of 20% or more reported on the 2025-2026 state report card.

ELIGIBLE PARTICIPANTS

Programs may serve students enrolled in pre-kindergarten through grade 12. Grantees must, based on a comprehensive building-based needs assessment process, identify and serve students that would most benefit from assistance in meeting student standards in reading and math and participation in enrichment activities that complement the regular academic program.

The grant program must also provide the families of the students served in the grant program with opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Expenditures for centers that serve only pre-kindergarten students are not allowed. Pre-kindergarten students may be served on a limited and targeted basis and when the evidence is compelling that expenditures on these students would be the most beneficial use of funds toward achieving goals of the program.

A list including eligible buildings and buildings that meet the requirements for Federal Priority 1A, Federal Priority 1B, and State Priority 1 is available in Appendix B.

Ohio After School Requirements

Ohio After School is an after-school and summer program funded by the 21st CCLC grant. The purpose of the funding is to establish or expand high-quality out-of-school learning experiences for students attending high-poverty and low-performing schools and their families throughout Ohio. These experiences take place in Ohio After School centers. Ohio requirements for funded centers are grounded in consistency, participation, and quality.

- **Consistency:** Ohio After School centers demonstrate consistency by meeting the needs of families and students they serve through school-day aligned staffing, partnership, and operations.
- **Participation:** Ohio After School centers have adequate participation of the same students throughout the school year, in alignment with the school day schedule.
- **Quality:** Ohio After School centers provide targeted academic support, workforce skill building, and family engagement. The impact of these activities is demonstrated through youth outcomes in school day attendance and academic achievement.

CONSISTENCY

OPERATIONS

Program-Level Operations

Ohio After School **programs** operate at designated **centers**, which are typically eligible **school buildings**. However, a center may be a non-school building if it has been approved by the school served by the grant. Each grant application is limited to a maximum of 10 centers, with each center serving a primary building and up to two additional feeder schools. Additionally, an adjunct site may be used to support programming in conjunction with the center, provided it receives prior approval.

- **21st Century Community Learning Center (Center)**
    - Applicants may propose operating up to 10 centers.
    - A center is the program's approved physical host site where the daily activities are provided for students and family members. A center is characterized by an appropriate, safe, and equipped physical facility; defined hours of operation; a routine and consistent schedule of activities for a well-defined student group; and program-

dedicated staff operating under an organized administrative structure. Each center will operate on a Department-approved schedule that meets or exceeds program service requirements and provides a consistent and dependable schedule of weekly activities for all students enrolled.

- A center may be in a facility other than a school building only if that facility is at least as accessible to the students as a school building location. Transportation must be provided to non-school building centers, and the transportation time shall not exceed 20 minutes from school dismissal to center arrival. Transportation must be operated in compliance with all related local, state, and federal statutes and guidance.
- Centers must be located within a reasonable geographic distance, such that the Program Director can conduct regular site visits or provide real-time ad hoc staffing support without requiring overnight stay. The Department reserves the right to disqualify applications that do not propose to serve centers within a reasonable geographic distance.
- Requests to change approved center locations during the grant cycle will not be approved except in very limited circumstances.

- **Program Feeder School Buildings**
  - The number of program feeder school buildings is limited to no more than two per center.
  - A feeder school building is an eligible building from which students are routinely transported to the approved center for regular participation in the Ohio After School program. The learning environments in a center's feeder pattern must be appropriate to the needs of the grade levels served. For example, centers for elementary students work best in elementary buildings, and secondary students are most appropriately served in secondary buildings.
  - Feeder school buildings must be within reasonable geographic proximity to the host center. Transportation must be provided from the feeder school to the center, and the transportation time shall not exceed 20 minutes from school dismissal to center arrival. Transportation must be operated in compliance with all related local, state, and federal statutes and guidance.
- **Adjunct Sites**
  - An adjunct site is a physical location hosting specialized activities that cannot take place at the designated center, usually because of facility limitations or the need for specialized equipment. Typical examples include a local community college or university, public library, science center, nature center, park, museum, or community center. Adjunct sites are not required to be listed in the application but must be reviewed and approved prior to serving students.

- Activities taking place at adjunct sites must meet all the same requirements as those offered at centers. Typical examples of activities that occur at adjunct sites include field science, lab experiments, large art projects, cultural exploration projects, research projects, and structured physical activity.
- The time spent on activities at adjunct sites must not replace or exceed the time spent on activities offered at the designated center. Activities must be reasonable in duration for meeting the purpose of the program.
- If awarded, applicants will provide information about adjunct sites if applicable.

Center-Level Operations

Ohio After School centers operate after school and in the summer. Centers may also operate in the mornings or during school holidays and breaks, however these times do not count toward minimum operational requirements. All centers must operate after-school programming, and all programs must offer family engagement. Centers may choose to include summer programing.

- **After school**
  - All centers must operate after-school programming at the minimum operational requirement.
  - During the school year, centers must operate five days per week (Monday-Friday) after school. It is acceptable to operate less than five days per week when the school is closed, for example for holidays or due to bad weather. However, programs must operate an after-school program for a total of 145 days per school year. Programs must operate after school from school dismissal for at least two hours. For example: if the school day ends at 4:15 p.m., the program would be required to operate until 6:15 p.m. to meet the two-hour minimum.
- **Summer**
  - Centers that indicate they will serve students in the summer must meet the summer operational requirements.
  - To be impactful, summer programing must be strategically planned. Consider a literacy-focused summer program that presents extend opportunity for intervention and support.
- **Family Engagement**
  - All centers must provide family engagement opportunities for adult family members.
  - Centers must offer at least one family engagement activity that is at least 45 minutes in length every month that the program is open.

	PK-5	6-12	
After school	145 days 2 hours 5 days per week	145 days 2 hours 5 days per week	Required
Summer	16 days 6 hours per day 4 days per week	16 days 6 hours per day 4 days per week	Optional
Family Engagement	Monthly (at least), 45 minutes or longer	Monthly (at least), 45 minutes or longer	Required

- **Morning, weekend, and additional after school or summer hours are allowable**. However, additional hours do not count towards meeting the minimum operational requirements.

If awarded, grantees submit center operation schedules demonstrating how these minimum grant requirements will be met. In considering whether this grant opportunity is a fit, it is critical to understand the minimum operational requirements. Failure to meet the operational requirements may lead to funding reductions, disqualification for continuation applications, or impacts to future eligibility.

STAFFING

Required Staffing

Grantees must budget salary for the following required staff positions. Lead teachers or administrators acting in other capacities during the school day cannot satisfy the requirements of these full-time positions. For grantees that operate only one center, one person may be responsible for both the program director and site coordinator responsibilities.

- One dedicated full-time program director, serving as the primary point-of-contact to the Department, qualified to lead compliance and continuous quality improvement at the grant-level, including but not limited to:
    - Annual Strategic Planning: Conduct annual strategic planning across the grant to ensure programming is high-quality, data-driven, student-focused, and grant compliant.
    - Program Compliance: Ensure adherence to Department systems and reporting requirements for compliance and quality monitoring, technical assistance and training, and state and local evaluation.

- Operations Management: Ensure a high-quality, safe, and supportive environment for program participants, staff, and partners.
- Budget Management: Ensure fiscal compliance.
- Staff Management: Supervise site coordinators, train staff, and maintain productive working relationships with the Department, contractors, district and school staff, program staff, partners, and vendors.
- Internal Monitoring: Conduct and document ongoing internal monitoring to ensure quality and compliance and provide feedback to each center through site observations, data reviews, stakeholder surveys, and related activities.

