

##### Funding Opportunity

Applications Due: **~~Wednesday, April 14, 2021, by 11:59 pm~~**

**Applications Now Due: Wednesday, May 12, 2021 by 11:59PM**

Intent to Apply Due: **~~Wednesday, March 3, 2021, by 11:59 pm~~**

**Wednesday, March 10, 2021, by 11:59 pm**

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| Nita M. Lowey 21st Century Community Learning Centers(21st CCLC) Grant ProgramPursuant to Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015 |



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**Note:** The following version of the application is intended only as a reference document for instructions and grant application planning purposes.

Applications for the 21st CCLC grant program must be submitted online via [SurveyMonkey Apply](https://21cclccohortix.smapply.io/).

Submission of application materials either in hard copy or via e-mail will not be accepted.

# Nita M. Lowey 21st Century Community Learning Centers Grant Program

**Applications Due: ~~Wednesday, April 14, 2021, by 11:59 p~~**

**Applications Now Due: Wednesday, May 12, 2021 by 11:59pm**

# Introduction

This Request for Applications (RFA) is designed to distribute funds to qualified applicants pursuant to Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, to establish or expand community learning centers that provide students with academic enrichment opportunities, along with activities designed to complement the students’ regular academic program.

The term “community learning center” refers to an entity that:

1. Assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that:
	1. Reinforce and complement the regular academic programs of the schools attended by the students served; and
	2. Are targeted to the students’ academic needs and aligned with the instruction students receive during the school day; and
2. Offers families of students served by such centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

Priority will be given to those programs serving students who attend high-poverty, low-performing schools. See the “Priority Considerations” section below.

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# Purpose

The purpose of the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is to provide opportunities for eligible applicants to establish or expand activities in community learning centers. Provided services focus on helping children in low-income schools, also referred to as centers, succeed academically through the application of scientifically based practice and extended learning time by:

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

Only applicants that specifically address all three purposes identified for funding will be considered.

# Eligible Applicants

Eligible entities may apply for a three-year grant. The term “eligible entity” means

* a local educational agency (public school district),
* a Board of Cooperative Educational Services (BOCES)
* the Charter School Institute,
* community-based organization,
* Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)),
* another public or private entity, or
* a consortium of two or more such agencies, organizations, or entities.

An intermediary unit, such as a Board of Cooperative Educational Services (BOCES), may apply for and receive a grant. A consortium of eligible applicants may apply together such as a consortium of local education agencies of community-based organizations. However, one entity must be designated as the lead fiscal agent of the consortium (see *Appendix J: Glossary of Terms* for the definition and requirements of consortium grants).

Organizations do not have to demonstrate prior experience in providing out-of-school time programs to be eligible to apply for funding. However, an organization that does not have such experience must demonstrate capacity for success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.

Applicants that have received funds from the 21st CCLC grant, prior to Cohort VIII, may apply for this current funding opportunity. However, in the application the applicant must describe current grant activities and services and demonstrate how, if awarded, capacity to provide activities and services will be expanded, augmented, or sustained. Past expenditure of funds and quality of program implementation will also be considered.

**Note: 21st Century Community Learning Centers (Sites) currently receiving 21st CCLC funding as part of Cohort VIII renewability for grant year four (FY2021-22) are not eligible for this opportunity.**

Applicants must collaborate with other public and/or private agencies, including the local school district, to create programs as comprehensive and high quality as possible. The selection criteria applied by the Colorado 21st CCLC program reflects this emphasis on collaborative approaches to the design and delivery of the proposed community learning centers.

To ensure equitable geographic distribution of funds across Colorado, CDE has placed a limit on the number of centers each eligible entity may receive funding for during this grant period. This limit is derived from student enrollment within the school district. The guidelines below outline the maximum number of centers that may be awarded to districts and non-district entities according to student enrollment in Kindergarten through 12th grade membership from CDE October Count 2019, found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

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| --- | --- | --- | --- |
| **Number of Students****in District** | **Maximum Number of Funded 21st CCLC Centers****to each District** | **Maximum Number of****Funded 21st CCLC Centers****to Non-District Entities\*** | **Total Number of 21st CCLC Funded Centers**  |
| 0 - 1,000 | 4 funded centers | 4 funded centers | 8 funded centers |
| 1,001 - 5,000 | 5 funded centers | 5 funded centers | 10 funded centers |
| 5,001 - 25,000 | 6 funded centers | 6 funded centers |  12 funded centers |
| 25,001 or more  | 7 funded centers | 7 funded centers | 14 funded centers |

It is important to note that services and student target populations to be served cannot be duplicated.

The chart above indicates the total number of centers that can be funded per District under LEA and Non-District entities applications.

The number of centers for each individual grant application cannot exceed six.

**Eligibility for Expanded Learning Time (ELT)\*:**

ELT is the time that a local educational agency (LEA) or school extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the state-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year.

An applicant may apply to use 21st CCLC funds to conduct activities during the school day in a school that previously expanded its school day, week, or year. However, the ELT applicant must submit a plan with the 21st CCLC grant application addressing the Comprehensive ELT Plan requirements provided in *Appendix B*.

Applicants seeking 21st CCLC funds for ELT programs must provide all students at the school with at least 300 additional program hours before, during, or after the traditional school day programming, in accordance with the submitted Comprehensive ELT Plan, and including a 21st CCLC Summer Program.

\*See *Appendix J* for Glossary of Terms.

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# Priority Considerations

Entities receiving priority in this RFA are those that propose to serve students and the families of students who primarily attend high-poverty, low-performing schools as evidenced by:

* K-12th grade Free and Reduced Lunch rate of 40 percent and above; and
* Schools Identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2019-20.

Other schools determined by the applicant to need intervention and support may be included in the application but will not be eligible to receive priority points assigned in the priority points section of the scoring rubric for this RFA.

This RFA includes four additional priority areas for funding. Priority points are available in the scoring rubric to support priority areas. Applicants may be eligible to receive priority points for one or more of the priority areas. The following are the priority areas for this grant competition:

1. Serving a school with priority eligibility, as determined by the priority list in *Appendix A*.
2. Rural school districts, as defined by CDE\*.
3. High schools serving grades 9-12 with programming that supports students to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs or qualified Advanced Placement (AP) courses. This includes alternative programs serving 9-12 grades within high schools.
4. Fiscal agents that did not receive funding in Cohort VII or Cohort VIII, or Fiscal Agents receiving funding in Cohort VII or Cohort VIII that meet high-quality past performance as determined by the following:
	1. All 21st CCLC programmatic and fiscal monitoring findings were resolved for all 21st CCLC-funded centers.
	2. Ongoing formally communicated program or fiscal concerns were resolved.
	3. 21st CCLC funds were expended in an appropriate manner.
	4. Less than 10% of 21st CCLC funds were reverted to CDE at the end of each grant year (above and beyond the previous 15% carryover allowance for Cohort VII subgrantees). This does not apply to FY2019-20 (COVID flexibilities were provided in this area).
	5. Fiscal agent complied with all drawdown/reimbursement timelines and fiscal reports.

See *Appendix A* for a listing of schools that meet priority eligibility (based on the most current data available from the Colorado Department of Education (CDE)). *Appendix A* excludes any eligible schools currently receiving 21st CCLC grant funds. \*See *Appendix J* for Glossary of Terms.

# Application Types

This funding opportunity provides eligible applicants the opportunity to apply for 21st CCLC funding in one of three categories:

**Traditional:** Program activities held during non-school hours and periods when school is not in session (e.g., before school, after school, weekends, and during summer breaks). Summer programming is required for all funded 21st CCLC centers. For more information regarding traditional 21st CCLC programming, please refer to section B-1 of the 21st CCLC Non-Regulatory Guidance by visiting www2.ed.gov/programs/21stcclc/guidance2003.pdf.

**ELT/Traditional\*:** Programs held during the regular school day in which schools have extended the day, week, or year when school is in session and program activities during non-school hours or periods when school is not in session (e.g., before school, after school, weekends, or during summer breaks). Summer programming is required for all funded 21st CCLC centers.

**ELT\*:** Programs held during the regular school day when schools have extended the day, week, or year in which school is in session and program activities held outside of the academic calendar year and separately from any regularly scheduled summer school session. Summer programming is required for all funded 21st CCLC centers.

\*See *Appendix B* for required components of Comprehensive ELT Plans.

# Available Funds and Duration of Grant

CDE will award approximately $5.75 million in 21st CCLC funding under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. Additional funding may be available for this opportunity through the Elementary and Secondary School Emergency Relief (ESSER) Fund. Federal law requires awards to be of sufficient size and scope to support high-quality, effective programs. Grants will not be made in an amount less than $50,000 and no more than $150,000, per year per center. Grants awarded receive funds for a period of three years. Annual funding is contingent upon continued federal appropriations for the 21st CCLC grant program. Those awarded applicants, also referred to as subgrantees, meeting renewability exemplar criteria outlined in *Appendix C* will be eligible for an automatic two years of renewability funding upon completion and approval of a brief continuation application.

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| **Grant Year** | **Example Amount** | **Timeframe** |
| Year 1 | $150,000 | July 1, 2021 – June 30, 2022 |
| Year 2 | $150,000 | July 1, 2022 – June 30, 2023 |
| Year 3 | $150,000 | July 1, 2023 – June 30, 2024 |
| **Renewability Decision Based on Exemplar Criteria Outlined in *Appendix C*** |
| Year 4 | $150,000 | July 1, 2024 – June 30, 2025 |
| Year 5 | $150,000 | July 1, 2025 – June 30, 2026 |

Based on available funding, grant amounts each year of the initial three-year grant period will be funded at 100% of the original award. Awarded grants also have the opportunity to receive funding at 100% of the original award for the renewability years four and five if the subgrantee meets the renewability exemplar criteria found in *Appendix C*. Of note, if during any portion of the grant period a subgrantee fails to meet the program goals, participation targets, and performance measures set forth in its approved application, the subgrantee’s award may be reduced. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction. See the “Involuntary Reductions” section below.

Funds from this opportunity will be distributed on a competitive basis, giving consideration to applications that include schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA Title I, Part A, section 1111(d), and equitable distribution of grants to different geographic regions within the state. It is anticipated that approximately 30 centers will be awarded through this competitive funding opportunity.

The amount of funding requested must be reasonable and based on the number of students proposed to attend programming at each center on an average daily basis (also referred to as Average Daily Attendance, or ADA). Funding requests in the application should be based upon a maximum annual per pupil cost of $2,000, which takes into account all program costs (e.g., administrative, programming, and transportation costs). Applicants with a proposed cost per pupil above the recommended $2,000 amount must provide written justification within their application response under *Section H: Adequacy of Resources*, justifying the need for funds that exceed the recommended cost per pupil. If, based on the number of students served through ADA, approved applicants fall below the $50,000 grant minimum amount, the grant will be assessed to determine if funding should be continued at the minimum $50,000 level or the grant should be terminated.

A consortium of entities\* may apply together to provide services for centers. Each center in the consortium must receive a minimum of $50,000 per year for its 21st CCLC program. One organization must be designated as the lead fiscal agent of the consortium. In addition, a consortium applicant must designate one individual, a Program Director, who will be responsible for communication and coordination across all centers within the consortium.

**Note:** Applications must adequately align the proposed use of funds in the budget and budget narrative. There will be no carryover of funds allowed during or after the three-year grant period, nor during renewability years four and five.

\*See *Appendix J* for Glossary of Terms.

# Involuntary Reductions

Applicants must set participation goals in *Section B* that are realistic and achievable across the grant period. By the end of year two, applicants must be serving at least 75% of students projected for the “Average Daily Attendance” column. Funding will be reduced in subsequent grant years by the cost per student amount for each student lower than the projected figures at the end of year two’s average ADA.

Cost per student is figured by dividing the total annual allocation by the expected average daily attendance for students at each center (as determined in *Section B*). For example, if you are requesting $100,000 and plan to serve 100 students per day, the cost per student would be $1,000.

If, based on the proposed and actual ADA, approved applicants fall below the $50,000 grant minimum amount, the grant will be assessed to determine if funding should be continued at the minimum $50,000 level or the grant should be terminated.

# Allowable Use of Funds

21st CCLC funding may be used to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students’ regular academic program. 21st CCLC academic enrichment opportunities and activities can include in-person (when health guidelines allow), virtual, remote or hybrid models of programming. Grant funds must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide out-of-school time programming (including before-school and afterschool programs and summer programs).

**Planning:**

Grant funds cannot be applied retroactively to pay for pre-award planning activities related to the grant. Subgrantees may use grant funds to support ongoing planning and quality improvement processes throughout the grant period to strengthen the program based on evaluation results.

