

21st Century Community Learning Centers Fiscal Year 2018 - Request for Applications

What is the 21st Century Community Learning Center Competitive Grant Program?

The U.S. Department of Education (USDOE) has in the past provided 21st Century funds to states to support activities pursuant to implementing expanded learning time (ELT) and out-of-school time (OST) that clearly align academic services to the identified needs of students and to state academic standards. The Ohio Department of Education's (ODE) 21st Century Community Learning Centers competitive grant program is designed to support the implementation of OST and/or ELT programming. Supported with federal funds, these opportunities will help students achieve in school. Priorities for the programs is to close proficiency gaps, increase student engagement learning, support a well-rounded education, support social and emotional learning, and promote college and career readiness and success.

When are Applications Due?

Grant Applications for all FY18 21st Century Community Learning Centers are due:

Friday, April 21, 2017, at 8 a.m. and closes on Friday, June 23, 2017, at 5:00 p.m.

How to Apply.

Applicants must submit their grant application through the Comprehensive Continuous Improvement Plan (CCIP), a grants application system through ODE, by clicking [HERE](#).

Please note that **NO** extensions will be permitted **after 5:00 p.m. on Friday, June 23, 2017**. The superintendent/CCIP authorized representative of the submitting organization must "Final Approve" the application prior to the Friday, June 23rd deadline. Application submissions will be reviewed by ODE staff prior to any grants being awarded. *Funding for this program is dependent upon federal funds and continued monetary support for this program is subject to change at any time in the process without notice.*

Does the Department provide guidance/assistance regarding the application process?

ODE hosted a bidder's conference on Monday, April 10, 2017. The conference was open to the public and optional. The goal of the conference was to assist applicants in understanding the grant application's content and to ask questions. An audio and visual recording of the conference was posted and announced on the 21st Century blog ([Click Here](#)), ODE YouTube page ([Click Here](#)) and website ([Click Here](#)) no later than April 17 for those who were unable to attend.

ODE will also host CCIP trainings throughout the months of April and May. These trainings will provide an overview of the CCIP system, how to navigate the system and walk users through a 21st CCLC grant application/submission. The training is not mandatory, but highly recommended for new CCIP users.

CCIP Navigation Training for New Applicants

- April 27, 2017:** Central Region: State Library – Columbus,
274 E. 1st Avenue, Columbus, Ohio 43201
Time: 9:30 a.m. - 12:30 p.m. OR 1:30 p.m. – 4:30 p.m.
- May 3, 2017:** Southwest Region: YMCA of Greater Cincinnati-Cincinnati,
2840 Melrose Avenue, Cincinnati, OH 45206
Time: 9:30 a.m. - 12:30 p.m. OR 1:30 p.m. – 4:30 p.m.
- May 5, 2017:** Southeast/Central: Muskingham County Library
220 N. 5th Avenue, Zanesville, Ohio 43701
Time: 9:30 a.m. - 12:30 p.m. OR 1:30 p.m. – 4:30 p.m.
- May 10, 2017:** Northeast Region: Lorain County Community College, Spitzer Conference Center
1005 N. Abbe Rd., Elyria, Ohio 44035
Time: 9:30 a.m. - 12:30 p.m. OR 1:30 p.m.– 4:30 p.m.
- May 11, 2017:** Northwest Region: Owens Community College/Audio Visual Center (AVCC)
30335 Oregon Road, Room 153 Perrysburg, OH 43551
Time: 9:30 a.m. - 12:30 p.m. OR 1:30 p.m. – 4:30 p.m.
- May 12, 2016:** Southeast Region: Rio Grande University
218 N College Ave., Wood Hall, Rio Grande, OH 45674
Time: 9:30 a.m. - 12:30 p.m. OR 1:30 p.m. – 4:30 p.m.

[Click here](#) for more information regarding 21st Century Community Learning Centers programming.

[Click here](#) for further assistance about the 21st Century application.

21st CENTURY COMMUNITY LEARNING CENTERS (CCLC) Grant Program
Ohio's 21st Century Out-of-School Time and Expanded Learning Time

I. WHAT IS THE 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM?

The Ohio Department of Education (ODE) has administered the 21st Century Community Learning Center's (21st CCLC) program since 2002, when it was authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), known as No Child Left Behind (NCLB). The passage of the Every Student Succeeds Act (ESSA) of 2015 amended ESEA, and changed the focus of the 21st CCLC grant program focusing the funding on expanded learning time (ELT) and out-of-school time (OST) that clearly align academic services to the identified needs of students and to state academic standards. ESSA broadened the allowable activities to include such things as apprenticeships.

There are three purposes that the 21st CCLC program seeks to accomplish:

1. Provide opportunities for academic enrichment to assist students in meeting the state academic standards;
2. Offer students access to a broad array of additional services, such as those that focus on youth development, social emotional learning, civic engagement, and nutritional and physical health; and
3. Offer adult family members of program participants opportunities for educational development and engagement in their children's education.

II. What is new for FY18?

The target student population are those who are economically disadvantaged (ED), receiving special education services, English Language Learners, academically at-risk, and/or could benefit from the supports provided during the additional learning time. FY18 grant applicants will implement 21st CCLC programming using one of the following three options:

1. *Expanded Learning Time (ELT)* – available for elementary, middle and high school programs

Applicants choosing this option must offer a **minimum of 300** expanded learning program hours by establishing a school schedule that increases the total number of hours ***required for all students*** by a minimum of **300 hours** above the amount offered in either school year 2015-2016 (SY16) or 2016-2017 (SY17), and reflects a total of a minimum of 1,245 hours (for elementary schools) and 1,305 hours (for secondary schools). Those applicants utilizing the ELT option may calculate hours from the expanded learning time in school and in the summer only. Hours in before and after school will not be considered for the ELT option. All new applicants must include evidence in the application that demonstrates the school time expansion or significant progress towards school hour expansion. The focus of Option 1 programs must focus on the components of 21st CCLC (i.e. reading, math, positive youth development and parental engagement).