- One dedicated full-time site coordinator **per center** qualified to lead a high-quality program at the center-level, including but not limited to:
  - Development and implementation of a well-balanced, student-focused activity schedule that is designed to meet local needs and use available resources.
  - Recruitment, retention, and management of program staff.
  - Recruitment, retention, and ongoing support for program participants.
  - Daily operations management to ensure a safe, supportive, and educationally enriching environment.
  - Daily relationship building and professional communication with school staff, program staff, community partners, and adult family members.
  - Data entry and reporting as required by Department systems and grant requirements.

Optional Staffing

Staffing varies based on local needs and resources. In addition to the required full-time positions, below is a list of recommended and allowable staffing:

- Program specialists: In addition to the site coordinator and program director roles, many programs may need support in meeting the quality standards of the grant. Program specialists can be subject matter experts and offer grant-level support in family engagement, community engagement, accelerated learning, or summer learning.
- Certified teachers: Supplemental pay for teachers. Supplemental pay issued through the 21st CCLC grant must be 100% dedicated to the 21st CCLC program.
- Support roles: Teaching assistants, youth workers, nurses, security officers, and other hourly or extra-duty roles necessary for implementation of a safe, high-quality program. Extra-duty

or hourly pay issued through the 21st CCLC grant must be 100% dedicated to the 21st CCLC program.

- High school students: Programs may pay high school students to work for the program if it is allowable within local policies. High school students paid with 21st CCLC funds may not be counted as program participants. High school students must remain under adult supervision, should be properly selected and trained in accordance with local policies, meet all safety and background check requirements, and should not be solely responsible for students.
- Volunteers: Programs may use qualified volunteers as allowed within local policies, including background check requirements.
- Contracted activity providers: Programs may contract with organizations or service providers to lead student and family activities. However, it is unallowable to contract with an organization or service provider to divest oversight of the program administration or implementation to another entity. Personnel of contracted providers that will interact with students must meet all local policies, including background check requirements.

PARTNERSHIP

A partnership is defined as a formal agreement between two or more eligible entities that expands the capacity of those organizations to achieve shared goals. Partnerships increase the scope or quality of services that could be provided by the grantee alone and may increase sustainability. Partnerships often include in-kind contributions that support the objectives of the program, such as, but not limited to, participating on the steering committee, offering activities and building use to students and families for free or at a reduced cost, participating in school-day events or other community outreach opportunities, and supporting program sustainability.

Contractors are not necessarily partners. If a contractor provides services on behalf of the grantee, such as tutoring services or enrichment activities, but does not participate with the grantee as an active partner as described above, it is not a partnership for the purposes of this grant.

To receive priority points for applying in partnership, the applicant must submit letter(s) of support that demonstrate:

- How the partnership will establish or expand high-quality activities beyond what would be available without the partnership.
- Development of aligned policies and procedures that comply with all grant requirements and federal and state laws.
- Joint participation on the steering committee and other strategies to support continuous improvement and program sustainability.

The letter(s) of support must be signed by leadership of the partner. When an applicant receives priority points for applying in partnership, it is expected that the partnership will extend for the life of the grant cycle and beyond. Awarded grantees that receive priorities for partnership are expected to establish a formal memorandum of understanding. If a partnership created for this priority is dissolved or substantially changed, this information must be reported to the Department immediately for approval.

A partnership under this priority is not the center site agreement between an eligible entity and the school or district that has the center's building or feeder buildings. A partnership under this priority is in addition to the already robust agreement and commitment made between school buildings and the program necessary to operate a center or centers.

Steering Committee

Ohio After School program partnership is operationalized through a representative steering committee. All Ohio After School programs convene a representative steering committee that meets at least three times – fall, winter, and spring, with a recommended monthly meeting cadence. Steering committees provide community and building stakeholders an opportunity to engage in program development, implementation, and evaluation and support data-driven continuous improvement and program sustainability. All steering committees should have participation from the school district and building leadership, organizations in partnership with the program, the program director, site coordinators, and families of participants in the program.

Nutrition

Ohio After School centers must provide daily, nutritious snacks to students. Many partnerships can be leveraged to provide snacks, including accessing the Child and Adult Care Food Programs that allow for meal reimbursements for licensed or approved child and adult care centers. Food costs associated with an approved program, such as an after-school culinary arts program, are allowable, as well as snacks being provided during a parent engagement activity that is scheduled during early evening hours to encourage participation and is reasonable, necessary, allowable and allocable.

PARTICIPATION

Ohio After School is not intended to be a drop-in program. Applicants must develop strategies for recruiting students with a demonstrated need for the program and retaining those students over time. Ideally, students enroll in the program and continue attending over fall, spring, and summer and over multiple years. State evaluations have consistently found that the extent of participation in the program is related to positive student outcomes. With these findings in mind, **only students with documented program participation that meet the thresholds will be counted towards the targeted participation requirements.** This means that students that are engaged in programming

for only time-limited offerings such as driver's education or out-of-season study tables for athletes do not count towards targeted participation requirements.

- In the Calculation Table attachment (see Appendix D), applicants indicate the number of students they will serve after school and in the summer. It is important to note that the way participant numbers are counted is different than previous cycles and should be closely reviewed when setting targeted participation numbers. Targets must be set based on the number of participants that will meet each requirement (after school, summer), and individual students can count for more than one target.
- In considering whether this grant opportunity is a fit, it is critical to understand the targeted participation requirements. Failure to meet the targeted participation requirements may lead to funding reductions, non-continuation, or impacts on future eligibility.

TARGETED PARTICIPATION REQUIREMENTS

	PK-5	**6-12**	
After school[1]	60 days 120 minutes per day	60 days 90 minutes per day	Required
Summer	12 days 240 minutes per day	12 days 240 minutes per day	Optional
Family Engagement	3 sessions 45 mins	3 sessions 45 mins	Required

TARGETED PARTICIPATION COUNT EXAMPLES

	After school	**Summer**	**Count**
Student A Grade 2	60 days 120 minutes per day	15 days 240 minutes per day	Student A met the target for after school and summer.
Student B Grade 4	20 days 120 minutes per day	15 days 240 minutes per day	Student B met the summer target.
Student C Grade 7	85 days 90 minutes per day	0 days	Student C met the after-school target.
Student D Grade 9	60 days 30 minutes in the morning 60 minutes after school	20 days 240 minutes per day	Student D met the after-school and summer target.
Student E Grade 12	40 days 90 minutes per day	10 days 240 minutes per day	Student E did not meet any of the targets.

[1] All minutes attended during morning programs count towards the total minutes per day, per participant. Therefore, although morning programs do not count towards operational minimum requirements, they do count towards the after school targeted participation goal.

QUALITY

ACTIVITIES

Applicants must propose a well-rounded activity schedule that considers local needs and resources. Activities must include targeted academic support, workforce skill development, and youth development.

- **Targeted academic support** must be aligned with student school-day instruction. To support alignment, centers should work in regular collaboration with buildings and be aligned with state law requiring the use of high-quality instructional materials.
    - Activity categories within federal reporting requirements that could be offered: accelerated learning; remedial education or tutoring services; literacy education; science, technology, engineering, and mathematics (STEM).
- **Workforce skill building** includes activities that build the knowledge, skills, and exposure needed for a student to build a plan for life after graduation.
    - Activity categories within federal reporting requirements that could be offered: career competencies and career readiness; financial literacy; mentoring program.
- **Youth development** must be determined based on student and family need and interest. A well-rounded activity schedule can include activities that promote healthy behaviors and decision making and support regular school-day attendance.
    - Activity categories within federal reporting requirements that could be offered: drug and violence prevention; health and active lifestyle; assistance to students who have been truant, suspended, or expelled.