All 21st CCLC awards are reimbursement grants, whereby each program submits requests for reimbursement for 21st CCLC expenditures paid by the program and then invoices CDE for those expenses. Subgrantees must have sufficient cash flow to operate the 21st CCLC program continuously while awaiting reimbursement receipt, which normally takes 30 days after the 15th of each month. Interest expense or other debt services costs cannot be charged to the 21st CCLC grant. Check cashing fees cannot be charged to the grant.

**Required Minimum Hours of Programming:**

For each year of the three-year grant period, all subgrantees must provide out-of-school programming during the regular school year and summer programming. While additional hours of programming can be offered, subgrantees are required to adhere to the following:

* No fewer than 12 hours of programming per week (can include weekends) for 26 weeks during the traditional school year.
* No fewer than 60 hours of summer programming. Applicants can meet this hour requirement by providing any number of day/hour/week combinations that meet the required hours.
* Programming includes students as well as family members of students served.
* Applicants writing for the use of 21st CCLC funds for ELT programs must provide all students at the school with at least 300 additional program hours before, during, or after the traditional school day programming in accordance with the submitted Comprehensive ELT Plan and a 21st CCLC Summer Program.

Of note, required minimum hours of programming can occur during the fifth day for schools/districts with a four-day school week.

**Allowable Activities:**

#### Each eligible entity that receives an award under 21st CCLC may use the award funds to carry out a broad array of out-of-school time (OST) activities through in-person (when health guidelines allow), virtual, remote or hybrid models of programming. These activities advance student academic achievement and support student success by supplementing, not supplanting current activities. Activities can include:

* Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, for eligible and enrolled students that are aligned with the goals of the 21st CCLC program as outlined in the application:
	+ State academic standards and any local academic standards; and
	+ Local curricula that are designed to improve student academic achievement;
* Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
* Literacy education programs, including financial literacy programs and environmental literacy programs;
* Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
* Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.);
* Essential skills-building programs;
* Fifth day programming for schools/districts with a four-day school week;
* Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity;
* Services for individuals with disabilities;
* Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
* Cultural programs;
* Expanded library service hours;
* Parenting skills programs that promote parental involvement and family literacy for parents of students enrolled in the 21st CCLC Program;
* Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
* Drug and violence prevention programs and counseling programs;
* Arts and music education activities;
* Entrepreneurial education programs;
* Costs associated with tracking and completing the required grant evaluation components (e.g., end-of-year report, performance measures, attendance tracking, State Assigned Student Identifiers of the students served);
* Costs associated with attending orientation meetings, annual conferences, and regional training days hosted by CDE (e.g., mileage, substitute costs, hotel if more than 50 miles from event, etc.); and
* Costs associated with attending federal or state-sanctioned convenings or other approved conferences directly aligning with the goals and intent of the 21st CCLC grant program. All out-of-state travel requires prior program and fiscal approval.

**Note:** Student enrichment field trips are allowable but require prior approval. No out-of-country travel is allowed under this grant, and all out-of-state travel requires prior program and fiscal approval by CDE.

**Recommended Activities:**

* Strategies for increasing school attendance;
* STEM (Science, Technology, Engineering, and Math) materials, training, and/or teachers;
* Service-learning\*;
* Competency-based learning\*;
* Supporting alternative programs within high schools;
* Research-based and evidence-based programs that promote positive youth/adult partnerships;
* Health and wellness activities including prevention programs, wraparound programs to engage families and connect them with services, utilizing youth peer specialists and family advocates, and connecting families with the Colorado system of care, known as COACT Colorado\*;
* Connecting with school specialists and Youth Mental Health First Aid staff\*;
* Mandated subgrantee-level evaluation with annual evaluation costs not exceeding 6% of the full allocation per center and must be based on the approved justification provided in *Section F*;
* Monitoring and improving program quality;
* Positive youth development programming and activities;
* Ensuring the transportation needs of participating students will be addressed;
* Postsecondary and Workforce Readiness activities that promote preparation for college and careers;
* Two Generation (2GEN) and Whole Family Approaches to support adult and early childhood education, employment and training, financial literacy, and asset accumulation; and
* Professional development for staff working directly with 21st CCLC programs.

\*See *Appendix J* for Glossary of Terms

**ELT Allowable Activities:**

* Additional time to increase learning time for all students in areas of need;
* Additional time to support a well-rounded education that includes time for academics and enrichment activities;
* Additional time for teacher collaboration and common planning;
* Partnering with one or more outside organizations, such as a nonprofit organization with demonstrated experience in improving student achievement;
* Redesigning the whole school day to use time more strategically, especially in designing activities that are not “more of the same”;
* Providing evidence-based activities and programs;
* Personalizing instructional student supports;
* Using data to inform ELT activities and practices; and
* Directly aligning ELT activities to student achievement and preparation for college and careers.

\*See *Appendix J* for Glossary of Terms.

Funds must be used solely for the purposes set forth in this RFA. Subgrantees must meet all 21st CCLC requirements when using program funds to support ELT.

No funds provided pursuant to this funding opportunity may be expended to support religious practices, such as religious instruction, worship, or prayer. Faith-based organizations (FBOs) may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost-accounting requirements to ensure that funds are not used to support these activities. For example, community-based organizations and FBOs are required to maintain 21st CCLC grant funds separately within their accounting system to ensure only those expenses approved by the grant are reimbursed with 21st CCLC grant funds. The Office of Management and Budget (OMB) Uniform Grant Guidance (UGG) provides further guidance regarding these accounting requirements.

Administrative, programmatic, and fiscal requirements of subgrantees that are awarded funds and participate in the 21stCLCC grant program are outlined in full in *Appendix H* and *Appendix I*.

**Program Income and Local Match:**

Program income and local match are not applicable with this funding opportunity.

# Monitoring, Evaluation, and Reporting

In accordance with ESSA Sec. 4205(b)(1), 21st CCLC programs are required to conduct ongoing monitoring and evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and to provide evidence that the program helps students meet the state and local student academic achievement standards. Below are the federal, state, and local requirements for monitoring*,* evaluation*,* and reporting for the Colorado 21st CCLC grant program. By accepting grant funds, subgrantees agree to participate in all components of the program monitoring, evaluation, and reporting efforts listed below.

**Program Monitoring:**

CDE will monitor grant program compliance on a regular basis through reviewing and approving fiscal and program reports, performing desk reviews, and conducting onsite visits and interviews.

CDE will conduct at least two onsite visits to every funded center during the three-year grant period. The first visit will be an orientation visit, occurring within the first semester of programming. The second onsite visit will be a monitoring visit to evaluate the subgrantee’s program. Additional visits may occur based on results from ongoing monitoring and risk analysis conducted by CDE. An additional onsite visit will be conducted for subgrantees if awarded funds past the three-year grant period. The purpose of the onsite visit is to validate information provided in fiscal and program reports, and to gather more detailed information on implementation efforts and program quality. The following activities will occur during the onsite monitoring visit:

* **Program Compliance and Fiscal Monitoring:** CDE staff will utilize a Monitoring and Compliance Template (MCT) during the monitoring onsite visit. The tool has questions that link to federal mandates and indicators to assess program and fiscal compliance of 21st CCLC programs under ESSA.
* **Implementation Monitoring:** Subgrantees will be required to complete an online Quality Implementation Rubric (QIR) and Action Plan on an annual basis to inform CDE staff of program implementation progress. The rubric measures effectiveness of program implementation and program quality. CDE staff will discuss the results of the rubric during the onsite visit.
* **Quality Monitoring:** CDE staff will use the Out-of-School Time Observational Tool during the onsite visit to measure program quality and positive youth development activities. Subgrantees should plan for a minimum of 30-minute observation window per site.
* **Student and Parent Voice**: CDE may conduct interviews and surveys with youth and adults served by the program. Subgrantees will be asked to recruit potential participants and provide the appropriate space to conduct the focus groups. CDE may periodically request that subgrantees recruit adults and youth served by the program to complete brief online surveys. The youth focus group and surveys will collect information about the youths’ attitudes and skills. The adult focus group and survey will collect information on program attitudes.
* **Renewability Application (Optional):** During the third year of funding, subgrantees may apply for an additional two years of funding by completing a renewability application.

Monitoring visits are an important part of program oversight and will be scheduled collaboratively at least 60 days prior to the visit. Prior to an onsite visit, subgrantees may be required to submit additional relevant information that will allow CDE to conduct an efficient and effective visit. A report of findings and recommendations for next steps for program improvement will be available to the 21st CCLC Program Directors approximately 60 days following the onsite monitoring visit.

**Sustainability Plan:**

By the end of the second year of funding, subgrantees will be required to complete a written comprehensive sustainability plan that describes strategies for securing partnerships and other sources of funding or in-kind resources to maintain the level of program services beyond the grant period.

**Federal Evaluation and Reporting:**

CDE is required to collect data from subgrantees on the effectiveness of all programs and activities provided with 21st CCLC funds. This evaluation addresses the federal Government Performance and Results Act (GPRA) measures for the federal 21st CCLC grant program that will be collected from subgrantees and reported to the U.S. Department of Education. The following information will be collected through a data reporting system run through Colorado’s 21st CCLC state office:

* **Grant-Level and Center-Level Process Tracking:** Subgrantees are required to track and report on several characteristics on a monthly basis. Data include the number of students and adults served (e.g., parents, guardians, family members), student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details.
* **GPRA Measures:** Subgrantees will be required to collect and report on data for the following GPRA Measures.CDE will aggregate the data and report to the U.S. Department of Education.

|  |  |
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| **GPRA Measure** | **Subgrantee Requirement** |
| **ACADEMIC ACHIEVEMENT**: Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.  | Subgrantees are required to collect and report student State Assigned Student Identifiers (SASIDs) for all student served. A SASID is a unique 10-digit student identifier assigned to each student in the State of Colorado. SASIDs will be used to pull assessment data by CDE to fulfill this GPRA measure requirement.  |
| **GRADE POINT AVERAGE (GPA):** Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA. | Subgrantees will annually identify students in grades 7-8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0. Subgrantees are required to report (in aggregate) to CDE the number of students identified and the number of students within this identified group that showed improvement in GPA during the reporting school year. This information may be gathered using school records, teacher/school staff report, parent/guardian report, or self-report.  |
| **BEHAVIOR:** Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year. | Subgrantees will annually identify students in grades 1-12 attending 21st CCLC programming during the school year and summer who received at least one in-school suspension in the previous year. Subgrantees are required to report (in aggregate) to CDE the number of students identified and the number of students within this identified group that showed a decrease in number of in-school suspensions during the reporting school year. This information may be gathered using school records, teacher/school staff report, parent/guardian report, or self-report. |
| **SCHOOL DAY ATTENDANCE:** Percentage of youth in grades 1-12 participating in 21st CCLC during the school year and summer who had a school-day attendance rate at or below 90% in the prior school year anddemonstrated an improved attendance rate in the current school year. | Subgrantees are required to collect and report student State Assigned Student Identifiers (SASIDs) for all students served. A SASID is a unique 10-digit student identifier assigned to each student in the State of Colorado. SASIDs will be used to pull attendance data by CDE to fulfill this GPRA measure requirement.  |
| **STUDENT ENGAGEMENT IN LEARNING:** Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning. | All subgrantees are required to collect teacher surveys for each student who attended a program for 30 days or more. The purpose of the survey is to assess student improvements in school engagement.Regular classroom teachers should complete the survey for elementary students. A math or English teacher should complete the survey for middle and high school students. Teachers completing the survey should not be serving as 21st CCLC program staff. A data collection platform will be available for subgrantees to use to send out teacher surveys electronically and collect results.\* |

*\*****Note:*** *To support continuous program improvement efforts, CDE will continue to collect this data from teachers of 1-12 students who attended a program for 30 days or more.*

**State Evaluation and Reporting:**

The state evaluation of the 21st CCLC grant program will focus on the impact of 21st CCLCprograms on student academic achievement, school day attendance of regular student attendees, essential skills building, family engagement and achievement of state 21st CCLC performance measures. The following evaluation components will be collected from all subgrantees during the grant period:

* **End-of-Year Reporting and Performance Measures**: End-of-year data collection will be used to demonstrate progress toward reaching objectives, as well as enrollment and participation rates throughout the program year. Subgrantees are expected to meet or exceed approved performance measures across the grant period.

Each applicant must develop one SMART performance measure in each of the four areas:

1. Core Academics
2. School Attendance of Regular Student Attendees (i.e., students who attended a program for 30 days or more).
3. Essential Skills/Educational Enrichment
4. Family Engagement

Subgrantees will be required to track and report progress on each of their performance measures in the end-of-year online survey annually during the grant period. Subgrantees will also be required to provide quantitative evidence to substantiate their performance ratings. See *Appendix D* for more information on developing and submitting state Performance Measures.