2. *Out-of-school Time (OST)* – available for elementary school programs

Applicants choosing this option must provide comprehensive OST programming at a school/site during the school year to include before, after and summer hours for a selected population of students. The focus of Option 2 programs must focus on the components of 21st CCLC (i.e. reading, math, positive youth development and parental engagement).

3. ***Out-of-school Time (OST)*** – available for middle and high school programs

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

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

Drop-in programs are not permissible in any funded 21st CCLC program. A summer program is expected to have consistency in attendance, as it would during the school year.

Each grant may support no more than three sites. Each grant-awarded site must focus on ELT or one of the OST options. Applicants may submit no more than three applications total; however an applicant may choose any combination of the three options.

Components of 21st Century Programming

The 21st Century program helps students meet state and local student standards in core academic subjects and assist students and families with social and educational needs. With that, programs must address the four overarching components of 21st Century. Those components include reading, math, youth development/enrichment activities and family engagement. The family engagement activities shall include offering literacy and other educational services to families of participating students.

Special Focus – middle and high school students

College and Career Readiness

Readiness for college and careers should not begin at the high school level; it should be the driver for grades K-12. Approximately 24,000 grade 3 students each year do not show proficiency in reading by the end of grade 3, and approximately 40 percent of Ohio's students require remediation in one or more subject areas, including reading, upon college enrollment. By the time Ohio's current high school students graduate, it is predicted that 63 percent of all jobs will require at least some postsecondary education and almost 22 million new workers will need to have, at the minimum, an associate degree.

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

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

schools.

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

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

High Schools that Work

Dropout Prevention

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

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

Some of the predictive factors for leaving school early are a lack of reading skills, poor school attendance and frequent discipline incidents. Programs could address these matters and use these indicators as measures of success.

The link below provides resources an applicant may consider when developing a literacy-focused program. Applicants are encouraged to explore and incorporate other high-quality, scientifically-based resources.

National Dropout Prevention Center/Network

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

Hours of Operation

Programs that serve elementary school students (i.e., K-5, K-6 or K-7/8) must operate 15 hours per week. Middle and high school programs are required to operate at least 12 hours per week. A program serving any elementary grade must operate a minimum of 15 hours per week.

The Department requires that all sub-recipients will commence programming on or before October 23, 2017 and end no earlier than April 20, 2018. Failure to implement may result in the reduction of the first fiscal year's funding award or grant termination.

Evidence-Based Practices for Out-of-School Time and Expanded Learning Time Programs

Out-of-school Time and Expanded Learning Time programs funded by the 21st Century grant are required to employ evidence-based practices. These are practices that have been shown to be effective ways of complementing and enhancing students' academic performance, achievement, postsecondary and workforce

preparation, and positive youth development. Although there are evidence-based practices used during the school day/expanded learning time that are also appropriate for use in after school settings, it is recommended that 21st Century programs also employ practices that have been shown to be particularly effective in afterschool settings.

Collaboration

Applications should demonstrate a commitment between two partners. The applicant partners with a school, school district, or community based organization. This grant requires the applicant to have one primary partner. For example, if the applicant is a school or school district, your primary partner must be a community based organization. If the applicant is a community based organization, your primary partner must be a school or school district. The partnership agreement is the partnership grant assurance on the CCIP application.

To ensure alignment of expanded learning time and/or out-of-school time, applicants are expected to be members of their district's support team, and/or building support team. Once awarded, the applicant is responsible for attending, and actively participating in, the district and building support team meetings.

Sustainability

21st CCLC grants are NOT intended to provide programs with long-term sustainability of their expanded learning and out-of-school time programs. Local education agencies and community-based organizations need to work together in making critical links to sustaining 21st Century programs beyond the grant period. Applicants should bring together community organizations with local education agencies to determine how best to leverage resources within the community for long-term continuation of the program.

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

Suggestions to consider:

- Make investments in capacity and technology that have outlived the grant cycle.
- Rely on community volunteers and resources
- Host significant community fundraisers including community leadership (i.e., senators, legislators, YMCA leadership, Urban League, Kiwanis Club, Foundations, etc.)
- Host community events celebrating the work and progress of students. Be sure to invite community stakeholders.

Funding

Funding for this grant is contingent upon the Department's receipt of federal funding. Programs will be funded on a 5-year grant cycle. Funding allocations for years 4 and 5 will decrease as programs begin to demonstrate sustainable funding and resource efforts. Per federal requirements, the minimum grant award amount is \$50,000. Applicants are permitted to request the necessary funds to operate their program; however, the requested amount should be appropriate and reasonable for the size and scope of the proposed activities. Applicants shall not request more than \$200,000 per grant option for years 1-3. In year 4, applicants shall receive no more than \$150,000 and year 5, no more than \$100,000.

Applicants can apply for no more than three grants per fiscal year. An applicant has the option to select any variation of grants to apply, however, the Department will accept no more than three.

No more than 15 percent of awarded funds may be utilized for governance and administration.

Regardless of the option selected, continuation awards (years 2-5) will be provided which are contingent on available funds, evaluation results and pending a successful continuation plan. The plan must demonstrate meeting established outcomes and

measures. All sub-recipients are required to submit continuation requests via the CCIP. These submissions and evaluations are reviewed by the Ohio Department of Education to ensure adherence to the application, principles of effectiveness, evaluation outcomes and quality programming and whether a grantee made substantial progress toward meeting the objectives set forth in its initial approved application.

The recipient must implement the program upon notification of the award. There is no planning year for this grant award. In other words, the application is the applicant's plan and the plan should be ready for full implementation.

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

Funding Priority

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

An additional priority focuses on geographic distribution to ensure, to the extent possible, an even and fair distribution throughout the state. Ohio will reserve, at minimum, a third of its FY18 funding for small town and rural programming. Applicants must select in the application their district typology designation to receive this priority. The applications scoring in the top third will qualify to receive priority.

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

[U.S. Department of Education Regulations](#)

[Education Department General Administrative Regulations \(EDGAR\)](#)

[21st CCLC Grant Closing Guidelines](#)

[Terms and Acronyms](#)

[21st CCLC FAQs: Appendix B](#)

Personnel

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

Program Manager: Each 21st Century sub-recipient shall identify one program manager to administer the program(s). Program manager may fulfill the role as site coordinator for only one (1) site. Additional program manager roles can be assigned for compliance system reporting purposes.