GOALS

Applicants must propose three SMART (specific, measurable, achievable, relevant, and time-bound) goals that consider local needs and resources, align to state indicators and federal GPRA, and focus on improvement in school-day reading, school-day attendance, and family engagement. The following are example SMART goals under each category:

- Improvement in school-day reading academic performance
    - Each center operated by the program will support moving at least 10 students off Reading Improvement and Monitoring Plans (RIMP) by the end of the 2027-2028 school year. This goal will be measured by the number of students on RIMPs.
    - The program will see growth in all students who scored not yet proficient in reading on their beginning of year school assessment (Fall 2027) by the end of year assessment in reading (Spring 2028). This goal will be measured by test scores in the assessment for

students (grades K-2) and/or demonstrating reading proficiency on state English language arts tests (grades 3-12)

- Improvement in school-day attendance
    - Each regular participant in the program will demonstrate improvement in school-day attendance from last year (2026-2027) by at least the equivalent of two additional days of attendance. This goal will be measured by each student's school attendance (2026-2027) and their current school year attendance (2027-2028).
- Improvement in family engagement
    - 90% of families of regular participants in the program will report increased understanding of their child's school day learning outcomes and how to support learning at home. This goal will be measured in family feedback surveys administered by the program as part of the state evaluation.
    - 90% of families of regular participants will report increased well-being due to needs of the family being met by the program. This goal will be measured in family feedback surveys administered by the program as part of the state evaluation.

Program Evaluation

STATE EVALUATION

Ohio conducts an ongoing state evaluation of Ohio After School that includes extensive research on what factors lead to high-quality programing and improved program outcomes for students. Grantees are required to support data collection, surveys, interviews, and related activities as part of the state evaluation.

LOCAL EVALUATION

A local report on impact must be made available to the community served by the grant by request. As part of the state evaluation process, local programs will receive a report that meets this requirement. Grantees are expected to use the results from evaluation to action plan and improve programming over time. Grantees may choose to contract with an independent evaluator for additional analysis.

PERFORMANCE MEASURES

The applicant agrees to collect data and Statewide Student Identifiers (SSIDs) for all student participants. Awarded grantees are responsible for establishing local processes that protect confidential student information and education records according to the Family Educational Rights and Privacy Act (FERPA). Awarded grantees must review and approve data on a routine basis, to ensure data is both accurate and entered on time. **Weekly data entry of attendance information is**

required; daily data entry is highly recommended at the local level. Participation tracking is required of all grantees.

Measures may change or develop over the course of the program based on federal and state reporting requirements. **Non-attainment of targets may result in funding reduction or non-continuation or renewal of the grant.**

The state is required to report on the following mandatory federal Program Performance Outcome (PPO) measures:

- Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
- 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.
- 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 grade point average (GPA) less than 3.0 who demonstrated an improved GPA.
- Percentage of youth in grades 1-12 participating in 21st CCLC during the school year and summer who:
    a. had a school-day attendance rate at or below 90% in the prior school year and
    b. demonstrated an improved attendance rate in the current school year.
- 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.
- 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.

In addition to the federal PPO measures, the state established the following state indicators:

- Demonstrated improvement or advancement in school-day academic performance in reading, in all grade levels. The federal PPO evaluates grades 4-8, but the state considers grades K-12 based on existing measures that differ by grade level.
- Demonstrated improvement or advancement in school-day academic performance in math, in all grade levels. The federal PPO evaluates only grades 4-8, but the state considers grade K-12 based on existing measures that differ by grade level.

- Demonstrated improvement in school-day attendance for all students. The federal PPO focuses on only grades 1-12 and students who were chronically absent in the prior school year, but the state considers attendance improvement for all students in all grades.
- Demonstrated improvement in family understanding of how to support their child in academic areas and family well-being. The state evaluation will include family feedback surveys administered by the program for these measures.

LIMITS ON CONTRACTED EVALUATORS

Applicants are not required to contract with a local independent evaluator but may choose to do so to support their local efforts. Contracted evaluators must be fully independent and not involved in program services. Any involvement, real or perceived, creates a conflict of interest and prevents objective evaluation. Grant writers who design and write the application cannot serve as evaluators, as they would be assessing their own work. Expenditures for a program evaluator are limited to up to $10,000 per fiscal year. Subrecipients cannot agree to a contract that crosses over fiscal years. Contracts shall be renewed annually.

LIMITS ON OTHER CONTRACTED SERVICES

Grant funds may not be used as a pass-through to another entity to operate the program. Applicants are not allowed to divest oversight of the program administration or implementation to another entity including, but not limited to, entities applying in partnership. The fiscal and program compliance and assurances to all requirements herein are the responsibility of the applicant.

Grantees are prohibited from contracting or employing with the grant funds individuals or entities hired to prepare the grant application. Grant funds must not be used to pay for grant writing services.

Provision of Equitable Services and Nonpublic Consultation

Following the passage of ESSA, the U.S. Department of Education, Office of Elementary and Secondary Education directed states to require all subgrantees and applicants to consult with private schools on equitable access to federal programs under Every Student Succeeds Act, Title IV, Part B, Nita M. Lowey 21st CCLC. 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. All applicants seeking new or continuation funding must comply with the policy in this section.

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. Applicants are required to consult with the applicable nonpublic schools during the planning and development of the 21st CCLC program.

Consultation should include:

- 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 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.

Funding Overview

The Department anticipates that at least 16 applicants will be awarded amounts ranging from $50,000 to $1,700,000 each year for the four-year grant cycle.

Annual funding after Year 1 ("continuation funding") is contingent upon satisfactory progress of prior year compliance with requirements, achievement of stated service and performance targets, and appropriations by the United States Congress. Continuation funding requires grantees to submit a noncompetitive continuation grant application each year of the total subgrant period.

FUNDING METHODOLOGY

The Department will fund applications at a level that allows grantees to meet requirements and provide high-quality services to students and families, while also scaling Ohio After School across the state. The 21st CCLC grant is intended build capacity so that eligible entities can sustain out-of-school-time activities beyond the grant cycle.

The following funding methodology is ***anticipated*** for a four-year cycle. **The Department reserves the right to make changes to this projected methodology throughout the grant cycle.**

PROJECTED AWARDS DURING FOUR-YEAR CYCLE

Cohort A, Y1 (2027-2028)	Competitive	Full award based on Y1 approved budget
Cohort A, Y2 (2028-2029)	Continuation	Full award based on Y2 approved budget • Grantees must meet at least 85% of participation and operation requirements at the grant level for each funding allocation in Y1 to qualify for Y2 continuation funding for each respective allocation. • Grantees that met 100% of attendance and operation requirements in Y1 have the opportunity apply for additional funding to scale the program to include more participants.
Cohort A, Y3 (2029-2030)	Continuation	Full award based on Y3 approved budget • Grantees must meet at least 95% of attendance and operation requirements for each funding allocation at the grant level in Y2 to qualify for Y3 continuation funding for each respective allocation. • Grantees that met 100% of attendance and operation requirements in Y2 have the opportunity apply for

		additional funding to scale the program to include more participants.
Cohort A, Y4 (2030-2031)	Continuation	Grantees must meet 100% of attendance and operation requirements for each funding allocation at the grant level in Y3 to qualify for Y4 continuation funding for each respective allocation.