* **Exit interviews (Optional)**: CDE staff will close out grants by conducting a phone interview with each subgrantee during their last year of funding. Depending on whether subgrantees apply and receive additional funding after the three-year grant period, this may occur during the third year or fifth year of the grant.

**Local Evaluation:**

CDE requires that each subgrantee develop and implement an evaluation plan to highlight their unique outcomes and impact. The evaluation should include a focus on short-term and long-term program outcomes as applicants outline in *Section A: Demonstration of Need* of this RFA; detailed evidence of progress on state performance measures found in *Section G: State Performance Measures* of this RFA; and evidence that the program is high quality and provides quality opportunities for academic enrichment to help students meet the state and local student academic achievement standards. The local evaluation should also focus on gathering results to inform program improvement and promote sustainability.

* **Evaluation Plan and Initial Report**: Subgrantees are required to submit their evaluation plan and an initial evaluation report with preliminary results during the first year of the grant.
* **Annual Evaluation Report:** An evaluation report must be shared annually with CDE and must be made public upon request. The report should highlight program results from the local evaluation efforts, program strengths, and specific recommendations for program improvement and sustainability.

Examples of local subgrantee evaluation reports and an example evaluation report template with reporting guidance can be found at [www.cde.state.co.us/21stcclc/subgranteeresources](http://www.cde.state.co.us/21stcclc/subgranteeresources).

**Other Considerations:**

Applicants must have, or acquire, the capacity to complete the evaluation requirements. A subgrantee may, but is not required to, purchase the services of an external evaluator for the 21st CCLC grant programs. Evaluation costs include all the costs associated with the evaluation of the program including the cost of the purchase of assessment/survey tools, evaluation and assessment trainings, data collection activities, recording and maintenance of data, the purchase of data collection and evaluation systems, data analysis, CDE reporting, report writing, and any other activities related to the evaluation of the 21st CCLC program. Annual evaluation costs cannot exceed 6% per center based upon the justification provided in *Section F: Subgrantee-Level Evaluation*.

Templates and sample documents for all Data Collection Types listed below can be found using the link in *Appendix E: Monitoring, Evaluation, and Reporting Timeline.*

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. Therefore, CDE provides a secure, online system known as EZReports to collect PII for this grant program. PII will be collected, used, shared, and stored in compliance with applicable laws and CDE’s privacy and security policies and procedures.

**Note:** Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

#

# Technical Assistance

Several types of technical assistance are offered to all potential applicants to encourage high-quality applications. All of these technical assistance opportunities are available at no cost to applicants. Resources include:

* **Online Resources**: CDE’s 21st CCLC website offers links to other helpful websites and resources at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).
* **Recorded Application Training Webinar**: To be posted by Wednesday, February 24, 2021 at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).
* **Office Hours**: In an effort to ensure that all potential applicants have the same information and are provided consistent responses to questions regarding Colorado’s 21st CCLC RFA, one-hour “21st CCLC Office Hours” will be available starting Friday, March 5, 2021. 21st CCLC Office Hours will provide applicants with a chance to ask questions and/or receive updated response to questions that have been received by the 21st CCLC state office. Web access links, dates, and times of 21st CCLC Office Hours will be posted on CDE’s 21st CCLC webpage at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc). 21st CCLC Office Hours discussions will be recorded and posted to the webpage.

# Intent to Apply

If interested in applying for this funding opportunity, please complete the Intent to Apply form at <https://app.smartsheet.com/b/form/375ec40cb2ff48ad93f5eed363181fae> by **Wednesday, March 3, 2021, by 11:59 pm**.

Though strongly encouraged, the Intent to Apply is informational and is not a required component of the grant application submission process. Those who complete the intent to apply will receive updates on the grant.

# Review Process and Timeline

Teams of independent peer reviewers with expertise in the field of out-of-school time (OST) programming will review the eligible submitted applications. This review will be based on the specific criteria listed in this RFA and detailed in the scoring rubric. Applicants will receive notification regarding the status of their application no later than **Tuesday, June 1, 2021**.

**Note:** This is a competitive process – applicants must score at least 210 points out of the 280 possible points in the narrative and bonus point sections to be approved for funding. Applications that score below 210 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

# Submission Process and Deadline

Completed applications (including all required elements outlined below) must be submitted online via SurveyMonkey Apply Online Application Platform, which can be accessed at <https://21cclccohortix.smapply.io/> by **~~Wednesday, April 14, 2021, by 11:59 pm~~**~~.~~ Applications now due by Wednesday, May 12, 2021 by 11:59pm.

Within the online application, applicants must complete and/or upload the following: Job Descriptions of Key Personnel and Organizational Chart(s), the 21st CCLC Program Funding Chart, the Electronic Budget Workbook, Letters of Commitment, and Consortium Agreement (if applicable) before the online application can be submitted.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours after the deadline, please email CompetitiveGrants@cde.state.co.us.

All application materials are available for download on CDE’s 21st CCLC webpage at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

|  |
| --- |
| Submit the application elements, including required attachments, online via [SurveyMonkey Apply](https://21cclccohortix.smapply.io/)Applications Due: **~~Wednesday, April 14, 2021, by 11:59 pm~~****Applications Now Due: Wednesday, May 12, 2021 by 11:59PM** |

# Application Format

* The total narrative (*Sections A-H*) of the application cannot exceed 17,000 words (the equivalent of 34 typed pages) in the online application, excluding any required attachments. Please see below for the required elements of the application. Applications that exceed 17,000 words cannot be submitted via SurveyMonkey Apply.
* The signature pages must include electronic signatures of the lead organization/fiscal agent.
* The submission of duplicate applications that are identical, except for names and descriptions of the eligible center, will not be accepted. Applications from applicants in the same district or working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible center(s).

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. The Application Checklist belowis provided for the use of the applicant for planning purposes only.

Part I: Application Introduction and Required Attachments (not scored)

[ ]  Applicant Information: Completed in full

[ ]  Center Information and Signature Page: Completed and signed by all appropriate parties

[ ]  Center Expectations: Principal and Superintendent Sign-off Form: Signed by all appropriate parties

[ ]  Certifications and Assurances: Completed in full and signed by all appropriate parties

[ ]  Completed and Signed “One Time General Assurances, Requirements, and Certifications Form” (*Appendix H*)

[ ]  Completed and Signed “GEPA Form” (*Appendix I*)

[ ]  Completed and Signed “ESEA General Assurances Form” (<https://www.cde.state.co.us/21stcclc>).

Part II: Narrative (Sections A-H cannot exceed 17,000 words)

[ ]  Narrative Executive Summary: Completed (Not scored)

[ ]  Narrative Sections A-H: Completed and within word limits (Scored)

Part III: Required Attachments (not part of the narrative limit but needed for full scoring of narrative sections)

[ ]  Job Descriptions of Key Personnel and Organizational Chart(s)

[ ]  Financial Management Risk Assessment (*Appendix F)*

[ ]  21st CCLC Program Funding Chart (*Appendix G)*

[ ]  Letter(s) of Commitment from collaborating organizations and/or consortium agreement

[ ]  Electronic Budget Workbook

# 21st Century Community Learning Centers Grant Program

**Applications Due: ~~Wednesday, April 14, 2021, by 11:59 p~~**

**Applications Now Due: Wednesday, May 12, 2021 by 11:59pm**

This document is provided for planning purposes. SurveyMonkey Apply has several components, so applicants may wish to complete this form and then copy/paste into the SurveyMonkey Apply online platform. Submit applications online via [SurveyMonkey Apply](https://21cclccohortix.smapply.io/).

# Applicant Information

Grants under the 21st CLCC program are not awarded directly to a school. Awards will be issued to the authorized representative.

|  |
| --- |
| **Lead Applicant** |
| **Organization Name:** |  | **LEA/BOCES Code:** |  |
| **Mailing Address:** |  | **DUNS** #: |  |
| **Type of Organization**Check box below that best describes your organization or authorizer. |
| [ ]  Local Educational Agency (public school district) [ ]  Board of Cooperative Educational Services (BOCES) [ ]  Charter School Institute (CSI) [ ]  Community-Based Organization (CBO) [ ]  Indian Tribe or tribal organization [ ]  Another public or private entity[ ]  Consortium of two or more agencies, organizations, or entities |
| **Region**Indicate region(s) of Colorado this program will directly impact. |
| [ ]  Metro [ ]  Pikes Peak [ ]  North Central [ ]  Northwest[ ]  West Central [ ]  Southwest [ ]  Southeast [ ]  Northeast |
| **Program Type** |
| [ ]  **Traditional 21st CCLC** with Summer Program Application (Must be open for a minimum of 12 hours per week for 26 weeks during the regular school year and have 60 hours of summer programming) |
| [ ]  **ELT/Traditional 21st CCLC** with Summer Program Application (Must include Comprehensive ELT Plan) |
| [ ]  **ELT** with Summer Program Application (Must include Comprehensive ELT Plan) |
| **Consortium Grant** |
| [ ]  **Consortium Application\*-** Complete this Center Information and Signature Page for **each** center in the consortium. |
| **Recipient Schools and Grade Levels to be Served (Elementary, Middle, High)**List all schools and their grade levels impacted by this funding.  |
|  |  |
|  |  |
|  |  |
| Authorized Representative Information |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Manager Information** |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Amount Requested** |
| Indicate the amount of funding you are requesting for FY2021-22. Only year one budgets need to be submitted with this application. Grants will not be made in an amount less than $50,000 and no more than $150,000 per year per center. | $  |
| **Cost Per Student** |
| Please indicate the cost per student based on the student Average Daily Attendance (ADA) number projected in *Section B*. Costs should not exceed $2,000 per student. If above this amount, rationale in *Section H* must be provided. Cost per student is figured by dividing the total annual allocation by the expected student ADA at each center. For example, if you are requesting $100,000 and plan to serve 100 students per day, the cost per student would be $1,000. | $ |

# Center/School Information and Signatures

This page must be completed for each participating center/school in the application.

|  |
| --- |
| **Center Information**  |
| **Name of Proposed 21st CCLC Center:** |  |
| **Hours/Days/Months of Operation:** |  |
| **Grade Levels Served:** | [ ]  Elementary[ ]  Middle[ ]  High |

|  |
| --- |
| **Participating School Information**The principal and district superintendent of each participating school must also sign the “Center Expectations: Principal and Superintendent Sign-off Form” outlining school responsibilities. This form must be signed and submitted to CDE on an annual basis. |
| **School Name:** |  | **School Code:** |  |
| **School District:**  |  | **Charter School:** | [ ]  Yes [ ]  No |
| **Mailing Address:** |  |

|  |
| --- |
| **Primary Partner Information**Provide contact information for the Primary Partner for the proposed program. |
| **Organization Name:** |  |
| **Main Contact Name:** |  |
| **Telephone:** |  |
| **Email:** |  |
| **Mailing Address:** |  |
| **Signature and Date:** |  |

# Center Expectations: Principal and Superintendent Sign-off Form

This form must be submitted for each center for which the applicant is applying and will be resubmitted on an annual basis.

|  |  |
| --- | --- |
| **Center/School Name:** |  |
| **Program Director:** |  | **Center Coordinator:** |  |

By accepting 21st CCLC funding at your school, you are committing to actively supporting both the quality and compliance of the program. Research shows that programs with supportive host administrations make a more significant and lasting impact on the school community than those programs that operate in a silo within a building. For more information on 21st CCLC programs, please visit [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

By signing below, you are agreeing to support your 21st CCLC program in the following areas:

* **Designating a Primary Contact**: 21st CCLC programs should have a primary contact within the administration of the host school to support ongoing alignment and coordination between the school and the program. It is the expectation that the principal and/or superintendent plays a leadership role in collaborating with 21st CCLC programs. While a designated contact may be appointed, the responsibility for school collaboration lies in the Principal role.
* **Access to Student Data:** The federal government requires 21st CCLC subgrantees to report on multiple data points for students attending the program, including performance, attendance, and demographic data as well as federal mandated GPRA measures outlined in the evaluation section of this document. Funded centers report regularly to CDE on these data points, which in turn reports aggregated and non-personally identifiable information to the U.S. Department of Education. In addition, each funded grant application has a specific set of performance measures, determined by the subgrantee, which is reported on annually to CDE. By signing this form, you agree to assist the 21st CCLC program at your school with obtaining this data for reporting purposes. Further, to ensure student privacy, you agree to not include any student or educator personally identifiable information in this application.
* **Access to Appropriate Program Space:** Safe and appropriate space is essential for successful programming. This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the 21st CCLC program be given priority usage over other programs, host centers are expected to reasonably accommodate the space needs of the program.
* **Alignment with the School Day:** Programs are expected to align with and augment the learning that happens for students during the traditional school day. Programs can support the learning goals of specific students or reinforce the educational priorities within a building. This happens most effectively through intentional coordination between the 21st CCLC program and day school staff.
* **Recruitment and Outreach:** 21st CCLC programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued 21st CCLC funding is contingent on meeting these participation expectations. For that reason, it is essential that host centers support ongoing recruitment of students and outreach to the community about the program.
* **Sustainability:** The 21st CCLC program is intended to be seed money, providing several years of funding to support the building of a culture of extended day or out-of-school time engagement of students within a building, with the intention of sustaining the program after the grant ends. Programs may seek alternative funding, utilize volunteers or other day school staff, or leverage existing funding streams to support the program. Sustainability should be an ongoing conversation throughout the grant period between all stakeholders, including host administrators.
* **Participation in CDE Monitoring Visits:** During each grant period, CDE is required to conduct onsite monitoring of the compliance and quality of funded programs. These visits include program observations, a review of fiscal grant management, and meetings with key stakeholders of the program, including host administrators.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Principal Name:** |  | **E-mail:** |  | **Phone:** |  |
| **Superintendent Name:** |  | **E-mail:** |  | **Phone:** |  |