Site Coordinator(s): Each grant may have up to three (3) sites and each site must identify a site coordinator.

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

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

Nutrition

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

[Click here](#) for more detailed information regarding the After School Care Snack Program. Child and Adult Care Food Programs (CACFP) provide meal reimbursements for licensed or approved child and adult care centers to help promote understanding of nutrition in overall health and develop positive food-related attitudes and behaviors.

[Click here](#) for more detailed information regarding the Child and Adult Care Food Program.

SUBMISSION

This application is electronic only. Applications submitted via fax, email or postal mail will not be read. Applicants must have access to the Comprehensive Continuous Improvement Plan (CCIP), a secure electronic portal. Organizations applying for a 21st Century grant must have an Employer Identification Number (EIN) and an Information Retrieval Number (IRN). The below steps may take more than one working day to complete.

- For instructions on obtaining an EIN, [click here](#).
- To obtain and use an IRN, the following instructions and forms are provided: [IRN Request Form](#)
- For W-9 and instructions, supplier information form and authorization agreement for direct deposit of EFT payments, [click here](#).
- To establish an Ohio Department of Education SAFE account, click on [SAFE Sign-In](#) at the top of any page on the Department's website. Each individual who will attend events or access secure information on the website must complete a profile.

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

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

**Data View Funding role is read only.

Once the application draft is complete, only the assigned treasurer and superintendent/CCIP authorized representative can approve the draft applications. The Ohio Department of Education does not receive the application until the superintendent/ CCIP authorized representative "FINAL APPROVES" the application. Applicants should continue to improve the application while in "DRAFT" status. The application may be returned within the applicant organization at any level up to Final Approval. Once FINAL APPROVED and submitted by the superintendent/ CCIP authorized representative, no changes can be made to the application. The Ohio Department of Education will not return the application once it is in the *Final Approved* status. *The application will close promptly at 5 p.m. EST on June 23, 2017.*

ELIGIBILITY

Eligible Applicants

Eligible applicants may be local education agencies and community-based organizations. These may include faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations

and other public or private entities. A community-based organization is defined as a public or private for-profit or nonprofit organization that is representative of the community and has demonstrated experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of students.

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

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

Licensing

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

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

Licensing Contacts:

Ohio Department of Job and Family Services

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

Ohio Department of Education

Office of Early Learning and School Readiness 25 South Front Street, 3rd Floor
Columbus, OH 43215
Marlene Fields (614) 644-2604

Grant Assurances

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

Provision of Equitable Services

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

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

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

Findings of Recovery

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

Organizations or principals of organizations with unresolved findings may be ineligible to receive 21st Century awards.

Grant Termination

In the event a sub-recipient fails to adhere to grant requirements and/or any subsequent corrective action plan, the Ohio Department of Education's Office of Federal Programs reserves the right to withhold, reduce or terminate funding awards.

These actions include the following:

- Violation of grant rules;
- Violation of law;
- Violation of program assurances;
- Failure to respond to non-compliance;
- Failure to implement a corrective action plan;
- Failure to address data or monitoring requirements; and the
- Failure to make corrections based on technical assistance and/or violation of health, safety or civil rights.

In the event of grant termination, the sub-recipient will adjust the accounts due and will undertake no additional expenditures and begin liquidation of funds and submission of its final expenditure report via CCIP.

How will 21st CCLC Grant Recipients be Evaluated?

All applications will propose program performance measures based on the following measures set forth by ODE. The indicators are listed on the application for further assistance in completing the application. All applicants are required to work to meet the performance measures and indicators.

Performance Measures

The objectives of the program are to impact:

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

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

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

Objective 3: Ohio's 21st Century Community Learning Centers will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.

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

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

All applications will propose program performance measures based on the following measures set forth by the Ohio Department of Education. The indicators are listed on the application for further assistance in completing the application. All applicants are required to work to meet the performance measures and indicators.

Evaluation Requirements

Local Evaluation

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

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

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

Are we doing what we said we would do?

How well are we doing it?

Is what we are doing make a difference?

Statewide Evaluation

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

Federal Reporting

All 21st Century grantees are required to submit program data to the federal government using the federal data collection system, known as the Annual Performance Report (APR) system, on a yearly basis. The APR system

collects data related to program activities, staffing participation and outcomes.

Approved Activities

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

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

The budget request should only reflect allowable activities.

Program Compliance Monitoring

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

- An annual submission, by the sub-recipient, of a federal data collection process to be named;
- An annual submission, by the sub-recipient, of reports and results of a local program evaluation; and,
- The Ohio Department of Education will conduct onsite monitoring visits at least once during the three-year grant cycle. Sub-recipients will receive the monitoring guidelines upon award.

Use of Funds

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

Expenditures must be: Reasonable, Allowable, and Necessary

Use good common sense when making expenditure/obligation decisions Below is a chart indicating some of the allowable and unallowable use of funds.

Allowable	Unallowable
Transportation costs (etc. driver salary & benefits, transportation vouchers, student bus passes)	Food (of any kind) is not an allowable expense for program. However, if food is part of the curriculum supplies, then it is allowable and must be justified.

Curriculum materials related to afterschool programming	Grant Writer fees
Programming staff salary and benefits such as teachers and tutors	Vehicle/Van/Bus Purchase
Student incentives	Capital expenses (a building or land for a building)
Program evaluation	Indirect Costs not pre-approved for an indirect cost rate by a federal or state government agency.
Youth development contractors or Parent/Family Engagement speakers	Building Repairs/Renovations
Rent (for afterschool activities only)	Supplies for fundraisers
Supplies, including computers/printers, pertaining to academic and enrichment activities.	
Staff Professional Development for meetings, trainings and reimbursement of travel expenses.	
Equipment purchases for instructional purposes (Refer to Local threshold)	

Governance/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.