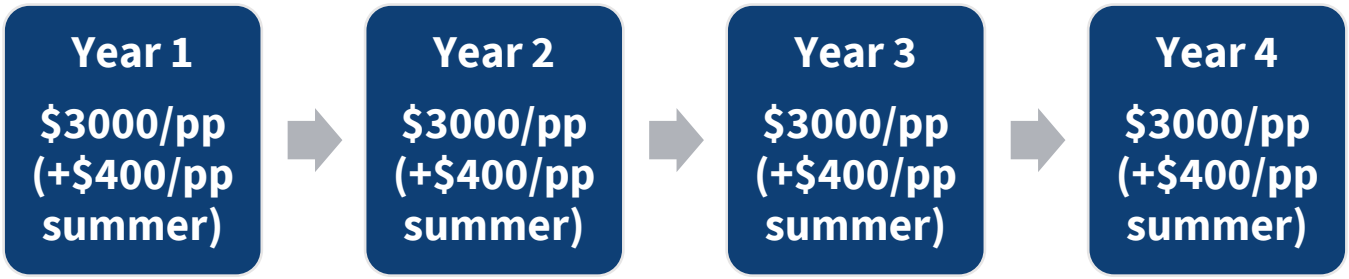
An analysis of national norming data, Ohio's Step Up to Quality payment schedule, and similar programs nationwide were used to determine per-pupil and total grant awards for Cohort A. To support applicants in planning a budget with enough funding to meet grant requirements while planning for long-term sustainability, standard allocations have been determined. **All applicants will be issued the same standard per-pupil allocations.** Ohio After School is funded based on size and scope of program, which is primarily determined by per-pupil allocations, based on projected regular student participants. No award will be less than $50,000.

STANDARD PER-PUPIL ALLOCATIONS

Per Pupil Allotments	
Targeted after-school participants	$3,000
Targeted summer participants	$400
Maximum per-pupil	**$3,400**

MAXIMUM GRANT AWARDS

Maximum Grant Awards	
Programs operating after school	$1,500,000
Programs operating after school and in the summer	$1,700,000



Department of Education & Workforce

SELECTION OF APPLICANTS FOR FUNDING

Applications received by the deadline will follow a four-step scoring process:

STEP ONE: ELIGIBILITY CONFIRMATION

- The Department confirms entity and building eligibility.
    a. Applicants that propose to serve one or more ineligible buildings will be deemed ineligible for peer review.
    b. If multiple applications are submitted for the same eligible building or buildings, all such applications will be disqualified from peer review.
- The Department confirms that there is an attached, signed site center agreement attached for each proposed center with eligible buildings. A site center agreement template is available in Appendix C.
- The Department confirms that the applicant has not been issued a non-continuation or termination in a previous grant cycle.
- The Department confirms that all required attachments are submitted.

STEP TWO: PEER REVIEW

The application and attachments are scored by peer review from a national pool of qualified and trained reviewers with experience in K-12 education, community-based education and/or out-of-school programs. Peer reviewers utilize a standard rubric to assess program viability and quality based on their experience and expertise.

STEP THREE: OHIO PRIORITY SCORING

After peer review, the Department will complete Ohio priority point scoring. Priority points will be given to applications that propose to:

- **Federal Priority 1: Target Services A** - Serve buildings implementing comprehensive support and improvement activities or targeted support and improvement activities under ESSA, Title I Part A, Section 1111(d) (§4204(i)(1)(A)).
- **Federal Priority 1: Target Services B** - Serve buildings identified as a ReadOhio Coach building and the proposed activities expand access to high-quality services (§4204(i)(1)(C)(i)(ii)).
- **Federal Priority 2: Partnership** - Operate in partnerships beyond requirements met in each center site agreement. Applications that are jointly submitted by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity (§4204(i)(1)(B)). **Letter(s) of support outlining the partnership(s) must be attached to the application.**

- **State Priority 1: Science of Reading Champion** - Serve buildings that received the Governor's Science of Reading Champion award demonstrating strong alignment with the science of reading and high-quality instruction.
- **State Priority 2: School Day Attendance** - Serve buildings that report a chronic absence rate of 20% or higher on the 2025-2026 state report card.

STEP FOUR: GEOGRAPHIC DISTRIBUTION

To support equitable distribution of funds throughout the state, after priority points have been applied, the highest scoring application from each State Support Team Region that moved to the priority point stage will be awarded. The remaining applications regardless of region will be awarded in rank order.

The Department reserves the right to remove any application from scoring if any portion of the application does not meet requirements stated herein.

How to Apply

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).

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.

The Department may only award funds to applicants that have:

- A valid Unique Entity Identifier (UEI). A 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. For more information visit the Department's webpage on UEIs.
- An IRN (Information Retrieval Number) from the Department to access funds. To obtain and use an IRN, see the Department's webpage on the Ohio Educational Directory System (OEDS).
- A department profile, visit the Department's webpage on the Ohio Educational Directory System (OEDS). Everyone who will be attending events or accessing secure information on the website must complete a profile.

ED STEPS APPLICATION

The following requirements are defined in the statute that authorizes this program and/or are required by the Department. The applicant must comply with each of these requirements in the

application to be considered for funding. The prompts below are required responses for all applications. Responses will be submitted through the ED Steps One Funding Application. The Department will only accept responses to these prompts entered in the narrative boxes. The Department will not accept narrative responses submitted by other means (i.e. attachments or emails).

BUDGET AND BUDGET NARRATIVE

BUDGET GRID

The budget grid is a required portion of the application. Applicants will use the Calculation Table template to calculate the budget based on regular participant numbers. See Appendix D for additional information.

Applicants must complete the budget grid with the funds aligned to the appropriate object codes and function codes. The budget grid conforms to the Uniform School Accounting System (USAS), as required by Ohio Auditor of State and those laws and regulations that pertain to federal grants. For other entities, the categories defined by the Department for reporting purposes are the same for school districts and non-school districts.

An entity may need to refer to a copy of the USAS Manual for a more complete definition. This copy can be found in the school district or agency fiscal office or the local entity's grants office. A copy also can be found on the State of Ohio Auditor website by searching for Uniform School Accounting System User Manual at the left. A link also is available on the Department's Grants Management homepage. All grants are subject to federal and state audits and reviews and Department monitoring.

BUDGET NARRATIVE

In the required budget narrative, applicants will be asked questions directly related to the budget grid. All subgrant spending, including future budget revisions, must fit clearly within the allowable uses of the grant.

- **Supplement, Not Supplant:** The supplement, not supplant provision applies to the use of 21st CCLC funds. A 21st CCLC grantee must ensure that 21st CCLC funds are used to supplement (add to, enhance, expand, increase, extend) the programs and services offered with state and local funds and not supplant (take the place of, replace), federal, state, local or other non-federal funds used to offer those programs and services. State and local funds cannot be diverted for other purposes when federal funds are available.
- **Indirect Costs:** For this grant program, the grantee may claim the maximum for allowable indirect costs by utilizing its current negotiated approved restricted indirect cost rate, or 8% if the organization is not a state or local government agency and does not have an approved negotiated restricted indirect cost rate.

- **Pre-Award Costs:** No funds may be obligated prior to receiving a notice of an award and a One Funding Application substantially approved date of the subgrant.
- **Prior Approval Threshold:** Grantees must obtain prior written approval from the Department for any supply or equipment purchase with a unit cost exceeding $5,000.

APPLICATION QUESTIONS

OPERATIONS

1. Name of grantee organization, IRN, program address (organization and physical location of Program Director)
2. Indicate if the program will operate after school or after school and in the summer.
3. Discuss how the program will meet required minimum hours in alignment with the school day schedule at each building served. Include proposed start and end times in coordination with the school day calendar.
4. Number of planned centers and total number of regular participants.