***Please confirm your commitment to supporting the 21st CCLC program in your building and/or district by signing below.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Principal Signature:** |  | **Date:** |  |
| **Superintendent Signature:** |  | **Date:** |  |

***If appointing a designated contact, please fill out the following:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** |  | **E-mail:** |  | **Phone:** |  |

# 21st Century Community Learning Centers Grant Program

**Applications Due: ~~Wednesday, April 14, 2021, by 11:59 p~~**

**Applications Now Due: Wednesday, May 12, 2021 by 11:59pm**

# Application Scoring

CDE Use Only

|  |  |  |
| --- | --- | --- |
| **Part I:** | **Application Introduction** | Not Scored |
| **Part II:** | **Narrative** |  |
|  | Section A: | Demonstration of Need | /21 |
|  | Section B: | Number of Students to be Served | /29 |
|  | Section C: | Project Development | /42 |
|  | Section D: | Local Project Implementation | /29 |
|  | Section E: | Project Leadership and Staffing  | /20 |
|  | Section F: | Subgrantee-Level Evaluation  | /24 |
|  | Section G: | State Performance Measures (PMs)  | /40 |
|  | Section H: | Adequacy of Resources | /50 |
|  |  | **Subtotal:** | **/255** |
|  |  |  |  |
|  |  | **Section Bonus Points** (if applicable) | /25 |
|  |  | **Total:** | **/280** |
|  |  |  |  |
|  |  | **Priority Area Points** (if applicable) | /70 |
| **Total:** | **/350** |

|  |
| --- |
| **Priority area points:** CDE will indicate whether this application met the priority area criteria section of the RFA. **This application includes:** |
| **40 Points** | **10 Points** | **10 Points** | **10 Points** |
| Serving a school with 40% FRL and identified as a Comprehensive and Targeted Support School under ESSA. All schools in the application must be on the priority list in *Appendix A* to receive this set of priority points. | Rural(See qualifying definition under *Appendix J: Glossary of Terms*) | High school serving 9-12 grades with programming that supports students to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs, or qualified Advanced Placement (AP) courses. This includes alternative programs serving 9-12 grades within high schools. | Fiscal agents that did not receive funding in Cohort VII or Cohort VIII, or Fiscal Agents receiving funding in Cohort VII or Cohort VIII that meet high-quality past performance (See “Priority Considerations” section of RFA) |
| [ ]  | [ ]  | [ ]  | [ ]  |
| **Total Priority Area Points:** |  |

**GENERAL COMMENTS:** Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**

*

**Weaknesses:**

*

**Required Changes:**

*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  |  | Funded with Changes |  |  | Not Funded |  |

# Selection Criteria and Evaluation Rubric

Part I: Application Introduction (not scored)

Cover Pages and Assurances

Complete applicant information and program assurances.

Narrative Executive Summary

Provide a brief description of the applicant’s program to be funded by the 21st CCLC Grant. This summary does not count toward the narrative word limits and is not scored.

**Part II: Narrative** [255 Points + 25 Possible Bonus Points]

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 210 points out of the 280 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded.

**For those applicants that have previously received 21st CCLC funding, the expectation is that the narrative will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. In particular, applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.**

**Scoring Definitions**

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought-out response

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section A: Demonstration of Need** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** |
| 1. Provide an analysis of objective data, including citations of data sources, establishing the need for out-of-school time services including:
* core academic support,
* academic enrichment, and
* an array of additional services for students and their families in the schools and communities targeted.
 | 0 | 2 | 4 | 7 |
| 1. Identify what resources are currently available for out-of-school time programs and describe the gaps or weaknesses in out-of-school-time services, infrastructure, or opportunities, including the nature and magnitude of those gaps and weaknesses.
 | 0 | 2 | 4 | 7 |
| 1. Explain whether the target population in this proposed application includes students (and families of students) who may be at risk for academic failure and include supports to serve students at highest risk of dropping out, as evidenced by CDE instructional program areas. This includes students with disabilities, students with limited English proficiency, migrant students, students experiencing homelessness, and students in foster care.
 | 0 | 2 | 4 | 7 |
| **Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:*** Analysis of data shows a clear understanding of data and current need for developing or expanding core academic support, academic enrichment out-of-school time programs, and other services for students and families.
* Community service gaps were clearly identified through using multiple data points.
 | **Please award between 0 and 3 points for this section:** |
|  |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/21** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section B: Number of Students to be Served** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** |
| 1. Based on the demonstrated need in *Section A*, identify the sub-populations of students (and, as applicable, their families) the proposed program is designed to serve. Include a description of students’ grade level, gender, race/ethnicity, special populations, etc.
 | 0 | 2 | 3 | 5 |
| 1. Complete the chart below on the expected number of students and families to be served by 21st CCLC programming each year during the three-year grant program period. Note that these numbers should remain the same for each year of the grant.
 | 0 | 3 | 5 | 10 |
| 1. How does the expected number of students and families to be served (as listed in the completed chart) compare with the total number of students in the school and the number of students needing these programs? Response must include numbers and percentages.
 | 0 | 2 | 4 | 7 |
| 1. Describe strategies and activities to encourage and document regular student attendance in the proposed 21st CCLC program and activities. (Regular student attendees are those students who attend at least 30 days of 21st CCLC programming across the program year. Attendance does not have to be consecutive.)
 | 0 | 2 | 4 | 7 |

Applicants must set participation goals in the chart below that are realistic and achievable across the grant period. By the end of year two, applicants must be serving at least 75% of students projected for the “Average Daily Attendance” column. Funding will be reduced by the cost per student amount for each student lower than the projected figures. Applicants must also meet 75% of the goals sent in the regular student attendees and unduplicated family members column in the chart below. These goals are tied to the renewability exemplar criteria found in *Appendix C*.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Center (School) Name** | **Total Number of Students in the School** **2020-21****(actual)** | **Unduplicated 21st CCLC Students** **2021-22****(projected)** | **Regular Student Attendees** **2021-22****(projected)** | **ADA Student****Fall 2021 - Spring 2022****(projected)** | **ADA Student Summer 2022****(projected)** | **Unduplicated****Family Members****2021-22****(projected)** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

**Unduplicated Student**: Students attending 21st CCLC programming at least once during the attendance reporting period.

**Regular Attendee**: Students attending 21st CCLC programming for at least 30 days during the attendance reporting period (can be non-consecutive).
**ADA:** Average Daily Attendance for 21st CCLC program. To determine the ADA, divide the total monthly attendance by the number of program days in the month.

**Family Members**: Family members of students served in the 21st CCLC program.

|  |  |
| --- | --- |
| **Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:*** A clear relationship exists between the demonstrated need in *Section A*, and the identified sub-populations of students (and, as applicable their families) and services being proposed.
* A detailed description of services and activities appropriate for different ages and grade levels is provided.
* The number of students to be served justifies the level of funding requested.
* The number of families to be served is an appropriate number based on the student numbers projected.
* Targets set in the chart seem realistic and achievable based on information in the *Section A* and *Section B* narrativeresponses.
 | **Please award from 0 to 3 points for this section:** |
|  |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/29** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section C: Project Development** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** |
| 1. Describe how parents, students, and community partners were involved in developing the 21st CCLC grant application and their ongoing collaborative roles in implementing the proposed project.

**Note:** The federal statute requires each applicant to give notice to the community of its intent to submit an application and to provide for public availability and review of the application and any waiver request after submission.  | 0 | 2 | 3 | 5 |
| 1. Describe how the proposed program will coordinate with the students’ school day. Description should include how the sharing of expertise, continuity of expectations, coordinated emphasis on academic outcomes, and the facilitation of joint use of the school facility will occur.
 | 0 | 2 | 3 | 5 |
| 1. Detail the proposed collaboration with partners, including external organizations, community-based organizations (CBOs), and other public or private organizations, and federal, state, and local programs, as appropriate. If such a partnership is not feasible, the application must explain why.

**Note:** The federal statute requires that each applicant identify and partner with external organizations, if available, in the community. However, points should be not be deducted from an application if the applicant demonstrates that it is unable to partner with an external organization in reasonable geographic proximity and of sufficient quality to meet the requirements of 21st CCLC. More information on external organizations can be found in *Appendix J*. | 0 | 2 | 3 | 5 |
| 1. List and describe the respective roles and responsibilities of the partners in:
2. Planning the program design;
3. Delivering program services (can include in-person (when health guidelines allow), virtual, remote or hybrid models of programming;
4. Planning for program sustainability after the grant period ends;
5. Accessibility to develop partnerships; and
6. If partnership is not included, application explains how partners will be recruited and developed over the duration of the grant.
 | 0 | 2 | 4 | 7 |
| 1. Identify specific outreach activities that will be conducted to encourage the participation of the students and their families (can include in-person (when health guidelines allow), virtual, remote or hybrid outreach activities).
 | 0 | 2 | 3 | 5 |
| 1. Describe how the program connects with family and community resources to leverage continued support of programming.
 | 0 | 2 | 3 | 5 |
| 1. Describe how the facility in which the program will be housed (in all years of the grant) is safe and accessible in accordance with the Americans with Disabilities Act, and how students will travel safely to and from the center and home.
 | 0 | 2 | 3 | 5 |
| 1. Describe how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.
 | 0 | 2 | 3 | 5 |
| **Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:*** Parents, students, and the community partners were intricately involved in developing the 21st CCLC grant application. Ongoing collaborative roles are well defined.
* Applicant demonstrates a strong, detailed program coordination with the core school day.
* Respective roles and responsibilities of the partners are clearly and appropriately delineated.
* Partnerships are strong and well-integrated into the program design.
* Outreach activities and information to students and families is appropriate, understandable, and accessible, with successful past examples provided, as appropriate.
 | **Please award from 0 to 3 points for this section:** |
|  |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/42** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section D: Local Project Implementation** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** |
| 1. Describe the activities proposed in this application (can include in-person (when health guidelines allow), virtual, remote or hybrid models of programming). Are they currently accessible to students? Describe how the proposed activities would expand accessibility to high-quality services available in the community.
 | 0 | 2 | 4 | 7 |
| 1. Describe the program schedule, including the number of hours of programming per week provided for students and families, and weeks of programming per year to be provided during the regular school year and as applicable, during the summer break (a minimum of 12 hours per week for 26 weeks during the regular school year and 60 hours of summer programming for traditional 21st CCLC programs).