Funding Awards

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

Notification of Awards

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

Grievance Procedure

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

APPENDIX A

FY18 21st Century Community Learning Centers Grant Application Scoring Rubric

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

Three separate grant competitions

- Applicants must choose one “OPTION” to describe the 21st Century program to implement. Option 1 is for expanded learning time (in school and in the summer only), Option 2, and Option 3 are for out-of-school time programming (before, after, and/or summer school services).
- There are 13 prompts regardless of the option chosen.
- Some prompts are weighted more for scoring purposes.
- An undetermined number of quality applicants from each of the options will be selected and funded based on available resources.

The objectives of the program are to impact:

- Reading;
- Mathematics;
- Positive youth development;
- Parent and family engagement.

Respondents should develop responses based on the following components:

- 21st Century Performance Objectives; and
- Evaluation/experimental design.
- Sustainability

**Applicants should be aware that any response that appears to include incorrect or misleading information in order to receive maximum points will subject the application to removal from the scoring process or termination of the grant if discovered post-funding award.*

**Applicants should be aware that the department does not seek clarifications to responses on the initial application. Scores are based on responses at the time of submission.*

Part 1 (Determine which Option to Select)

Applicants are required to select one of three award options.

OPTION 1: Expanded Learning Time (ELT) – available to elementary, middle and high school students. Applicants choosing this option must offer a minimum of 300 expanded learning program hours by establishing a school schedule that increases the total number of hours required for all student by a minimum of 300 hours above the amount offered in either school year 2015-2016 (SY16) or 2016-2017 *SY17), and reflects a total of a minimum of 1,245 hours (for elementary schools) and 1,305 (for secondary schools). Those applicants utilizing the ELT option may calculate hours from the expanded learning time in school and in the summer ONLY. Hours in before and after school will not be considered for the ELT option.

OPTION 2: Out-of-School (OST) – available to elementary school programs. Applicants choosing this option must provide comprehensive OST programming at a school/site during the school year to include before, after and/or summer for a selected population of students. These programs must focus on the components of 21st CCLC (i.e. math, reading, positive youth development, and parental engagement).

OPTION 3: Out-of-School (OST) – available to middle and high school programs. Applicants choosing this option must provide comprehensive OST programming at a school/site during the school year to include before, after and/or summer for a selected population of students. These programs must focus on college and career readiness and/or drop-out prevention strategies as well as additional supports and programming as required under the grant (i.e. reading, math, positive youth development, and parental engagement).

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

1. The proposal targets school buildings with student populations that are below proficient in reading. Therefore, applicants will provide the percentage of students who are below proficient in reading. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to literacy and achievement. Data should be supported by the local report card. When multiple buildings are served, data should reflect the students in all buildings. (4000-character limit)
2. The proposal targets school buildings with student populations that are below proficient in mathematics. Therefore, applicants will provide the percentage of students who are below proficient in mathematics. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to mathematic achievement. Data should be supported by the local report card. When multiple buildings are served, data should reflect the students in all buildings. (4000-character limit)
3. The proposal targets school buildings with student populations that are economically disadvantaged. Therefore, applicants will provide the percentage of economically disadvantaged in the targeted school population. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to student achievement. Data should be supported by the local report card. When multiple buildings are served, data should reflect the students in all buildings. (4000-character limit)

READING, MATH, POSITIVE YOUTH DEVELOPMENT AND FAMILY ENGAGEMENT (PROMPTS 1-5)

PROMPT 1: Per the 21st CCLC Objective 1, participants in Ohio’s 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2 - Ohio’s 21st Century Community Learning Centers will deliver high quality programs, with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance, and that result in decreased disciplinary actions or other adverse behaviors.

- **It is expected that 100 percent of sites deliver enrichment opportunities in literacy that utilize evidence-based strategies and practices; and that 100 percent of programs provide at least 2 hours on average of literacy enrichment per week.**

Describe your strategies on how you will ensure that students regularly participating in the program demonstrate continuous improvements in reading achievement as measured by the percent of participants who move from “basic” or “limited proficient” or above in reading on Ohio’s statewide assessment. Describe the evidence-based materials and/or strategies that will be used in the program and how the materials and/or strategies are evidence-based research and how they will affect progress toward meeting these objectives. Include in your description, how you will ensure that 100 percent of your sites deliver enrichment opportunities in literacy that utilize evidence-based strategies and practices; and your plan to ensure at least 2 hours on average of literacy enrichment programming is provided per week.

Score	Criteria
5	There is <i>clear and convincing</i> evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in reading. The applicant provides replicable strategies that could serve as a model for 21 st Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <i>persuasive</i> evidence to support the prompt. The strategies appear to be supportive of academic achievement in reading, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <i>moderate</i> evidence to support the prompt. With additional planning consideration, the strategies as described would have some measurable positive impact on student achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.
2	There is <i>some</i> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns that the strategies and action steps as described would improve student achievement.
1	There is <i>limited or weak</i> evidence to support the prompt. It appears unlikely that the strategies as described will have significant impact in the reading achievement of the targeted student population. The action steps do not clearly support the reading program performance objectives.

0	There is <i>no evidence</i> to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in reading.
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PROMPT 2: Per the 21st CCLC Objective 1, participants in Ohio’s 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2 - Ohio’s 21st Century Community Learning Centers will deliver high quality programs, with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance, and that result in decreased disciplinary actions or other adverse behaviors.

- It is expected that 100 percent of sites deliver mathematics enrichment opportunities in literacy that utilize evidence-based strategies and practices.
- It is expected that 100 percent of programs provide at least 2 hours on average of math enrichment per week.

Describe your strategies on how you will ensure that students regularly participating in the program demonstrate continuous improvements in mathematics achievement as measured by the percent of participants who move from “basic” or “limited proficient” or above in reading on Ohio’s statewide assessment. Describe the evidence-based materials and/or strategies that will be used in the program and how the materials and/or strategies are evidence-based research and how they will affect progress toward meeting these objectives. Include in your description, how you will ensure that 100 percent of sites deliver mathematics enrichment opportunities in literacy that utilize evidence-based strategies and practices; and your plan to ensure at least 2 hours on average of math enrichment programming is provided per week.