   Attachment: Calculation Table required. Use the Calculation Table template to calculate the budget based on regular participant numbers. See Appendix D for additional information.
5. Center Site Name, Building, Building Level IRN, building address
   a. Will there be feeder buildings? Choices: No, One additional, Two additional
      i. Feeder building name, Building IRN, Address

   Attachment: Center Site Agreement(s) required. For each center site, attach a signed agreement between the building and grantee organization that includes data sharing and operational commitments. See Appendix C for additional information.
6. Demonstrate how the proposed program will ensure strong program operations. Include a description of the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home (§4203(a)(10) and §4204(b)(2)(A)(ii)).

STAFFING

7. Describe how the proposed program will recruit, screen, train, and retain required positions, teachers, and other qualified staff. If the program plans to use volunteers in activities, describe how the program will encourage and use volunteers appropriately. If the program plans to employ high school students, explain how they will be supported and supervised.

PARTNERSHIP

8. Describe how the proposed program will engage a representative steering committee for the life of the grant cycle. Describe the proposed members, engagement methods, and primary responsibilities of the committee (§4204(b)(2)(H)).
9. Describe how the proposed program will align with the school day. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. This includes coordination with, but not limited to, academics, food services, security, health services, and special education (§4204(b)(2)(C)).
10. Describe a preliminary plan for how the program and its centers will continue after funding under this grant ends. The plan should include funding prospects, action steps for establishing relationships during four-year grant cycle, and considerations for how the community learning center will continue after funding under this grant ends in June 2031. Include how the resources provided by this grant will assist the program in local sustainability efforts (§4203(a)(8)(B) and §4204(b)(2)(K)).
11. If applicable, describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private eligible entities. Include how the partnership will contribute to program goals and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. Enter "N/A" in the box below if not participating in a planned partnership (§4204(b)(2)(H)).

    Attachment: Partnership Letter(s) of Support (optional)

PARTICIPATION

Applicants must conduct a needs assessment to evaluate the community and building needs that will be addressed at the proposed center(s) and to evaluate current available resources to support student participation and outcomes.

12. List at least the three required needs and up to three additional quantifiable needs of the families and students to be served by the program. Include compelling demographic and academic performance data organized by site.
    a. Need 1: Participation (required)
    b. Need 2: Literacy (required)
    c. Need 3: Family/School Day Attendance (required)

d. Needs 4-6: Math, Workforce Readiness, Student Wellness, Academic Enrichment, Support for Highly Mobile Families, Graduation (optional)

13. Describe the multiple data sources used, and stakeholder feedback provided when conducting the need assessment. A center-level family survey must be conducted to support Need 1.

    Attachment: Family Survey Analysis (required); See Appendix E for additional information.

14. Describe how the proposed program will address needs, including the needs of working families.

15. Describe the recruitment, retention, and engagement strategies that will be conducted to meet target participation goals for students and family members. Describe the applicant's plan to inform the community about the centers in a manner that is understandable and accessible (§4204(b)(2)(A)(iii)).

QUALITY

16. Establish and list summative program-level SMART (Specific, Measurable, Achievable, Relevant, and Timely) goals that will be accomplished in the first year of the award by June 30, 2028.
    - Improvement in school-day reading academic performance
    - Improvement in school-day attendance
    - Improvement in family engagement

17. Describe the proposed program activities **that will be in place to provide targeted academic support** and how the activities are expected to improve student academic achievement and overall student success using research or evidence-based best practices. If choosing to implement summer programming provide descriptions of these specific activities.

18. Describe the proposed program activities **that will be in place to provide workforce skill building and youth development** and how the activities are expected to improve student academic achievement and overall student success using research or evidence-based best practices. If choosing to implement summer programming provide descriptions of these specific activities.

19. Describe how the measures of student success align with the regular academic program of the school and the academic needs of participating students and how the program will collect the data necessary for the measures of student success as described in §4205(b).

Note: Text areas have a character limit of 4,000 characters.

APPLICATION ATTACHMENTS

1. Center Site Agreement(s) (Appendix C)
2. Calculation Table (Appendix D)
3. Family Survey Analysis (Appendix E)
4. Nonpublic Consultation (Appendix F)
5. Partnership Letter(s) of Support (for partnership priority points only)

Inclusion of the required attachments is necessary to determine applicant eligibility. Failure to include required attachments could result in an application being disqualified or being deemed ineligible.

Reminder: Do not submit unsolicited attachments. Unsolicited attachments will not be reviewed.

NOTICE OF INTENT TO APPLY

For competitive grants, prospective applicants are requested to submit the **Notice of Intent to Apply**. The notice provides helpful information that allows the Department staff to plan for the management of the applications and review processes. Failure to notify the Department of the intent to apply will **not** disqualify the applicant from applying for grant funds.

Scoring and Review

STEP ONE: ELIGIBILITY CONFIRMATION CHECKLIST

The Department will review Questions 1-5 and utilize this checklist to determine eligibility.

- ☐ Each entity and building is eligible.
- ☐ The proposed buildings are not proposed in any other application.
- ☐ The applicant has not been issued a non-continuation or termination in 2024, 2025, or 2026.
- ☐ Required attachments are attached:
    - ☐ Center Site Agreement for each proposed center with eligible buildings (See Appendix C).
    - ☐ Calculation table (See Appendix D).
    - ☐ Family Survey Analysis (See Appendix E).
    - ☐ Nonpublic consultation (See Appendix F).

STEP TWO: PEER REVIEW RUBRIC

Peer review will consider Questions 6 through 20 and the Family Survey Analysis. Peer reviewers utilize this standard rubric to assess program viability and quality based on their experience and expertise.

Operations Question 6					
Scoring Criteria	**None**	**Some**	**Convincing**	**Strong**	**Points Possible**
Describes how programs will ensure strong operations.	0	3	6	9	**9**
Describes how transportation needs of participating students will be addressed, to and from each center and from center to home.	0	2	4	6	**6**
Staffing Question 7					
Scoring Criteria	**None**	**Some**	**Convincing**	**Strong**	**Points Possible**
Describes how the proposed program will recruit, screen, train, and retain required positions, teachers, and other qualified staff at each proposed center and for the program.	0	2	4	6	**6**
Includes licensed teachers and licensed staff in proposed plan.	0	1	2	3	**3**
Partnership Questions 8 10					
Scoring Criteria	**None**	**Some**	**Convincing**	**Strong**	**Points Possible**
Describes steering committee, including proposed members, engagement methods, and primary responsibilities.	0	2	4	6	**6**
Describes how the proposed program will align with the school day with information about meeting cadence, communication	0	2	4	6	**6**

norms, and aligning goals and vision. Demonstrates how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources.					
Describes how the proposed program will involve the local community in sustainability efforts. Demonstrate a preliminary plan that includes funding prospects, action steps for establishing relationships during four-year grant cycle, and considerations for how the community learning center will continue after funding under this grant ends in June 2031.	0	2	4	6	**6**
Participation Family Survey Analysis					
Scoring Criteria	**None**	**Some**	**Convincing**	**Strong**	**Points Possible**
Family Survey completed in all proposed buildings served by the program.	0	2	4	6	**6**
Results demonstrate adequate interest in the program to support participation numbers in Calculation Table.	0	3	6	9	**9**
Analysis reflects on how family feedback will inform the program.	0	2	4	6	**6**
Participation Questions 12 15					
Scoring Criteria	**None**	**Some**	**Convincing**	**Strong**	**Points Possible**
Three required needs and up to three additional quantifiable needs of the families and students to be served by the program listed with data and at least three data sources used, including stakeholder feedback.	0	2	4	6	**6**