**Note:** If writing for ELT, specify the significant expanded learning time offered in your program during the school day, week, and/or year. (300 hours minimum for all students.) | 0 | 2 | 3 | 5 |
| 1. Describe how the proposed 21st CCLC program and activities are aligned with the Unified Improvement Plan of the school(s) from which the center(s) will draw students as well as the relationship of services with **federal/state programs and educational reform efforts** (e.g., Title I, Part A of ESSA; Early Childhood Education; Migrant Education; Special Education; Homeless Education; Foster Education; Postsecondary Workforce Readiness; Expelled and At-Risk Student Services (EARSS); and Individual Career and Academic Plans (ICAP)).
 | 0 | 2 | 3 | 5 |
| 1. Describe how a Positive Youth Development (PYD) approach will be used when working with youth, families, and other community members. Address each of the five principles of PYD and provide a specific example of each principle in addressing opportunities for youth and fostering positive relationships. For information on the five principles of PYD, see Glossary of Terms in *Appendix J*.
 | 0 | 2 | 4 | 7 |
| 1. Describe how Two-Generation (2Gen) and Whole Family Approaches will be used in establishing family engagement components at the center level. For more information on these approaches, see Glossary of Terms in *Appendix J*.
 | 0 | 2 | 3 | 5 |
| **Up to 5 additional bonus points** may be awarded for meeting the following criteria when assessing this section as a whole:* Strategies/activities have clear and appropriate research or evidence-based citations.
* Clear accountability for ongoing implementation of the strategies/activities provided.
* Strategies/activities are reasonable and realistic.
* Strong and diversified partnerships with other educational federal/state-funded programs clearly exist and are well defined.
* PYD response clearly and appropriately addresses all five principles of PYD.
* Family engagement strategies are clear and align with both 2Gen and Whole Family Approaches.
 | **Please award from 0 to 5 points for this section:** |
|  |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/29** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section E: Project Leadership and Staffing** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** |
| 1. Describe the capacity of program leadership (Program Director, Center Coordinator(s), Fiscal Officer, and Data Analyst) to provide effective program implementation, including oversight of major planning elements, such as curriculum and instructional approaches, professional development, and ongoing monitoring of program effectiveness.
 | 0 | 2 | 3 | 5 |
| 1. Describe how the program will recruit and retain high-quality staff, including staff with experience and professional preparation in providing educational and related activities that will enhance the academic performance, achievement, and positive youth development of students.**Note:** Applicant must provide job descriptions of key personnel (such as program director and center coordinator) and organizational chart(s) to receive maximum points.
 | 0 | 2 | 3 | 5 |
| 1. Describe the professional activities planned for staff that will promote academic growth and consistency in proposed programming, including but not limited to:
	1. Regular staff meetings;
	2. Professional development; and
	3. Staff evaluation.
 | 0 | 2 | 3 | 5 |
| 1. If the applicant plans to use volunteers in activities at the community learning center, provide a description of how the applicant will encourage and use appropriately qualified people to serve as the volunteers. If no volunteers will be used, explain why.
 | 0 | 2 | 3 | 5 |
| **Up to 3 additional bonus points** may be awarded for meeting the following criteria when assessing this section as a whole:* Staff evaluation response shows a comprehensive approach to ensuring high-quality, high-functioning staff, with clear expectations and accountability for performance.
 | **Please award from 0 to 3 points for this section:** |
|  |
| **Reviewer Comments:**  |
| **TOTAL POINTS** | **/20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section F: Subgrantee-Level Evaluation** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** |
| 1. Describe the applicant’s capacity, or how applicant would acquire the capacity, to complete the required evaluation components, as described in the Monitoring, Evaluation, and Reporting section of this RFA and in *Appendix E* (e.g., subgrantee-level and center-level process tracking, end-of-year report, local evaluation report).
	1. **If an external evaluator has been identified**, identify that individual and/or organization, and provide a description of the qualifications and responsibilities of the evaluator.
	2. **If an external evaluation will be contracted**, describe how the external contractor will be identified and selected (e.g., required qualifications).
	3. **If working with an internal evaluator,** identify that individual (or individuals) and provide a description of their qualifications and responsibilities.
	4. **If an external or internal evaluator is not used**, applicant must identify a qualified internal staff member to complete the evaluation requirements.
 | 0 | 2 | 4 | 7 |
| 1. Describe the evaluation process to complete each required evaluation component described in the Monitoring, Evaluation, and Reporting section of this RFA and in *Appendix E*, and to measure program progress on each of the identified performance measures. Specify:
	1. Feasible and appropriate methods to collect information and frequency of collection;
	2. The process that will be in place to ensure accurate data is collected, maintained, and reported.
 | 0 | 2 | 3 | 5 |
| 1. Provide an evaluation plan that demonstrates how the applicant will implement the local evaluation requirement and report on findings through the annual evaluation report to CDE.

The plan must include the following: 1. Identify the short-term and long-term outcomes that will be evaluated;
2. Describe the measures and tools that will be used;
3. Describe how the data on students and adults served by the program will be collected; and
4. Identify the timeline of the evaluation activities
5. Justify the costs of evaluation that will be included in the budget. For example, why are specific amounts being requested, how are the amounts derived, what are the deliverables and outcomes of the evaluation? Of note, CDE approves services and not vendors.
 | 0 | 2 | 4 | 7 |
| 1. Describe how the proposed program will use formal and informal data collected for state reporting and from the local evaluation to inform monitoring, accountability, and continuous improvement, including but not limited to:
2. Monitoring student academic progress;
3. Addressing student interests and needs;
4. Reviewing attendance data to inform programming hours;
5. Monitoring students’ essential skills development; and
6. Achievement of program goals.
 | 0 | 2 | 3 | 5 |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/24** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section G: State Performance Measures (PMs)** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** |
| As part of the conditions for the grant, each applicant must develop one performance measure in each of the four main areas found below, that include annual benchmarks for the initial three-year grant period.The performance measure must be written as a SMART goal. More information on performance measure development and SMART goals can be found in the Performance Measure Development Guide at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).See *Appendix D* for Performance Measure Worksheets that can be used as a reference and planning tool to complete this section in the online application. In the online application, applicants must complete questions 1-5 of each Performance Measure Worksheet to receive maximum points.  |
| 1. Complete one performance measure (PM) in the area of “Core Academics” (see *Appendix D*). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of core academics.
 | 0 | 3 | 5 | 10 |
| 1. Complete one performance measure (PM) in the area of “Essential Skills/Educational Enrichment” (see *Appendix D*). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of essential skills/educational enrichment.
 | 0 | 3 | 5 | 10 |
| 1. Complete one performance measure (PM) in the area of “Attendance” (see *Appendix D*). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of attendance.
 | 0 | 3 | 5 | 10 |
| 1. Complete one performance measure (PM) in the area of “Family Engagement” (see *Appendix D*). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of family engagement.
 | 0 | 3 | 5 | 10 |
| **Up to 5 additional bonus points** may be awarded for meeting the following criteria when assessing this section as a whole:* Completed “Core Academics” PM should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of core academics.
* Completed “Essential Skills/Educational Enrichment” PM should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of essential skills/academic enrichment.
* Completed “Attendance” PM should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of attendance.
* Completed “Family Engagement” PM should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of family engagement.
 | **Please award from 0 to 5 points for this section:** |
|  |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/40** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section H: Adequacy of Resources**In addition to completing the following narrative questions, complete the following within the online application:* Financial Management Risk Assessment (*Appendix F*)

In addition to completing the following narrative questions, complete and upload in the online application:* ElectronicBudget Workbook (download at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc))
* 21st CLCC Program Funding Chart (*Appendix G*)
 | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** |
| 1. Describe how the costs of the proposed project (as presented in the submitted budget and budget narrative) are reasonable and the budget is sufficient.
 | 0 | 2 | 3 | 5 |
| 1. List the proposed cost per pupil and provide justification for the funding level per pupil. Does the proposed budgeted amount represent a maximum of $2,000 per pupil? If costs exceed $2,000 per pupil, provide a written justification for the need for funds that exceed the maximum amount.

Cost per student is figured by dividing the total annual allocation by the expected average daily attendance for students at each center (as determined in *Section B*). For example, if applicants are requesting $100,000 and plan to serve 100 students per day, the cost per student would be $1,000.Reviewers will score based on the justification provided whether the funding level is reasonable and the rationale is sufficient to justify the per-pupil amount proposed. | 0 | 3 | 5 | 10 |
| 1. Provide a budget narrative that demonstrates the connection of activities to the grant funds request and the overall 21st CCLC program.

Be sure to relate how the request for 21st CCLC funding fits into the various sources of funding for the program outlined in the 21st CCLC Program Funding Chart (*Appendix G*), and how this funding will enable you to achieve 21st CCLC program objectives. | 0 | 1 | 2 | 3 |
| 1. Describe how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds.**Note:** If writing for ELT, describe in detail how use of funds will be delineated from the use of other funding sources.
 | 0 | 2 | 3 | 5 |
| 1. Demonstrate the relevant commitment of each partner to the success of implementation of the proposed project.**Note:** Applicant must include commitment letters from all partners listed in order to receive maximum points. If applying as a consortium, a consortium agreement is required.
 | 0 | 2 | 4 | 7 |
| 1. Complete the Financial Management Risk Assessment (*Appendix F*). This assessment is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds.

**Risk Assessment Results for RFA Rubric Scoring:** * Low Risk Score= 10 points
* Medium Risk Score= 5 points
* High Risk Score= 3 points
* Risk Assessment not fully completed, scored, and/or signed= 0 points
 | 0 | 3 | 5 | 10 |
| 1. Describe applicant’s vision for sustaining center activities after 21st CCLC funding ends. Formal sustainability plans will be required by the end of Year 2.**Note:** To receive maximum points, if applicant is a past 21st CCLC subgrantee, discuss experience in sustaining previous 21st CCLC funding. If applicant has not received 21st CCLC funding, discuss approach to sustainability as a newly awarded subgrantee.
 | 0 | 2 | 4 | 7 |
| 1. Provide an overview of the full amount and type of resources that support applicant’s work in 21st CCLC by completing the 21st CCLC Program Funding Chart (*Appendix G*). Include funding from other federal programs, community donations, corporate support, and in-kind contributions.
 | 0 | 1 | 2 | 3 |
| **Up to 3 additional bonus points** may be awarded for meeting the following criteria when assessing this section as a whole:* The budget and the budget narrative specifically detail the proposed use of funds in relation to the four state Performance Measures, goals, design, and scope of project activities.
* A detailed connection between proposed expenditures and proposed activities is outlined.
* The funding chart shows diversified funding to support the program from multiple sources and partnerships.
 | **Please award from 0 to 3 points for this section:** |
|  |
| **Reviewer Comments:**  |
| **TOTAL POINTS** | **/50** |

# Appendix A: 21st CCLC Priority Schools

Entities receiving priority in this application are those that propose to serve students and the families of students who primarily attend high-poverty, low-performing schools as evidenced by:

* K-12th grade Free and Reduced Lunch rate of 40 percent and above; and
* Schools identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2019-2020.

Based on the criteria above, the following centers are considered priority applicants for this 21st CCLC RFA:

|  |  |  |  |
| --- | --- | --- | --- |
| District Number | District Name | School Number | School Name |
| 10 | MAPLETON 1 | 263 | GLOBAL LEADERSHIP ACADEMY |
| 10 | MAPLETON 1 | 6315 | NORTH VALLEY SCHOOL FOR YOUNG ADULTS |
| 20 | ADAMS 12 FIVE STAR SCHOOLS | 210 | VANTAGE POINT |
| 20 | ADAMS 12 FIVE STAR SCHOOLS | 4000 | HILLCREST ELEMENTARY SCHOOL |
| 20 | ADAMS 12 FIVE STAR SCHOOLS | 8225 | STELLAR ELEMENTARY SCHOOL |
| 20 | ADAMS 12 FIVE STAR SCHOOLS | 8842 | THORNTON ELEMENTARY SCHOOL |
| 30 | ADAMS COUNTY 14 | 22 | LESTER R ARNOLD HIGH SCHOOL |
| 30 | ADAMS COUNTY 14 | 24 | ADAMS CITY HIGH SCHOOL |
| 30 | ADAMS COUNTY 14 | 4536 | KEMP ELEMENTARY SCHOOL |
| 30 | ADAMS COUNTY 14 | 5982 | MONACO ELEMENTARY SCHOOL |
| 30 | ADAMS COUNTY 14 | 6534 | HANSON ELEMENTARY SCHOOL |
| 30 | ADAMS COUNTY 14 | 7500 | ROSE HILL ELEMENTARY SCHOOL |
| 40 | SCHOOL DISTRICT 27J | 9230 | VIKAN MIDDLE SCHOOL |
| 70 | WESTMINSTER PUBLIC SCHOOLS | 7305 | IVER C. RANUM MIDDLE SCHOOL |
| 70 | WESTMINSTER PUBLIC SCHOOLS | 9466 | WESTMINSTER HIGH SCHOOL |
| 100 | ALAMOSA RE-11J | 368 | ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE |
| 120 | ENGLEWOOD 1 | 206 | COLORADO'S FINEST HIGH SCHOOL OF CHOICE |
| 120 | ENGLEWOOD 1 | 2746 | ENGLEWOOD HIGH SCHOOL |
| 120 | ENGLEWOOD 1 | 2752 | ENGLEWOOD MIDDLE SCHOOL |
| 120 | ENGLEWOOD 1 | 9620 | WM E BISHOP ELEMENTARY SCHOOL |
| 123 | SHERIDAN 2 | 3054 | ALICE TERRY ELEMENTARY SCHOOL |
| 123 | SHERIDAN 2 | 8123 | SOAR ACADEMY |
| 130 | CHERRY CREEK 5 | 2428 | EASTRIDGE COMMUNITY ELEMENTARY SCHOOL |
| 130 | CHERRY CREEK 5 | 2653 | ENDEAVOR ACADEMY |
| 130 | CHERRY CREEK 5 | 3988 | HIGHLINE COMMUNITY ELEMENTARY SCHOOL |
| 130 | CHERRY CREEK 5 | 6625 | OVERLAND HIGH SCHOOL |
| 130 | CHERRY CREEK 5 | 9108 | VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL |
| 170 | DEER TRAIL 26J | 2136 | DEER TRAIL ELEMENTARY SCHOOL |
| 180 | ADAMS-ARAPAHOE 28J | 2095 | DALTON ELEMENTARY SCHOOL |
| 180 | ADAMS-ARAPAHOE 28J | 3471 | GLOBAL VILLAGE ACADEMY AURORA |
| 180 | ADAMS-ARAPAHOE 28J | 4024 | HINKLEY HIGH SCHOOL |
| 180 | ADAMS-ARAPAHOE 28J | 5361 | LYN KNOLL ELEMENTARY SCHOOL |
| 180 | ADAMS-ARAPAHOE 28J | 6758 | PARK LANE ELEMENTARY SCHOOL |
| 180 | ADAMS-ARAPAHOE 28J | 6869 | PEORIA ELEMENTARY SCHOOL |
| 180 | ADAMS-ARAPAHOE 28J | 9060 | VAUGHN ELEMENTARY SCHOOL |
| 180 | ADAMS-ARAPAHOE 28J | 9140 | VIRGINIA COURT ELEMENTARY SCHOOL |
| 180 | ADAMS-ARAPAHOE 28J | 9189 | VANGUARD CLASSICAL SCHOOL - EAST |
| 240 | PRITCHETT RE-3 | 7174 | PRITCHETT ELEMENTARY SCHOOL |
| 240 | PRITCHETT RE-3 | 7176 | PRITCHETT MIDDLE SCHOOL |
| 290 | LAS ANIMAS RE-1 | 443 | AIM GLOBAL |
| 470 | ST VRAIN VALLEY RE 1J | 3192 | THUNDER VALLEY PK-8 |
| 470 | ST VRAIN VALLEY RE 1J | 6010 | TIMBERLINE PK-8 |
| 470 | ST VRAIN VALLEY RE 1J | 6498 | OLDE COLUMBINE HIGH SCHOOL |
| 470 | ST VRAIN VALLEY RE 1J | 7464 | ROCKY MOUNTAIN ELEMENTARY SCHOOL |
| 470 | ST VRAIN VALLEY RE 1J | 8903 | TRAIL RIDGE MIDDLE SCHOOL |
| 480 | BOULDER VALLEY RE 2 | 125 | ARAPAHOE RIDGE HIGH SCHOOL |
| 480 | BOULDER VALLEY RE 2 | 7592 | ALICIA SANCHEZ INTERNATIONAL SCHOOL |
| 490 | BUENA VISTA R-31 | 1508 | CHAFFEE COUNTY HIGH SCHOOL |
| 500 | SALIDA R-32 | 4085 | HORIZONS EXPLORATORY ACADEMY |
| 510 | KIT CARSON R-1 | 4738 | KIT CARSON ELEMENTARY SCHOOL |
| 550 | NORTH CONEJOS RE-1J | 6339 | NORTH CONEJOS ALTERNATIVE PROGRAM |
| 580 | SOUTH CONEJOS RE-10 | 248 | GUADALUPE ELEMENTARY SCHOOL |
| 580 | SOUTH CONEJOS RE-10 | 252 | ANTONITO HIGH SCHOOL |
| 740 | SIERRA GRANDE R-30 | 7880 | SIERRA GRANDE K-12 SCHOOL |
| 870 | DELTA COUNTY 50(J) | 2155 | GRAND MESA CHOICE ACADEMY |
| 880 | DENVER COUNTY 1 | 10 | ABRAHAM LINCOLN HIGH SCHOOL |
| 880 | DENVER COUNTY 1 | 67 | ACADEMY OF URBAN LEARNING |
| 880 | DENVER COUNTY 1 | 99 | ACADEMY 360 |
| 880 | DENVER COUNTY 1 | 1489 | COMPASSION ROAD ACADEMY |
| 880 | DENVER COUNTY 1 | 1748 | COLORADO HIGH SCHOOL CHARTER |
| 880 | DENVER COUNTY 1 | 1785 | COLE ARTS AND SCIENCE ACADEMY |
| 880 | DENVER COUNTY 1 | 2183 | DENVER CENTER FOR INTERNATIONAL STUDIES |
| 880 | DENVER COUNTY 1 | 2209 | DCIS AT MONTBELLO |
| 880 | DENVER COUNTY 1 | 2641 | EXCEL ACADEMY |
| 880 | DENVER COUNTY 1 | 2726 | EMILY GRIFFITH HIGH SCHOOL |
| 880 | DENVER COUNTY 1 | 2757 | NORTHEAST EARLY COLLEGE |
| 880 | DENVER COUNTY 1 | 3000 | FLORENCE CRITTENTON HIGH SCHOOL |
| 880 | DENVER COUNTY 1 | 4140 | FARRELL B. HOWELL ECE-8 SCHOOL |
| 880 | DENVER COUNTY 1 | 4383 | JOE SHOEMAKER SCHOOL |
| 880 | DENVER COUNTY 1 | 4444 | JOHN F KENNEDY HIGH SCHOOL |
| 880 | DENVER COUNTY 1 | 4494 | DENVER JUSTICE HIGH SCHOOL |
| 880 | DENVER COUNTY 1 | 5044 | LEGACY OPTIONS HIGH SCHOOL |
| 880 | DENVER COUNTY 1 | 5255 | LAKE MIDDLE SCHOOL |
| 880 | DENVER COUNTY 1 | 5448 | MANUAL HIGH SCHOOL |
| 880 | DENVER COUNTY 1 | 5578 | MARRAMA ELEMENTARY SCHOOL |
| 880 | DENVER COUNTY 1 | 5605 | DR. MARTIN LUTHER KING JR. EARLY COLLEGE |
| 880 | DENVER COUNTY 1 | 5844 | CONTEMPORARY LEARNING ACADEMY |
| 880 | DENVER COUNTY 1 | 6002 | MONTCLAIR SCHOOL OF ACADEMICS AND ENRICHMENT |
| 880 | DENVER COUNTY 1 | 6239 | NOEL COMMUNITY ARTS SCHOOL |
| 880 | DENVER COUNTY 1 | 6308 | NORTH HIGH SCHOOL ENGAGEMENT CENTER |
| 880 | DENVER COUNTY 1 | 6970 | FLORIDA PITT-WALLER ECE-8 SCHOOL |
| 880 | DENVER COUNTY 1 | 7163 | PREP ACADEMY |
| 880 | DENVER COUNTY 1 | 7188 | MONTBELLO CAREER AND TECHNICAL HIGH SCHOOL |
| 880 | DENVER COUNTY 1 | 7246 | RESPECT ACADEMY |
| 880 | DENVER COUNTY 1 | 7361 | RISEUP COMMUNITY SCHOOL |
| 880 | DENVER COUNTY 1 | 8145 | SUMMIT ACADEMY |
| 880 | DENVER COUNTY 1 | 8347 | STRIVE PREP - EXCEL |
| 880 | DENVER COUNTY 1 | 8422 | SWANSEA ELEMENTARY SCHOOL |
| 880 | DENVER COUNTY 1 | 8888 | TRAYLOR ACADEMY |
| 880 | DENVER COUNTY 1 | 9050 | VALVERDE ELEMENTARY SCHOOL |
| 880 | DENVER COUNTY 1 | 9693 | WEST EARLY COLLEGE |
| 880 | DENVER COUNTY 1 | 9702 | WEST LEADERSHIP ACADEMY |
| 890 | DOLORES COUNTY RE NO.2 | 7764 | SEVENTH STREET ELEMENTARY SCHOOL |
| 900 | DOUGLAS COUNTY RE 1 | 3995 | HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL |
| 910 | EAGLE COUNTY RE 50 | 4838 | JUNE CREEK ELEMENTARY SCHOOL |
| 910 | EAGLE COUNTY RE 50 | 5742 | HOMESTAKE PEAK SCHOOL |
| 920 | ELIZABETH SCHOOL DISTRICT | 3236 | FRONTIER HIGH SCHOOL |
| 980 | HARRISON 2 | 3870 | CAREER READINESS ACADEMY |
| 990 | WIDEFIELD 3 | 9560 | DISCOVERY HIGH SCHOOL |
| 1000 | FOUNTAIN 8 | 203 | WELTE EDUCATION CENTER |
| 1010 | COLORADO SPRINGS 11 | 269 | ACHIEVE ONLINE |
| 1010 | COLORADO SPRINGS 11 | 871 | THE BIJOU SCHOOL |
| 1010 | COLORADO SPRINGS 11 | 2400 | ODYSSEY EARLY COLLEGE AND CAREER OPTIONS |
| 1010 | COLORADO SPRINGS 11 | 2528 | NIKOLA TESLA EDUCATION OPPORTUNITY CENTER |
| 1010 | COLORADO SPRINGS 11 | 3890 | ADAMS ELEMENTARY SCHOOL |
| 1010 | COLORADO SPRINGS 11 | 5146 | EASTLAKE HIGH SCHOOL OF COLORADO SPRINGS |
| 1010 | COLORADO SPRINGS 11 | 5948 | MITCHELL HIGH SCHOOL |
| 1010 | COLORADO SPRINGS 11 | 8902 | TRAILBLAZER ELEMENTARY SCHOOL |
| 1010 | COLORADO SPRINGS 11 | 9445 | WEST ELEMENTARY SCHOOL |
| 1050 | ELLICOTT 22 | 2638 | ELLICOTT ELEMENTARY SCHOOL |
| 1070 | HANOVER 28 | 6701 | PRAIRIE HEIGHTS ELEMENTARY SCHOOL |
| 1110 | DISTRICT 49 | 3475 | GOAL ACADEMY |
| 1110 | DISTRICT 49 | 6483 | ODYSSEY ELEMENTARY SCHOOL |
| 1130 | MIAMI/YODER 60 JT | 5854 | MIAMI-YODER MIDDLE/HIGH SCHOOL |
| 1140 | CANON CITY RE-1 | 1266 | CANON CITY HIGH SCHOOL |
| 1140 | CANON CITY RE-1 | 5704 | MCKINLEY ELEMENTARY SCHOOL |
| 1180 | ROARING FORK RE-1 | 560 | BASALT ELEMENTARY SCHOOL |
| 1180 | ROARING FORK RE-1 | 1006 | BRIDGES |
| 1180 | ROARING FORK RE-1 | 3460 | GLENWOOD SPRINGS ELEMENTARY SCHOOL |
| 1420 | JEFFERSON COUNTY R-1 | 33 | MCLAIN COMMUNITY HIGH SCHOOL |
| 1420 | JEFFERSON COUNTY R-1 | 109 | ARVADA K-8 |
| 1420 | JEFFERSON COUNTY R-1 | 965 | BRADY EXPLORATION SCHOOL |
| 1420 | JEFFERSON COUNTY R-1 | 2946 | FITZMORRIS ELEMENTARY SCHOOL |
| 1420 | JEFFERSON COUNTY R-1 | 4422 | JEFFERSON JUNIOR/SENIOR HIGH SCHOOL |
| 1420 | JEFFERSON COUNTY R-1 | 4798 | CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS |
| 1420 | JEFFERSON COUNTY R-1 | 5623 | LONGVIEW HIGH SCHOOL |
| 1420 | JEFFERSON COUNTY R-1 | 5972 | MOLHOLM ELEMENTARY SCHOOL |
| 1420 | JEFFERSON COUNTY R-1 | 6806 | PARR ELEMENTARY SCHOOL |
| 1420 | JEFFERSON COUNTY R-1 | 8036 | SOBESKY ACADEMY |
| 1500 | BURLINGTON RE-6J | 1150 | BURLINGTON MIDDLE SCHOOL |
| 1510 | LAKE COUNTY R-1 | 4904 | LAKE COUNTY HIGH SCHOOL |
| 1520 | DURANGO 9-R | 1526 | COLORADO CONNECTIONS ACADEMY @ DURANGO |
| 1540 | IGNACIO 11 JT | 4252 | IGNACIO ELEMENTARY SCHOOL |
| 1550 | POUDRE R-1 | 3760 | CENTENNIAL HIGH SCHOOL |
| 1550 | POUDRE R-1 | 4282 | IRISH ELEMENTARY SCHOOL |
| 1560 | THOMPSON R2-J | 510 | CONRAD BALL MIDDLE SCHOOL |
| 1560 | THOMPSON R2-J | 6194 | NAMAQUA ELEMENTARY SCHOOL |
| 1560 | THOMPSON R2-J | 9260 | HAROLD FERGUSON HIGH SCHOOL |
| 1580 | TRINIDAD 1 | 2944 | FISHER'S PEAK ELEMENTARY SCHOOL |
| 1828 | VALLEY RE-1 | 515 | AYRES ELEMENTARY SCHOOL |
| 2000 | MESA COUNTY VALLEY 51 | 1450 | CENTRAL HIGH SCHOOL |
| 2000 | MESA COUNTY VALLEY 51 | 1520 | CHATFIELD ELEMENTARY SCHOOL |
| 2000 | MESA COUNTY VALLEY 51 | 7236 | R-5 HIGH SCHOOL |
| 2035 | MONTEZUMA-CORTEZ RE-1 | 609 | BATTLE ROCK CHARTER SCHOOL |
| 2035 | MONTEZUMA-CORTEZ RE-1 | 5436 | MANAUGH ELEMENTARY SCHOOL |
| 2035 | MONTEZUMA-CORTEZ RE-1 | 5836 | MESA ELEMENTARY SCHOOL |
| 2055 | DOLORES RE-4A | 2204 | DOLORES ELEMENTARY SCHOOL |
| 2180 | MONTROSE COUNTY RE-1J | 4458 | JOHNSON ELEMENTARY SCHOOL |
| 2180 | MONTROSE COUNTY RE-1J | 6366 | NORTHSIDE ELEMENTARY SCHOOL |
| 2180 | MONTROSE COUNTY RE-1J | 6466 | OAK GROVE ELEMENTARY SCHOOL |
| 2180 | MONTROSE COUNTY RE-1J | 6486 | OLATHE ELEMENTARY SCHOOL |
| 2180 | MONTROSE COUNTY RE-1J | 7106 | POMONA ELEMENTARY SCHOOL |
| 2180 | MONTROSE COUNTY RE-1J | 9149 | VISTA CHARTER SCHOOL |
| 2190 | WEST END RE-2 | 6196 | NATURITA ELEMENTARY SCHOOL |
| 2395 | BRUSH RE-2(J) | 8832 | THOMSON PRIMARY SCHOOL |
| 2405 | FORT MORGAN RE-3 | 5180 | LINCOLN HIGH SCHOOL |
| 2520 | EAST OTERO R-1 | 4841 | LA JUNTA INTERMEDIATE SCHOOL |
| 2520 | EAST OTERO R-1 | 4843 | LA JUNTA PRIMARY SCHOOL |
| 2690 | PUEBLO CITY 60 | 756 | FRANKLIN SCHOOL OF INNOVATION |
| 2690 | PUEBLO CITY 60 | 822 | BESSEMER ELEMENTARY SCHOOL |
| 2690 | PUEBLO CITY 60 | 954 | BRADFORD ELEMENTARY SCHOOL |
| 2690 | PUEBLO CITY 60 | 1454 | CENTRAL HIGH SCHOOL |
| 2690 | PUEBLO CITY 60 | 1488 | CHAVEZ/HUERTA K-12 PREPARATORY ACADEMY |
| 2690 | PUEBLO CITY 60 | 5916 | MINNEQUA ELEMENTARY SCHOOL |
| 2690 | PUEBLO CITY 60 | 6770 | PARK VIEW ELEMENTARY SCHOOL |
| 2690 | PUEBLO CITY 60 | 7481 | RONCALLI STEM ACADEMY |
| 2700 | PUEBLO COUNTY 70 | 5990 | 70 ONLINE |
| 2700 | PUEBLO COUNTY 70 | 9130 | VINELAND ELEMENTARY SCHOOL |
| 2740 | MONTE VISTA C-8 | 5579 | MARSH ELEMENTARY SCHOOL |
| 2740 | MONTE VISTA C-8 | 6030 | BYRON SYRING DELTA CENTER |
| 2740 | MONTE VISTA C-8 | 6036 | BILL METZ ELEMENTARY SCHOOL |
| 2810 | CENTER 26 JT | 51 | THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY |
| 2810 | CENTER 26 JT | 1368 | CENTER VIRTUAL ACADEMY |
| 2810 | CENTER 26 JT | 1412 | HASKIN ELEMENTARY SCHOOL |
| 2862 | JULESBURG RE-1 | 4369 | DESTINATIONS CAREER ACADEMY OF COLORADO |
| 2862 | JULESBURG RE-1 | 4488 | JULESBURG ELEMENTARY SCHOOL |
| 2865 | REVERE SCHOOL DISTRICT | 7050 | REVERE ELEMENTARY |
| 3000 | SUMMIT RE-1 | 8376 | SILVERTHORNE ELEMENTARY SCHOOL |
| 3050 | OTIS R-3 | 6582 | OTIS ELEMENTARY SCHOOL |
| 3060 | LONE STAR 101 | 5254 | LONE STAR ELEMENTARY SCHOOL |
| 3120 | GREELEY 6 | 52 | HEIMAN ELEMENTARY SCHOOL |
| 3120 | GREELEY 6 | 2222 | DOS RIOS ELEMENTARY SCHOOL |
| 3120 | GREELEY 6 | 3614 | GREELEY WEST HIGH SCHOOL |
| 3120 | GREELEY 6 | 7700 | SCOTT ELEMENTARY SCHOOL |
| 3120 | GREELEY 6 | 8467 | SALIDA DEL SOL ACADEMY |
| 3146 | BRIGGSDALE RE-10 | 1008 | BRIGGSDALE ELEMENTARY SCHOOL |
| 3200 | YUMA 1 | 9799 | YUMA HIGH SCHOOL |
| 8001 | CHARTER SCHOOL INSTITUTE | 2035 | CROWN POINTE CHARTER ACADEMY |
| 8001 | CHARTER SCHOOL INSTITUTE | 2837 | EARLY COLLEGE OF ARVADA |
| 8001 | CHARTER SCHOOL INSTITUTE | 6266 | NEW LEGACY CHARTER SCHOOL |
| 9170 | EDUCATION REENVISIONED BOCES | 1501 | COLORADO PREPARATORY ACADEMY MIDDLE SCHOOL |
| 9170 | EDUCATION REENVISIONED BOCES | 6971 | PIKES PEAK ONLINE SCHOOL |