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

PROMPT 3: Per the 21st CCLC Objective 1, participants in Ohio’s 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes.

- It is expected that students regularly participating in the program demonstrate continuous improvement in classroom behavior as measured by the percentage of 21st CCLC regular program participants with teacher-reported improvement in homework completion, class participation, grades in math and reading and classroom behavior; and
- It is also expected that students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by Local Education Agencies.

Describe the evidence-based materials and/or strategies that will be used in the program and how the materials and/or strategies are evidence-based research and how they will affect progress toward this objective. Describe how the strategies will serve the diverse needs of students and increase youth development. Include in your description your plan on the collection and reporting this data.

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

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

- **It is expected that 100 percent of centers provide at least three evidence-based educational development opportunities to families of the participating students (e.g., family literacy classes, parenting classes, activities to support family engagement in the school and community, etc.).**

Identify at least three or more evidence-based educational development opportunities to families of participating students you will utilize in programming, and how you will collect this data. Describe how the strategies will serve the diverse needs of students and increase family engagement.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in parent and family engagement activities. The applicant provides replicable strategies that could serve as a model for 21 st Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is persuasive evidence to support the prompt. The strategies appear to be supportive of academic achievement in parent and family engagement activities, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is moderate evidence to support the prompt. With additional planning consideration, the strategies as described would have some measurable positive impact on student achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.
2	There is some convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the programming will have measurable impact. The rater has significant concerns that the strategies and action steps as described would improve student achievement.

1	There is <i>limited or weak</i> evidence to support the prompt. It appears unlikely that the strategies as described will have significant impact in the parent and family engagement activities achievement of the targeted student population. The action steps do not clearly support the parent and family involvement program performance objectives.
0	There is <i>no evidence</i> to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in family engagement activities.

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

- It is expected that 100 percent of grantees meet monthly with their primary partnering agencies to examine service and to strategize their collaborative efforts to serve their 21st CCLC students;
- It is expected that 100 percent of grantees develop a robust sustainability and demonstrate progress in implementing plan.

Describe how other existing federal resources will be coordinated and aligned to meeting this program objective, and other components and requirements of the 21st Century grant. List the internal and external resources the program intends to use in implementing this grant and in meeting the proposed objectives. Resources may be defined as contributions of expertise, facilities, in-kind or other types of services, staff agreements and school board support.

Score	Criteria
5	There is <i>clear and convincing</i> evidence to support the prompt. The applicant has presented strong evidence to indicate that careful, significant planning considerations are in place and there is program support from other federal resources. The applicant provides replicable planning and resource strategies that could serve as a model for 21 st Century programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is <i>persuasive</i> evidence to support the prompt. The description provided indicates that the applicant has given planning considerations and considered additional federal resources to support the program.
3	There is <i>moderate</i> evidence to support the prompt. It appears that there are some federal resources beyond 21 st Century funding to support the program.
2	There is <i>some</i> convincing evidence to support the prompt. It does not appear that the applicant has committed significant federal program supports
1	There is <i>limited or weak</i> evidence to support the prompt. The program as described does not provide conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.
0	There is <i>no evidence</i> to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROGRAM COMPONENTS (PROMPTS 6-13, as applicable)

PROMPT 6: Provide a detailed budget narrative explaining the needs and how you will utilize grant funds to support literacy. Explain how the funding will support other related components of the 21st Century grant. Provide an itemized listing of anticipated expenditures by object code that aligns with the allocation budget grid for this grant. Provide evidence that grant funds requested are sufficient, realistic, and reasonable to achieve program objectives and improvements in academic achievement.

Score	Criteria
5	There is <i>clear and convincing</i> evidence to support the prompt. The applicant has presented strong evidence to indicate that the budget aligns to the program activities. It appears that the described budget clearly support the student population and/or community needs. Based on the submission it is clear that the program staff have aligned the budget to the program needs and are aware of the allowable 21 st Century activities.

4	There is <i>persuasive</i> evidence to support the prompt. The description provided indicates that partners are aware of significant budget requirements and have considered the budgetary needs for the program activities.
3	There is <i>moderate</i> evidence to support the prompt. It appears that there is some planning for 21 st Century budget requirement but it is unclear that it is targeted to support and align with the needs of the 21 st Century program described.
2	There is <i>some</i> convincing evidence to support the prompt. It does not appear that significant consideration has gone into to planning for budgetary needs targeted to support the 21 st Century program.
1	There is <i>limited or weak</i> evidence to support the prompt. The program as described does not provide conclusive evidence that the planned budget will support the activities.
0	There is <i>no evidence</i> to support the prompt. The applicant has not presented a clear indication of a budget aligned to the described plan or describes activities not permitted under 21 st Century law or guidance.

PROMPT 7: Describe your professional development plan for all local education agencies and community-based organizations staff connected to this program and how it aligns to the identified needs and program objectives. Include in your description your plan for professional development aligned to the program licensing, how professional development activities will be prioritized, the personnel targeted, and the method for ensuring that professional development is of quality and directly related to 21st Century program components and the achievement of students.

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

PROMPT 8: Award recipients must commit to working with a state selected evaluator to ensure Ohio's 21st CCLC Objectives are being met. The results of the evaluations will be used for individual grantee continuation funding determinations. Describe your plans for assisting the state selected evaluator in completing the evaluation. Evaluators will be reviewing information such as the Local Report Card, academic improvement plans, Decision Framework information and other relevant data to complete a comprehensive evaluation of your program to ensure alignment to program performance objectives, evidence-based research implementation, measurable objectives and proposed outcomes. Describe how students and families will be involved in the evaluation process. Include the staff position(s) responsible for the oversight of data collection, the manner and method of data collection, methodology and how the information will be utilized to enhance program quality.

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

PROMPT 9: Per the 21st CCLC Objective 5, Ohio’s 21st Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, and that result in strengthened implementation of the 21st CCLC program.