Describes how the proposed program will address needs, including the needs of working families.	0	2	4	6	**6**
Describes the recruitment, retention, and engagement strategies that will be conducted to meet target participation goals for students and family members. Including the applicant's plan to inform the community about the centers in a manner that is understandable and accessible.	0	2	4	6	**6**
Quality Question 16					
	None	**Some**	**Convincing**	**Strong**	**Points Possible**
Lists three SMART (Specific Measurable Achievable Relevant Timely) goals that will be accomplished in the first year of the award by June 30, 2028.	0	4	8	12	**12**
Quality Question 17 18 Proposed Activities					
	None	**Some**	**Convincing**	**Strong**	**Points Possible**
Describes the proposed program activities **that will be in place to provide targeted academic support** and how the activities are expected to improve student academic achievement and overall student success.	0	2	4	6	**6**
Describes the proposed program activities **that will be in place to provide workforce skill building and/or youth development** and how the activities are expected to improve student academic achievement and overall student success.	0	2	4	6	**6**
Quality Question 19					
	None	**Some**	**Convincing**	**Strong**	**Points Possible**

Describe how the measures of student success align with the regular academic program of the school and the academic needs of participating students and how the program will collect the data necessary for the measures of student success	0	3	6	9	**9**
Includes how the program will complement school-day curriculum and evidence-based reading and math interventions beyond homework help.	0	1	2	3	**3**
Includes how the program will support school-day attendance using evidence-based practices.	0	1	2	3	**3**
Maximum Points Available					**120**

STEP THREE: OHIO PRIORITY POINTS

The Department will add priority points to the overall peer review score.

Priority	Points
Federal Priority 1: Target Services A – The percentage of buildings in the application are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESSA, Title I Part A, Section 1111(d). §4204(i)(1)(A)	0-10%= 0 10-25% = 2 26-50% = 3 51%-100% = 5
Federal Priority 1: Target Services B – The percentage of buildings in the application that are support enrollment of students who may be at risk for academic failure as Read Ohio Coach identified schools. §4204(i)(1)(C)(i)(ii)	0-10% = 0 10-25% = 2 26-50% = 3 51%-100% = 5
Federal Priority 2: Partnership – Question 11 and attachments – Number of partnerships beyond requirements met in each center site agreement. Applications that are jointly submitted by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity. §4204(i)(1)(B) A letter or letters of support outlining the partnership(s) must be attached to the application.	1 partner = 2 2 partners = 3 3+ partners = 5
State Priority 1: Science of Reading Champion - The percentage of buildings in the application that have received the Governor's Science of Reading Champion award.	0-10% = 0 10-25% = 2 26-50% = 3 51%-100% = 5

State Priority 2: School Day Attendance – Serve buildings with a chronic absence rate on the 2025-2026 state report card of 20% or more.	0-10% = 0 10-25% = 2 26-50% = 3 51%-100% = 5
Total Maximum Number of Priority Points	**25**

STEP FOUR: GEOGRAPHIC DISTRIBUTION

The highest scoring applications from each State Support Team Region will be awarded. The remaining applications regardless of region will be awarded in rank order. If an application proposes serving buildings more than one State Support Team region, the application will be assigned to the region where the highest number of buildings are located. The number of remaining applications awarded will depend on the remaining overall allocation available and applicant funding requests.

Additional Considerations for Applicants

GRIEVANCE PROCEDURE

Applicants who are denied grant funding will receive written notification. Applicants can appeal the denial of the award in accordance with EDGAR at 34 CFR 76.401 and the Department's appeal procedures. Appeals are limited to the grounds that the Department violated a state or federal statute of regulation by 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 are selected in accordance with federal guidelines and 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 INCOME POLICY

Generating program income is not allowed. Program income is the gross income earned by the non-federal entity that is directly generated by a supported activity or earned because of the federal award during the period of performance (2 CFR §200.80). A simple definition is revenue generated as a direct result of the federal award and that is in addition to the federal funds provided by the Department through the competitive subgrant application process.

Program income generated must be reported and will be deducted from the funds awarded to the subrecipient (2 CFR §200.307(b)). Program income that the grantee did not anticipate at the time of the grant award must be used to reduce the grant award rather than to increase the funds committed to the program. Expenditures of program income must be for the purposes and under the conditions of the grant award. Donations are not considered program income.

RENEWABILITY POLICY

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. Applicants who are awarded a 21st Century Community Learning Centers grant will be awarded a 4-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 federal government.

EXPANDED LEARNING PROGRAM POLICY

Section 4204(a)(2) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), authorizes but does not require State Education Agencies (SEAs) to award expanded learning program activities under the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) as described in section 4205(a).

Ohio does not use these funds for expanded learning programs as described in 4205(a).

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.

Appendix A: Competition Timeline

Date	Event
Oct. 15, 2026	Ohio After School Request for Applications posted and available Notice of Intent to Apply open
Oct. 15, 2026, at 1 p.m. and Oct. 19, 2026, at 10 a.m.	Ohio After School Request for Applications Overview webinars. The Department will provide a presentation and collect questions to be posted in the frequently asked questions on website. Both webinars will have the same content, and questions will be collected and answered live and in writing on the frequently asked questions website. Questions can also be submitted to: OhioAfterSchool@education.ohio.gov by 5 p.m. on Nov. 18, 2026. All questions and answers will be posted on the website by Nov. 20, 2026.
Nov. 16, 2026, at 12:01 a.m.	Application Opens Ohio After School RFA Open Virtual Office Hours, 9-11 a.m.
Dec. 2, 2026, at 10 a.m. Dec. 9, 2026, at 1 p.m. Dec. 16, 2026, at 10 a.m.	Technical Assistance Office Hours
Dec. 28, 2026, at 11:59 p.m.	Application Closes
Jan. 1 – Feb. 26, 2027	Competitive review period
Feb. 26, 2027	Anticipated award announcement of Cohort A
March-May 2027	Consultation with the Department and Cohort A awardees to submit final budgets and required meetings
July 1, 2027	Award cycle begins for Cohort A grantees

Appendix B: Required Assurances

All applicants must carefully review and agree to the following assurances prior to submitting and approving an application. This includes standard ESSA, EDGAR, and Uniform Grant Guidance assurances, as well as grant specific assurances. A full list of assurances will be available in the application and posted to the Ohio After School grant webpage.

GRANT-SPECIFIC ASSURANCES

GENERAL

A. 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 statewide licensing system prior to receiving a 21st CCLC grant award on July 1, 2027. Contact the Ohio Department of Children and Youth (DCY) upon notification of award to ensure the licensing process is completed prior to the first day of programming.

   Sites licensed by DCY include:

   a. Home and center-based childcare

   b. Sites operated by public districts, community schools, chartered nonpublic schools, ESCs, and Joint Vocational Schools

   c. Sites operated by county boards of developmental disabilities

   Visit DCY's webpages about Becoming a Provider or School-Based Preschool and School-Age Licensing for additional information about license applications based on program type. Information about licensing rules for all DCY program types is available on the Licensing and Certification webpage. Should your site(s) not require licensure, please indicate this in your program application under site options. For assistance, contact DCY Family and Customer Support Center 1-844-234-5437 or childcarepolicy@childrenandyouth.ohio.gov.

   If the applicant operates as a youth development program as described in division (B)(8) of section 5104.02 of the Revised Code, the applicant must provide evidence of adequate safety standards, in compliance with federal, state, and local laws, to ensure the care and protection of supported youth, including documented safety assessments, screen protocols for staff and volunteers, and consistent and updated local fire, health, zoning regulation compliance. The applicant must also establish screening protocols for all staff and volunteers, maintain financial soundness with adequate internal controls and written policies for procurement, conflict of interest, and segregation of financial duties. Any applicant awarded without

appropriate licenses will be subject to revocation if adequate evidence is not received by the Department by May 15, 2027.