# Appendix B: Comprehensive ELT Plan

ELT is the time that a local educational agency (LEA) or school extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year. An applicant may apply to use 21st CCLC funds to conduct activities during the school day in a school that previously expanded its school day, week, or year. However, the ELT applicant must submit a plan with the 21st CCLC grant application addressing the Required Components of a Comprehensive ELT Plan listed below.

**Required Components of a Comprehensive ELT Plan:**

1. Explain how the 21st CLCC programs and activities are included as part of an expanded learning program that provides all students in the school at least 300 additional program hours before, during, or after the traditional school day.
2. Describe in detail the specific programming and provide a copy of the recommended school schedule.
3. Explain how 21st CLCC ELT programs and activities supplement but do not supplant regular school day requirements and how the activities are allowable under the 21st CCLC program and do not violate the prohibition against supplanting other federal, state, local, or non-federal funds.
4. Describe how professional development will be used to increase capacity for teachers.
5. Confirm how 21st CCLC ELT programs and activities are carried out by entities that meet the eligibility requirements listed in this RFA.

An LEA might partner with a non-school entity, such as a Community-Based Organization (CBO) or Faith-Based Organization (FBO), to apply for a 21st CCLC subgrant to support ELT. Alternatively, a non-LEA eligible entity might apply for a 21st CCLC subgrant after partnering with an LEA to provide academic or enrichment activities in schools during an expanded school day. The following list offers examples of strategies that have demonstrated success for developing and strengthening such partnerships:

* LEAs involve community partners early in the planning to analyze data and share ideas on ways to achieve student success.
* All partners are part of a management team responsible for maintaining ongoing communication, identifying, and agreeing to clear expectations and roles assigned to each partner, and supporting the policies and procedures of the schools in which ELT is taking place.
* Subgrantee partners coordinate and, when appropriate, establish agreements with other organizations that are working with the same schools and students.
* All partners commit to identifying adequate funding and in-kind resources to sustain support for ELT.
* All partners jointly establish program direction and priorities, including planning, budgeting, training, and aligning program staff, communicating across the partnership, and continuously improving program services.
* All partners coordinate to promote school and community safety, reinforce health and wellness programming, and provide necessary student supports.
* All partners share information, data, performance measures, and evaluation strategies that guide project management, resource allocation, and service delivery while maintaining data privacy requirements.
* All partners develop a plan that addresses the interactions with families to strengthen positive family engagement that reinforces learning in multiple settings.

Subgrantees, including LEAs, Community-Based Organizations (CBOs) and other eligible entities, must meet all 21st CCLC requirements when using program funds to support ELT. For additional information, please see the 21st CCLC Frequently Asked Questions (FAQ) at [www2.ed.gov/programs/21stcclc/21stcclc-elt-faq.pdf](http://www2.ed.gov/programs/21stcclc/21stcclc-elt-faq.pdf).

# Appendix C: Renewability Exemplar Criteria for Funding in Years 4 and 5

Awarded grants also have the opportunity to receive funding at 100% of the original award for the renewability years four and five if the subgrantee meets the renewability exemplar criteria found below. Of note, if during any portion of the grant period a subgrantee fails to meet the program goals, participation targets, and performance measures set forth in its approved application, the awarded subgrantee’s award may be reduced. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction.

**Exemplar Criteria - Program:**

* Subgrantee is serving at least 75% of regular students in the approved application (averaged across the three-year grant period).
* Subgrantee is serving at least 75% of families projected in the approved application (averaged across the three-year grant period).
* Key program staff have attended all mandatory state meetings and additional trainings, as appropriate.
* At least 75% of State Performance Measures approved in the subgrantee application are “met” or “exceeded” across the three-year grant period. Subgrantees must report a minimum of “making progress” on all four state Performance Measures.
* Subgrantee is fulfilling the requirements of the funded program as specified in the approved project application
* All programmatic findings or ongoing formal program concerns have been addressed by the subgrantee. Formal program concerns will be communicated with the subgrantee in writing.
* Program demonstrates successful evaluation results across the three-year grant period.
* All submissions of required program reports are accurately completed and received by the submission date. Reports include:
	+ 21st CCLC End-of-Year Reporting Survey and Continuation Plan;
	+ Sustainability Plan (due at the end of Year 2); and
	+ Subgrantee program evaluation reports as outlined in *Section F* and in the Monitoring, Evaluation, and Reporting section of the Request for Application (RFA).

**Exemplar Criteria - Fiscal:**

* Less than 10% of 21st CCLC funding per center is reverted to CDE at the end of each fiscal year.
* Funding reimbursement requests are completed in a timely manner (must be done at least quarterly).
* Funding must be spent according to the subgrantee’s approved budget.
* Budget revisions are requested prior to the annual budget revision deadline of April 30th of each fiscal year.
* Budget revision requests are submitted to CDE when the annual amount exceeds 10% for budget categories found on the budget summary worksheet page of CDE’s 21st CCLC budget.
* All fiscal findings or ongoing fiscal concerns have been addressed by the subgrantee. Formal fiscal concerns will be communicated with subgrantee in writing.
* Compliance of federal and state statutes and assurances as found on *Appendix H* and *Appendix I* of the RFA.
* All submissions of required fiscal reports are accurately completed and received by the submission date. Reports include:
	+ 21st CCLC annual budget and funding chart;
	+ Financial System-generated Interim Financial Reports;
	+ Annual Financial Report that includes a financial system-generated general ledger for the same period (due to CDE on the last working day of September each year); and
	+ Documents pertaining to fiscal monitoring and desk review.

# Appendix D: 21st CCLC State Performance Measure Worksheets

All applicants must develop one performance measure with quantifiable outcomes in each of the four areas:

1) Core Academics

2) Essential Skills/Educational Enrichment

3) Attendance

4) Family Engagement

For all funded subgrantees, these performance measures will be tracked and evaluated each year of the initial three-year funding period. Making progress on each of the four performance measures will affect a subgrantee meeting exemplar criteria for renewability for years four and five of the 21st CCLC grant.

**Note:** Subgrantees will be required to submit an annual end-of-year report on the progress they have made on their specific performance measures and validate their responses with available data (including relevant percentages and numbers).

Applicants may wish to create additional performance measures for their own local program evaluation needs, but these extra measures will not be required for submission with annual progress reports. These performance measures are directly connected to the Every Student Succeeds Act. For more information on developing these Performance Measures, refer to the Performance Measure Development Guide, which includes guidelines, tips, and examples in each of the four areas. The guide can be found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

**Instructions:** Use the tables below to create your performance measures in each of the four areas: 1) Core Academics, 2) Essential Skills/Educational Enrichment, 3) Attendance, and 4) Family Engagement. The top row of each table states the overall objective of the performance measure area. The first few questions in the table are designed to help you formulate the measurements and outcomes for each performance measure. Your response to the last question in each table, which combines all the components written in the previous questions, will represent your finalized performance measure.

|  |
| --- |
| **Core Academics:** To help students meet the challenging State academic standards, 21st CCLC programs will provide academic activities in mathematics and science (e.g., tutoring, STEM activities, credit recovery). |
| 1. Identify the **result** you expect to achieve and how it compares to baseline measures.
 |  |
| 1. Describe how you will achieve this result (i.e., how the funding will be used).
 |  |
| 1. What data and instruments will you use to measure the results? Approved methods for measuring progress on core academic performance measures include the following:
	1. Student academic records of grades or GPA;
	2. Formal assessments (e.g., NAEP Science, CogAT: The Cognitive Abilities Test, ACCESS (WIDA); and
	3. Credit recovered and/or attained in the areas of math and science during OST hours.