- **It is expected that 100 percent of grantees meet monthly with their primary partnering agencies (Local Education Agency and/or Community Based Organizations) to examine service and to strategize their collaborative efforts to serve their 21st CCLC students.**

Describe the sustainability plan to be developed to sustain the program and services when grant funding concludes. Include potential additional partnerships and linkages, including other funding streams and in-kind services that will enable the program to continue when the 21st Century grant award expires. Include in your description the staff positions and qualifications for developing the sustainability process. Describe the planning efforts that have been implemented to ensure program success, communication with stakeholders, and the logistics and facilitation for meeting the other objectives of the program.

Score	Criteria
5	There is <i>clear and convincing</i> evidence to support the prompt. The applicant has presented strong evidence to indicate that there is planning for sustainability beyond 21 st Century programming. It appears that the described plan has considered program needs and resources over the two-year grant cycle to support the needs of the student population and community. Based on the submission, it is clear that the program has a replicable sustainability planning process.
4	There is <i>persuasive</i> evidence to support the prompt. The description provided illustrates planning for sustainability is a program consideration. It appears that the described plan has minimally considered program needs and beyond the grant cycle.
3	There is <i>moderate</i> evidence to support the prompt. It appears that there is some planning for 21 st Century sustainability targeted to support and align with the needs of the 21 st Century program beyond the grant cycle.
2	There is <i>some</i> convincing evidence to support the prompt. There is concern that planning only supports grant cycle and raises concerns that the program will not support a capacity program for all of the grant cycle.
1	There is <i>limited or weak</i> evidence to support the prompt. The program as described does not provide conclusive evidence that the planned budget will support the activities beyond the grant cycle.

0	There is <i>no evidence</i> to support the prompt. The applicant has not presented a clear indication of a sustainability plan beyond the grant cycle.
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PROMPT 10: Per the 21st CCLC Objective 3, Ohio’s 21st Century Community Learning Centers will ensure that the out of school activities target the student’s academic needs and align with instruction during the school day.

- It is expected that 100 percent of 21st Century centers establish working relationships with school staff, meeting monthly (at a minimum), sharing student level academic data and linking afterschool activities with the student’s school day curriculum and standards.

Describe how individualized academic needs will be addressed. Include in your description the working relationships with school day staff, how student level data will be shared, and communication methods you will implement on linking afterschool activities. Explain the process you used to gather stakeholder (including school day staff) and community feedback to develop your plans.

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

PROMPT 11: Per the 21st CCLC Objective 5, Ohio’s 21st Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, and that result in strengthened implementation of the 21st CCLC program.

- It is expected that 100 percent of grantees meet monthly with their primary partnering agencies (Local Education Agency and/or Community Based Organization) to examine service and to strategize their collaborative efforts to serve their 21st CCLC students.

Describe how the partnership between the local education agency and community-based organization will support out of school programming. Describe joint planning that occurred between the partners. Include details explaining how this objective align with the identified needs. Provide detailed information of how all program partners will support the mandated data collection, including the sharing of student data, progress data, privacy provisions and individualized educational plan information.

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

PROMPT 12: Out-of-School Time – middle and high school students. (Applicants need to answer Prompt 12 if Option 3 is chosen)

Per the 21st CCLC Objective 2, Ohio’s 21st Century Community Learning Centers will deliver high quality programs, with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance, and that result in decreased disciplinary actions or other adverse behaviors.

- **It is expected that 100 percent of middle/high school sites committed to preparing students for college and careers utilize evidence-based strategies that connect academic content with careers, promote career-technical routes, and provide opportunities for students to develop professional capabilities; and**
- **It is expected that 100 percent of middle/high school sites committed to providing dropout prevention utilize evidence-based strategies and interventions that keep students enrolled in school and on-track for earning a high-school diploma.**

Describe the evidence-based materials and/or strategies that will be used in the program and how the materials and/or strategies are evidence-based research and how they will affect progress toward this objective. Include in your description how the strategies will serve the diverse needs of students, and your plan on the collection and reporting this data.

Score	Criteria
5	There is clear and convincing evidence to support the prompt. The applicant has presented strong evidence targeted at improving student outcomes in school attendance and academic performance resulting in decreased disciplinary actions or other adverse behavior. The applicant provides replicable strategies that could serve as model for 21 st Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is persuasive evidence to support the prompt. The strategies appear to be supportive of improved student outcomes, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is moderate evidence to support the prompt. With additional planning, the strategies as described would have some measurable positive impact on student outcomes. The action steps provided do not provide conclusive evidence that significant student outcomes will be achieved.
2	There is some convincing evidence to support the prompt. The description is

	not presented in a manner that clearly defines that the programming will have measurable impact. The rater has significant concerns that the strategies and action steps as described would improve student achievement.
1	There is <i>limited or weak</i> evidence to support the prompt. It appears unlikely that the strategies as described will have significant impact in impacting student outcomes in school attendance and academic performance resulting in decreased disciplinary actions or other adverse behavior.
0	There is <i>no evidence</i> to support the prompt. The applicant has not presented evidence of strategies or actions steps to support improving student outcomes.

Prompt 13: Expanded Learning Time (ELT) Related Section: (Applicants need to answer Prompt 13 if Option 1 is chosen)

Describe how your program will offer a minimum of 300 hours of expanded learning time (above the amount offered in either school year 2015-2016 or 2016-2017), and reflects a total of a minimum of 1,245 hours for elementary schools and 1,305 hours for secondary schools. NOTE: The option may calculate hours from the expanded learning time in school and in the summer only. Hours in before and after school will not be considered for the ELT option.

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

APPENDIX B

21st Century Frequently Asked Questions Categories:

CCIP System

Eligibility and Service Area

Expenditures

Types of Services

Private School Consultation and Equitable Services

Licensing
Data and Evaluations
Funding and Carryover
Grant Scoring
Expanded Learning Time and ESEA Flexibility
Supplement, Not Supplant
Pre-Kindergarten
College and Career Readiness
Drop-Out Prevention Strategies

CCIP SYSTEM

Q. How can I get technical help with the CCIP?

A. You must have an active SAFE account name and password. If you are unable to access the CCIP system, check for a technical problem at your local level. You may need to call (614) 466-4161 and request CCIP technical assistance.