B. The applicant assures that the proposed program was developed, and will be carried out, in active collaboration with the buildings that participating students attend. This includes a current and robust data sharing agreement with each school that includes sharing of Statewide Student Identifiers (SSIDs), all relevant data among the schools and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and local academic standards.

C. The applicant assures the program will target students who attend schools with an economic disadvantage percentage of 40% or greater and will primarily target students who attend schools eligible for schoolwide programs under section 1114 of the ESEA and the families of such students.

D. The applicant assures that the community has been given notice of intent to apply, and the application and any waiver request will be available for public review after submission of the application.

E. The applicant acknowledges that grant funds remaining unexpended at the end of the annual expenditure reporting period will remain with the Department.

F. The applicant acknowledges that non-public education grantees must always have a valid data sharing agreement with the school system(s) attended by participants that provides required information for data collection and addressing Family Education Rights and Privacy Act (FERPA) requirements.

G. The applicant assures that it will comply with 34 CFR 76.712 by providing beneficiaries the required written notice of religious nondiscrimination protections, using language substantially similar to Appendix C to 34 CFR Part 75, and ensuring the notice is accessible.

SAFETY AND FACILITY USE

A. The program will take place in a safe facility that is properly equipped and easily accessible. This includes providing access to classrooms, gyms, cafeterias, computer labs, laptops and other technology, equipment and/or spaces necessary to provide high-quality activities.

B. Site Coordinators will have a dedicated space to conduct administrative requirements, store supplies and confidential information, and meet with staff, students, and parents.

C. The program will always supervise activities with qualified staff at adult-to-student ratios of 1:18 or better.

D. The program will comply with orders to cease all or partial grant operations at any center when unsafe conditions are reasonably documented or observed.

E. The program will offer all activities at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Feeder schools are not considered centers and must be approved as adjunct sites for limited program activities.

PROGRAM DESIGN AND IMPLEMENTATION

A. The program will begin services for students and families no later than September 15, 2027, unless specifically approved by the Department.

B. The program will begin services for students and families within the first two weeks of the start of the school year in all continuation years, unless specifically approved by the Department.

C. The program will provide all services at no cost to participants or their families.

D. The program will comply with the prohibition on generating program income.

E. The program will comply with limits on contracted services.

F. The program will adhere to the targeted student participation requirements and meet the targeted participation numbers established in the Year 1 award. Applicants acknowledge that proposed amendments that reduce the level of services to below the Year 1 targeted participation numbers will be approved only in extreme or unusual circumstances and that failure to adhere to service targets may result in funding reductions or being disqualified for grant continuation.

G. The program will adhere to the minimum operation requirements. Applicants acknowledge that failure to adhere to minimum requirements may result in funding reductions or being disqualified for grant continuation.

H. The program will implement schedules that promote consistent participation by students most in need. The program will not use scheduling practices designed to temporarily enroll students just to meet participation targets and then remove them from the program.

STATE SUPPORT ACTIVITIES AND REPORTING REQUIREMENTS

A. The program will participate in all state support activities required by the Department. This includes engaging with the Department and its contractors in conducting state-required activities, including but not limited to strategic planning, action planning or corrective actions, site visits, program quality and compliance monitoring, statewide evaluation, impact reporting, technical assistance, and training.

B. The program will adhere to all data reporting requirements, including those specific to program participation and SSID collection.

STAKEHOLDER ENGAGEMENT AND COMMUNICATION

A. The program will regularly engage a group of stakeholders to serve as the program's Ohio After School steering committee charged with providing feedback to increase program quality, build community awareness, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be voluntary and qualified to support efforts to increase quality and visibility of the program in the community. Program director, site coordinators, staff, and school building principals will be represented at each meeting.

Appendix C: Site Center Agreement Template

Ohio After School is an opportunity to establish or expand activities that provide students with enrichment, along with activities designed to complement the students' regular academic programs. This agreement is in place to ensure that all entities understand and support the center. This agreement is required for each center site between: PROGRAM (grantee) and SCHOOL BUILDING (the school building with which the center operates). If the grantee is a traditional public school district or community school, this agreement should be between the district/community school (PROGRAM) and SCHOOL BUILDING. If they are the same entity, this form should still be completed with acknowledgement of that.

This agreement will commence on MM/DD/YYYY. This agreement will remain in place for XXXX (days/months/years/indefinitely) and will end on MM/DD/YYYY (if applicable) or until terminated by either party.

CENTER LOCATION

- The PROGRAM and SCHOOL BUILDING agree on the following location of the site LOCATION ADDRESS. SCHOOL BUILDING/PROGRAM will provide LOCATION SPECIFIC DETAIL to ensure that the location is safe, properly equipped for a high-quality program.

DATA SHARING

- The SCHOOL BUILDING will provide State Student Identifiers (SSIDs) for all participating students upon request to the PROGRAM, and if not sooner, by DATES. Additional data required for federal and state education reporting will also be provided. Data to be shared include student grades, student attendance, etc.
- Data will be provided in AGREED UPON FORMAT. The Program Director and Site Coordinator at the PROGRAM will have access to this data.
- Requested information will be shared [each day/month/in response to a specific event]. The information sharing will cease [**]. The information sharing can be terminated by either party on written notice of [***]. The terms of this agreement remain binding on any information shared and retained throughout its lifecycle, irrespective of whether the party remains a current signatory to this agreement.
- Under no circumstances should personal data be processed in any way that is unsecure or left unattended. It is the responsibility of the sender to ensure that the method is secure and that they have the correct contact details for the receiver.
- Describe security measures around transferring, accessing, and storing data.

COLLABORATION

- The PROGRAM and SCHOOL BUILDING agree on regular, two-way communication. SCHOOL BUILDING/PROGRAM will participate in steering committee meetings (at least) quarterly.
- SCHOOL BUILDING will include PROGRAM in school-day academic leadership to ensure alignment with school-day programming.
- PROGRAM and SCHOOL BUILDING will participate in meetings requested by the Ohio Department of Education and Workforce including program start-up meetings, ongoing technical assistance, and monitoring.
- PROGRAM and SCHOOL BUILDING will collaborate to host monthly family engagement activities in alignment with school-day initiatives.

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.

SIGNATURES

Program: Grant Applicant Organization

Entity Name: _____ IRN: _____

Contact Name: _____

Phone Number: _____ Email Address: _____

Signature: _____ Date: _____

Center site: School Building

Building Name: _____ Building IRN: _____

Principal Name: _____

Signature: _____ Date: _____

Center site: District or Management Organization Leadership ***(Required if the Program Applicant is not a traditional public school district).***

Superintendent Name: _____

Signature: _____ Date: _____

Appendix D: Calculation Table Guide

Applicants must complete the calculation table using the provided Excel Template. The proposed participation numbers are regular participants, so will not likely directly match your proposed enrollment numbers.

How to complete the template:

1. Enter each center site in Column A
2. Enter each proposed regular participant count in both after school - Column B and summer - Column C (if proposed) based on center site.
3. Column D will calculate the amount of funds you are requesting based on the number of after-school and summer regular participants.

PARTICIPATION CALCULATION TABLE			
Center Name	**After School Regular Participants**	**Summer Regular Participants**	
Franklin HS	89	40	
Franklin MS	135	70	
Total Regular Participants	224	110	
Funding Total	672,000.00	44,000.00	**716,000.00**

Appendix E: Need 1 Family Survey Guide

Applicants must complete an analysis of Need 1 through a family survey. The Department recommends offering the survey to families in multiple formats, including paper and online forms. This document provides suggested questions for use by the applicant and details of the required attachment.