Q. I am having problems completing my CCIP application. What should I do?

A. Recheck your steps in the CCIP. If you are collaborating with your school district, work with your district's CCIP coordinator to determine the problem. If you are still experiencing problems, send an e-mail to 21stCCLC@education.ohio.gov. This is a monitored mailbox and the appropriate staff member will contact you within 24 hours.

ELIGIBILITY AND SERVICE AREA

Q. Who is eligible to apply for this grant?

A: *Any public or private organization is eligible to apply for a 21st CCLC sub-recipient. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: Local school districts, also referred to as local educational agencies (LEAs); Non-profit agencies; City or county government agencies; Faith and community-based organizations; Institutions of higher education; and For-profit businesses.*

Q. Can there be a consortium of rural districts that apply?

A. *Yes, applicants are encouraged to form partnerships that will align with grant's purpose and goals.*

Q. How is service area defined?

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

EXPENDITURES

Q. Where can I find a listing of allowable expenditures?

A. *Per EDGAR 34 CFR, Part 76, subpart F Allowable Costs can be found at [76.530 – 76.534](#).*

Per U.S. Department of Education, Non-Regulatory guidance, section G-1 and TITLE IV –B, section 4205 states on what activities a 21st CCLC grantee may use program funds.

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. In the ODE's view, local grantees are limited to providing activities within the following list:

- *Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;*
- *Mathematics and science education activities;*
- *Arts and music education activities;*
- *Entrepreneurial education programs;*
- *Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;*
- *Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;*
- *Recreational activities;*
- *Telecommunications and technology education programs;*
- *Expanded library service hours;*
- *Programs that promote parental involvement and family literacy;*
- *Programs that provide assistance to students who have been truant, suspended or expelled, to allow the students to improve their academic achievement; and*
- *Drug and violence prevention programs, counseling programs and character education programs.*

**Note: The ESEA Flex allows program funds to be used during expanded learning time (during the school day) in addition to out-of-school time programming*

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

A. *Yes, you can purchase computers for students to use in your facilities. Computers are coded as capital outlay. You may also purchase computer software directly related to your 21st Century activities.*

Q. Is food an allowable expense?

A. *No. Generally food is not an allowable expense for program-required snacks, family events or meetings. However, if food is part of the curriculum supplies, then it is allowable.*

Q. Are supplies for fundraisers an allowable expense?

A. *No. There is no guarantee that a profit will result from the fundraiser. Any profits made from the grant must be returned to the grant.*

Q. Can we buy a van or bus to provide transportation?

A. *No. You may not use grant funds to purchase a van or bus. You may charter/rent a vehicle, hire a driver and cover insurance and gasoline expenses.*

Q. Can grant funds be used to buy a building or construct a building?

A. *No. Capital expenses such as land or building acquisition and construction are not allowable expenditures. Rent could be an allowable expenditure, if necessary, for program activities.*

Q. Are grant writer fees an allowable expense?

A. *No. Grant writer fees are not permitted under this grant. Other program contributions or local funds supporting the program may pay a grant writer.*

TYPES OF SERVICES PROVIDED

Q. **Can services be provided via distance learning?**

A. *Yes, sub-recipients are encouraged to utilize creative delivery methods and curriculum to effectively reach the greatest number of students.*

Q. **Do grantees have to provide transportation services?**

A. *No, providing transportation to the 21st Century location and home is not a requirement of this project. However, grant funds may be used for transportation costs. (See additional question for allowable costs.) In the case of a community school where the children live so close to the school that the school district is not required to provide bus transportation and the 21st Century site will also be in that immediate area, the proposal must explain that students will be walking to and from the location and provide adequate justification that explains how the program will ensure that participating students will get home safely (i.e. adult staff members will accompany students home, a crossing guard will be employed, etc.)*

PRIVATE SCHOOL CONSULTATION AND EQUITABLE SERVICES

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

A. *Yes. Students, teachers and other educational personnel are eligible to participate in 21st Century programs on an equitable basis. A public school or other public or private organization awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant. Sub-recipients must consult with private school officials during the design and development of the 21st Century program on issues such as how the children's needs are identified and the services offered. Services and benefits provided to private school students must be secular, neutral and non-ideological.*

Q. **How can equitable services to private schools and their families be met while serving students under Option 1?**

A. *Option 1 programs focus on during the school day expanded learning and summer learning only. While those programs are not required to provide afterschool activities, if the program is approved to offer afterschool, sub-recipients must consult with private school officials. The meeting should take place during the design and development of the 21st Century program on issues such as how the children's needs are identified and the services offered. Services and benefits provided to private school students must be secular, neutral and non-ideological. If afterschool is not offered, the summer program should be offered.*

LICENSING

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

A. *[Ohio Revised Code 3301.59](#)(A) requires that any school child program that receives state and/or federal funds be licensed. Public school districts are licensed through the Ohio Department of Education and community- and/or faith- based organizations are licensed through Ohio Department of Job and Family Services.*

Q. Are Ohio Department of Job and Family Services and Ohio Department of Education collaborating on trainings, information requested, licensing processes, etc.?

A. *The agencies will continue to collaborate and minimize grantee efforts whenever possible.*

Q. Can a 21st Century be exempt from licensing?

A. *[Ohio Revised Code 5104.02](#)(B)9 provides guidelines for exemption to youth development programs operated outside of school hours by a community- or faith-based organization. You will need to provide a request to the Ohio Department of Education with a justification of how you meet all categories of the revised code on your organization letterhead. There is no law exempting school districts from licensing.*

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

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

DATA AND EVALUATIONS

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

A. *21st Century programs will be evaluated annually by an external evaluator. The evaluator will examine each program for the level of meeting application commitments, program objectives and benchmarks as well as progress for participating students in literacy achievement and other measures. The Ohio Department of Education will provide additional guidance information on the evaluation process in mid-January and/or early February. Compliance monitoring is ongoing throughout the grant cycle.*

Q. What data should we use if our feeder school(s) does not have a Local Report Card or state assessments data?

A. *Work with your partner school district/school(s) to determine the most appropriate assessment data.*

FUNDING AND CARRYOVER

Q. How much funding is available for the program? How much do grantees receive?

A. *Ohio receives approximately \$40 million annually for the 21st Century program. Most of the annual funding is provided to award continuation grants from previous grant cycles. Under the new grant, there are three eligible options for applications. Awards will be made available for five years, contingent on available resources and other factors. Applications selecting Option 1 (ELT) will be eligible for up to \$200,000 annually. Applicants*

selecting Option 2 and 3 (OST) will be eligible for \$200,000 annually.