Sample Family Survey Questions:

- Parent or Guardian Full Name
- Email Address
- Phone Number
- Child's Full Name
- Child's Date of Birth
- Child's School Building for the 2027-2028 school year
- How likely are you to sign your child up for after-school programming for the 2027-2028 school year? (Select one: Absolutely, Likely, Maybe, Not Sure, Not Interested)
- Preferred Hours for After-School Programming (Select all that apply, options based on program considerations)
- This program will have a participation requirement which means that students who attend are required to attend every day they attend school. How often do you anticipate your child attending after-school programming in the 2027-2028 school year? (Select one: All, Regularly (multiple times/week), Occasionally (less than two times/week)
- What would be one thing you would like to see your child experience in an after-school program?
- Anything else you'd like to share?

Required Attachment for Need 1:

Applicants should submit a comprehensive analysis of survey results, not individual survey submissions. Applicants should include the following in a single analysis document that is no more than four pages long:

- A copy or screenshot of a blank family survey
- Number of families that responded to the survey for each building proposed to be served
- Dates survey administered
- Families reported likelihood of enrolling their child to participate by building or center
- Families reported child participation frequency
- Families reported preferences for programming and hours

Appendix F: Nonpublic School Consultation Template

Documentation of Nonpublic School Consultation

Applicant Name (Name of LEA of CBO): _____

Contact Name: _____

Contact Email: _____ Contact Phone Number: _____

Ohio After School 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 program. 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. Note: Signature below of the applicant's superintendent, CEO, or equivalent officer certifies the Provision of Equitable Services section was read, and the nonpublic schools were offered an opportunity to participate. The applicant is responsible for maintaining documentation of nonpublic school contact and consultation, which is subject for review. **Please provide one completed form for each eligible nonpublic consulted.**

Name of Consulted Nonpublic School: _____

Nonpublic School Contact Name: _____

Address: _____

Email: _____ Phone Number: _____

Fax Number (if applicable): _____ Date of Consultation: _____

Brief Summary of Consultation:

Outcome of Consultation:

- ☐ Yes, we will participate
- ☐ No response from consulted nonpublic
- ☐ No, we will not participate
- ☐ No eligible nonpublic in attendance area/reasonable proximity

Signature of Applicant: _____ Date: _____

Signature of Nonpublic School Representative: _____

Date: _____

Appendix G: Allowable Activities and Use of Funds for Budget and Narrative

Expenses must align with the completed and approved budget and budget narrative section of the application. Expenses must be used toward academic (reading and mathematics), youth development, student engagement and family engagement enrichment initiatives in after-school and summer programs. Budgeted activities must align with the performance measures and strategies written in the application. The budget should only reflect allowable activities.

All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained for three 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, necessary, allowable, and allocable.

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

- 2 CFR part 200
- Education Department General Administrative Regulations (EDGAR)
- Title IV, Part B Statute (ESSA)
- 21st CCLC Non-Regulatory Guidance 2024

Examples of allowable activities and use of funds for this grant include the following:

GENERAL ALLOWABLE ACTIVITIES AND USE OF FUNDS

- Programming staff salary and benefits
- Professional and contracted services
- Consumable and durable supplies and materials
- Transportation Costs (driver salary and benefits, student transportation voucher/bus passes)

Under ESSA, each eligible entity that receives an award may carry out activities designed to advance student academic achievement and support student success, including:

- Academically aligned enrichment activities, structured mentoring programs, accelerated learning and tutoring services that are aligned with the challenging state academic standards,

- Well-rounded education activities, including credit recovery or attainment and dual credit programs for secondary students.
- Literacy education, including financial literacy. Instruction and intervention in reading must be aligned to the science of reading and all associated Ohio law.
- Activities that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity.
- Services for individuals with disabilities.
- Activities that emphasize language skills and academic achievement for students who are English learners.
- Cultural programs.
- Telecommunications and technology education programs.
- Expanded library service hours.
- Programs that assist students who have been truant, suspended, or expelled to improve their academic achievement.
- Drug and violence prevention and counseling.
- Activities that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and activities that foster innovation in learning by supporting non-traditional STEM education teaching methods.
- Programs that partner with in-demand fields of the state or local workforce or build career competencies and career readiness and ensure that career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act.
- Providing parents and legal guardians of students participating in the grant program with active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Specific activities and use of funds for this grant may include but are not limited to the following:

- Salaries for the required program director, site coordinators, and instructional staff to implement and deliver the program.
- Extra-duty pay for staff working beyond their normal contracted hours to provide activities/services that supplement the regular school day for the local program.

- Independent evaluation (internal or external) costs up to, but no more than $2,000 per center for a full year of evaluation services. This is considered an administrative cost. Evaluation services must go beyond the evaluation support provided by the state-wide evaluation.
- Supplies and materials for student and family engagement activities.
- Computer hardware and software required to implement the program.
- Nutritional snacks for students and families of students during program offerings.
- Travel to **required Ohio After School** state and regional trainings, meetings, conferences, and workshops, if offered.
- Transportation for students from feeder schools to the program center and transportation for all program students from the center home.
- Virtual family engagement activities (virtual student activities are not allowable).

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

OTHER ALLOWABLE OPERATING COSTS REQUIRING SPECIFIC APPROVAL IN THE GRANT APPLICATION

FIELD TRIPS

Field trips may be funded under the grant program. Educational field trips are allowed when they consist of approvable, planned instructional activities that involve students in learning experiences that are difficult to duplicate in a classroom situation.

Field trips must be academic in nature, reasonable in cost, and necessary to accomplish the objectives of the local program. Examples of educational field trips include the following:

- Laboratory and field investigation
- Supplemental curricular academic activities that are focused on science, technology, engineering, and math
- Educational tours and interactive activities with local science centers, arts centers, museums, zoos, horticultural centers, historic sites, archaeological sites, or nature preserves
- Intentionally directed time at public libraries to conduct research and access reading and study materials
- Organized visits to colleges and universities to encourage interest in and familiarity with the pursuit of higher education

Unallowable types of field trips include those that:

- are not reasonable in cost or are not necessary to accomplish the objectives of the grant program
- primarily are for social, entertainment, or recreational purposes
- transport students to a location further than necessary when a similar experience is available closer to the center
- require staying overnight or out of state without prior approval
- supplant and do not supplement local, state, or federal expenditures or activities, including those that expend funds on students who are not enrolled in the program
- are not properly documented

Before budgeting for field trip expenses, applicants are encouraged to explore cost-saving opportunities to bring remote locations into the classroom by arranging for hands-on engaging presentations at the center or by accessing live and interactive virtual tours and educational experiences available online.

Field trips will require written justification to be maintained locally and made available to the Department upon request.

UNALLOWABLE ACTIVITIES AND USE OF FUNDS

Unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months)
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership to any civil or community organization
- Hosting or sponsoring conferences
- Advisory councils
- Grant writing or evaluation services in exchange for grant writing
- Contracted services that divest oversight of the program administration or implementation to another entity.
- Matching expenditures for any other federal, state, or local grant program
- Expenditures related to students not enrolled in, served by, or eligible for the program
- Stipends for non-employees or for students or family members to participate
- Payment or reimbursement to students for receiving tutoring or mentoring services

- College tuition for students except for dual credit courses
- Religious instruction or provision of sectarian materials
- Infrastructure or installation of infrastructure needed for computer access
- Permanent furniture and vehicles

Quick guide for some additional examples: Allowable and Unallowable Use of Funds