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

A. *No, grantees must obligate all current year 21st Century grant funds by the end of the fiscal year (June 30th). The grant period is the same as a fiscal year, which is July 1st of the year in which the grant application is approved through June 30th of the following year.*

GRANT SCORING

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

A. *The Ohio Department of Education utilizes an independent 21st Century grant reader pool. The department screens and trains grant readers prior to the scoring of applications. Associates of organizations applying for a grant are not eligible to participate in the grant reader pool. The rater will assure that no conflict of interest exists between the rater and the application under consideration.*

Prior to final application calibration (scoring), department staff will review all application scores and identify grant reader discrepancies. The grant readers will resolve discrepancies so that the ranking process is as precise as possible.

The scores will undergo a comprehensive analysis by a third-party contractor to determine the ranking of each application.

Q. How many readers score an individual grant application?

A. *Each grant application is read and scored by three readers.*

SUPPLEMENT, NOT SUPPLANT

Q. Does the 21st Century supplement, not supplant provision apply to the use of 21st Century funds to support expanded learning time under ESEA flexibility?

A. *Yes, the 21st Century supplement, not supplant provision applies to the use of 21st Century funds to support expanded learning time under ESEA flexibility. Thus, a 21st Century grantee must ensure that the 21st Century funds are used to supplement, and not supplant, Federal, State, local, or other non-Federal funds that, in the absence of the 21st Century funds, would be made available for programs and activities authorized under the 21st Century program. As general guidance in completing this section of the application, it is important to understand that sub-recipients must use program funds to **supplement**, not supplant, other federal, state, local, or other non-federal funds or existing out-of-school programs. Therefore, 21st CCLC funds cannot be used to replace existing programs, activities, or services. Funds must be used for new populations, new programs, new services, or any combination thereof. Funds must be used to increase program services. Applicants are not permitted to propose a budget in excess of that allowed by the Funding Request Worksheet. The budget and program narratives must align.*

*Regardless of the size of the grant, proposed costs must be **reasonable, necessary and allocable** to carry out the program's purpose and objectives.*

PRE-KINDERGARTEN

Proposals including PreK focus should ensure they are aligning literacy programming with Ohio's Early

Learning and Development Standards focused on language and literacy which are aligned with Ohio's K-12 standards.

Q. I am a childcare provider in a community-based organization or a local education agency. Can I apply for the new 21st Century grant?

A. *Yes, you are eligible to apply for the new 21st Century grant. Providers may want to reach out to partner with higher- education institution, education service centers or local school districts to design programs that will support 21st Century programming objectives.*

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

A. *Yes, activities targeting PreK children may take place during regular school hours as these times are the most suitable for serving this population. Any services that are provided to preschool children also must adhere to the licensing rules established by the state agency that monitors the entity providing services. Children that are in preschool may not be served at the same time in the same space as those children that are school-age (kindergarten and up).*

Q. I am a school district with a PreK program. Can I use 21st Century funds to support my existing program?

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

COLLEGE AND CAREER READINESS

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

A. Career-technical partnerships

Example: Partner with local career-technical education provider. This could be a career center or the local comprehensive school and together plan to distribute information about available technical programs. Field trips can be arranged for students to see first-hand what technical education is like. Technical students can be brought in as speakers. Involving the parents of students would be an additional asset to the success of the program.

A. Simulate real work environments

Example: Organize the program as though it was a work environment. Students are expected to be there on time, provide notice if they can't be there, make arrangements for any responsibility they might have if they are not there. Require students to record what they do and turn it in. Require students to prepare for activities in advance and document that as though it is their "ticket" to participate. Develop elements in the program that require students to practice work ethic and personal responsibility.

A. Career mentors

Example: Arrange for students to have mentors that can talk with and encourage them about their future career plans. Retired business executives can be a source. Mentors can be arranged as a virtual relationship if in-person is not feasible. See career-technical suggestions for dropout prevention.

DROP-OUT PREVENTION STRATEGIES

Q. What are some examples of ways an eligible entity might use 21st Century funds to provide activities that support drop-out prevention?

A. Literacy programs

Example: Find out what the local school(s) has adopted as strategies for meeting the Third Grade Reading Guarantee. Use the same strategies in the grant program activities so students can get a double dose of help with literacy. Use the local school(s) as a source of training for program staff in the use of the strategies.

A. Relevancy activities

Example: Have adults mentor the students around why they need to study. Especially look for career connections. Take students on field trips to see their studies in action – where science or mathematics is applied (e.g., water treatment facilities, local swimming pools, building sites, etc.).

Example: Create real world problems for students to solve using what they are learning in school. Work with the local school to develop problems appropriate for what the students are learning during a given period of time.

A. Time-management and personal responsibility expectations

Example: Establish “house rules” with student input. Include times they must arrive, clean up materials, etc. Include things they must do ahead of time and turn in. Make sure there are enforceable consequences to not meeting the requirements (e.g., needing to sit out of a desirable activity).

A. Career-technical education information

Example: Provide information about what career-technical education is available, where it is available and what steps are needed to find out if it is right for the individual student. Take a field trip to a career center or local school offering career-technical education. Or, give students assignments to find out something about or interview students in the career-technical programs in their school.

Example: Use OhioMeansJobs.com as a way to help the students explore their career interests, what jobs are available in Ohio at what pay and what education is required for certain jobs. Bring in speakers from businesses and industries the students are interested in.

A. Mentoring programs

Example: Connect students to mentors related to their special interests/talents. These could be activity-related (e.g., basketball, dancing, fashion, chess) or career-related (e.g., marketing, engineering, construction, welding).