**Note:** Other possible methods not listed above must be approved by CDE staff. |  |
| 1. What are the **targets** that you expect to meet during each of the next three years of the grant period?

**Note:** Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis and should set annual benchmarks for the grant period.Baseline for 2021 Application: Benchmark FY2021-22:Benchmark FY2022-23:Benchmark FY2023-24:  |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your **performance measure**.
 |  |

**Example of Core Academic Performance Measure:**

* By 2023-24, {insert percentage} of regular student attendees will demonstrate growth in {math and/or science} proficiency by {insert percentage} from {insert timeline such as fall to spring} as measured by {insert indicator/instrument such as CogAt or NAEP Science}.

|  |  |  |
| --- | --- | --- |
| **Essential Skills/Educational Enrichment**: To reinforce and complement the regular academic program, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance-based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, career exploration, competency-based learning. Please select at least one skill from the below list of Essential Skills Required in the Colorado Academic Standards:

|  |  |
| --- | --- |
| * creativity skills
* innovation skills
* critical-thinking skills
* problem-solving skills
* communication skills
* collaboration skills
 | * social and cultural awareness
* civic engagement
* initiative and self-direction
* flexibility
* productivity and accountability
* character and leadership
 |

For more information, visit <http://www.cde.state.co.us/standardsandinstruction/essentialskills-pdf>. |
| 1. What specific essential skill(s) or core competencies will you address? How does this relate to your demonstration of need in *Section A?*
 |  |
| 1. Identify the **result** you expect to achieve and how it compares to baseline measures.
 |  |
| 1. Describe how you will achieve this result (i.e., how the funding will be used).
 |  |
| 1. What data and instruments will you use to measure the results? Approved methods for measuring improvement in essential skills/educational enrichment skills include the following:
	1. Self-report surveys (student, parent/guardian, school teacher, program staff);
	2. Systematic observations (parent/guardian, school teacher, program staff);
	3. Interviews or focus groups (student, parent/ guardian, school teacher, program staff); and
	4. Formal portfolios or competency assessments (e.g., rubric).

**Note:** Other possible methods not listed above must be approved by CDE staff. |  |
| 1. What are the **targets** that you expect to meet during each of the next three years of the grant period?

**Note:** Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis and should set annual benchmarks for the grant period.Baseline for 2021 Application: Benchmark FY2021-22:Benchmark FY2022-23:Benchmark FY2023-24: |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your **performance measure**.
 |  |

**Examples of Essential Skills/Educational Enrichment Performance Measures:**

By 2023-24, {percentage} of regular attendees will improve their {insert skills such as *critical thinking and problem-solving skills*} by at least {insert level of increase expected such as *one rating score from novice to advanced beginner*) from {insert measurement timeline such as from *pre to post*} as measured by {insert indicator such as *teacher observation rubric*}.

By 2023-24, {percentage} of regular attendees show a significant (p<.05) improvement in essential skills such as {insert skills such as *creativity and innovation skills}* as measured by {insert indicator such as a *post reflective student survey}* at {insert measurement timeline such as *end-of-year*}.

|  |
| --- |
| **Attendance:** To increase school attendance, the 21st CCLC program will provide additional services, programs, and activities aimed at increasing school-day attendance rate of students who attend a program for 30 days or more. This performance measure can include activities proven to improve school attendance. |
| 1. Identify the **result** you expect to achieve and how it compares to baseline measures.
 |  |
| 1. Describe how you will achieve this result (i.e., how the funding will be used).
 |  |
| 1. What data and instruments will you use to measure the results? Approved methods for measuring progress in school attendance include the following:
	1. School teacher surveys; and
	2. School attendance records (e.g., baseline to year-end school attendance comparison to themselves, comparison to peers).

**Note:** Other possible methods not listed above must be approved by CDE staff. |  |
| 1. What are the **targets** that you expect to meet during each of the next three years of the grant period?

**Note:** Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis and should set annual benchmarks for the grant period.Baseline for 2021 Application: Benchmark FY2021-22:Benchmark FY2022-23:Benchmark FY2023-24: |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure.
 |  |

**Example of Attendance Performance Measure:**

* By 2023-24, {percentage} of regular attendees who have a high attendance rate of {percentage} or more will maintain the same level or improve in their rate of attendance as measured by {include indicator such as teacher surveys} from {include timeline such as baseline to end-of-year}.

|  |
| --- |
| **Family Engagement:** To increase active and meaningful engagement in their children’s education, the 21st CCLC program will provide services, programs, and activities forfamilies of students served by community learning centers (e.g., including opportunities for literacy and related educational development). This performance measure can include Parent/Family Activities that provide educational opportunities for parents and families to reengage in their students’ education. Parent/Family activities include ESL, Parenting classes, Culturally Responsive activities, and engaging parents/families in student outcomes. |
| 1. Identify the **result** you expect to achieve and how it compares to baseline measures.
 |  |
| 1. Describe how you will achieve this result (i.e., how the funding will be used).
 |  |
| 1. What data and instruments will you use to measure the results? Approved methods for measuring progress in family engagement include the following:
	1. Completion of specialized program (e.g., ESL, High School Equivalency Prep, College Prep);
	2. Self-report parent/guardian survey on delivered program;
	3. Parent/guardian interviews or focus groups on delivered programs;
	4. School records/reporting of Parent’s/guardian’s participation in school day activities; and
	5. Community partner records/reporting on parent/guardian follow-up on referrals to services

**Note:** Other possible methods not listed above must be approved by CDE staff. |  |
| 1. What are the **targets** that you expect to meet during each of the next three years of the grant period?

**Note:** Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis and should set annual benchmarks for the grant period.Baseline for the 2021 Application:Benchmark FY2021-22:Benchmark FY2022-23:Benchmark FY2023-24: |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your **performance measure**.
 |  |

**Examples of Family Engagement Performance Measure:**

By 2023-24, {percentage} of parents/caregivers who attended a specialized program (e.g., parenting classes, college preparation class) will increase {insert outcome such as *their capacity to support their student’s learning*} as measured by {insert indicator such as a *structured interviews} at* {insert measurement timeline such as *the* *end-of-year*}*.*

By 2023-24, {percentage} of parents will rate the program {insert outcome such as *meeting the Family, School, and Community Partnering standards*} as measured by {insert indicator such as *a post reflective survey*} at{insert measurement timeline such as *the end of the* *program*}*.*

# Appendix E: Monitoring, Evaluation, and Reporting Timeline

Below is a chart listing evaluation expectations by year across the grant period. Years four and five are renewability years and must meet renewability exemplar criteria outlined in *Appendix C* to be eligible. Templates and sample documents for all Data Collection Types listed below can be found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Collection Type** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Compliance and fiscal monitoring (e.g., Budget, IFRs, AFR) | X | X | X | X | X |
| Subgrantee and center level process tracking | X | X | X | X | X |
| Teacher survey (Student Engagement GPRA Measure) | X | X | X | X | X |
| End-of-Year Reporting and Performance Measures/Continuation Plan | X | X | X | X | X |
| State Assigned Student Identifiers (School-day Attendance and Academic Achievement GPRA Measures) | X | X | X | X | X |
| Additional GPRA measure reporting (i.e., Grade Point Average and Behavior GPRA Measures) | X | X | X | X | X |
| Annual evaluation report submission to CDE | X | X | X | X | X |
| Quality Implementation Rubric and Action Tool | X | X | X | X |  |
| Program Monitoring Onsite Visits (e.g., Out-of-School Time Observation, student and parent voice) |  | X |  | X |  |
| Sustainability Plan |  | X |  |  |  |

# Appendix F: Financial Management Risk Assessment

|  |
| --- |
| **Financial Management Risk Assessment*****All applicants applying for 21st CCLC funds must fill out the following assessment.*** *These questions are intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the Fiscal Agent’s financial management functions. Scores from this section will determine if the organization’s level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential grant awards.* **High Risk** – More than 20 points**Medium Risk** – 8-20 points**Low Risk** – Below 8 points |
| 1. Is the authorized representative on the Federal or State Debarment List and State 501(c)3 list? (If Yes, no need to complete the rest of this form.)
 | **Yes** | **No** |
| 25 | 0 |
| 1. Is the authorized representative in good standing on the State 501(c)3 list or government equivalent?
 | **Yes (or N/A)** | **No** |
| 0 | 5 |
| 1. Does the authorized representative have an active, no exclusion, DUNS Number?
 | **Yes** | **No** |
| 0 | 5 |
| 1. Has the authorized representative ever been suspended or debarred from receiving state or federal grants or contracts?
 | **Yes** | **No** |
| 5 | 0 |
| 1. Has the authorized representative ever had a government contract, project, or agreement terminated?
 | **Yes** | **No** |
| 5 | 0 |
| 1. Has there been changes in the authorized representative’s fiscal and/or program personnel in the previous year?
 | **Yes** | **No** |
| 5 | 0 |
| 1. Does the authorized representative use a commercial/licensed financial software system? If Yes, what system? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | **Yes** | **No** |
| 0 | 5 |
| 1. Does the authorized representative’s financial software system ensure that grant funds are not comingled with general operating funds?
 | **Yes** | **No** |
| 0 | 5 |
| 1. Has the authorized representative received federal or state awards from the Colorado Department of Education in the past four years (since FY16-17)? If Yes, which program and year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | **Yes** | **No** |
| 0 | 1 |
| 1. Does the authorized representative have written procedures for procurement, time and effort (federal) and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance?
 | **Yes** | **No** |
| 0 | 5 |
| 1. How many years has the authorized representative been in existence?
 | **<2 years** | **2-5 years** | **6-10 years** | **11-14 years** | **15 years or more** |
| 4 | 3 | 2 | 1 | 0 |
| 1. Does the authorized representative have experience managing other federal, state, local and/or private funds?
 | **<1 year** | **2-4 years** | **5-7 years** | **8-10 years** | **More than 10 years** |
| 4 | 3 | 2 | 1 | 0 |
| 1. Does the authorized representative have experience administering federal funds or other grants that provide funds for services to a comparable target population?
 | **<1 year** | **2-4 years** | **5-7 years** | **8-10 years** | **More than 10 years** |
| 4 | 3 | 2 | 1 | 0 |
| 1. Number of years that the authorized representative’s primary fiscal contact has been in the position (or a similar position) as of the application date?
 | **<1 year** | **1-2 years** | **3-5 years** | **6-9 years** | **More than 10 years** |
| 4 | 3 | 2 | 1 | 0 |
| 1. Amount of grant award requested for this project:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **More than $300,000** | **$200,000 - $299,999** | **$100,000 - $199,999** | **$50,000 - $99,999** |
| 4 | 3 | 2 | 1 |
| 1. Single Audit Status (answer only if you receive *more than* $750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs.
 | **No single audit performed** | **Received a Program AND Fiscal audit finding** | **Received a Fiscal OR Program audit finding** | **No findings were received** |
| 4 | 3 | 2 | 0 |
| 1. Financial Audit Status (answer NOT required to have a Single Audit, but instead a standard financial audit). Finding refers to a material weakness, significant deficiency, or questioned costs.
 | **No audit performed for prior year** | **Financial Audit completed for prior year** | **IRS 990 Form** |
| 5 | 0 | 0 |
| 1. Submit a copy of most recent financials. Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget).
 | **40% or greater** | **31% - 39%** | **20%- 30%** | **6%-19%** | **<5%** |
| 4 | 3 | 2 | 1 | 0 |
| **CDE Comments:** |
| **TOTAL POINTS** | **/** |
| **RISK DESIGNATION** |  |

\*As indicated on the entities most recent single audit review.

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject this entity to immediate termination of a grant award agreement up to and including return of any disbursed funds.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Preparer- Typed Name & Title |  | Signature |  | Date |
|  |  |  |  |  |
|  |  |  |  |  |
| Entity Name |  |  |  |  |
|  |  |  |  |  |

# Appendix G: 21st CCLC Program Funding Chart

|  |
| --- |
| **21st Century Community Learning Centers (CCLC) Program Funding Chart****Budgeted for Fiscal Year 2021-2022** |
| **PROGRAM CATEGORIES** | 21st CCLC  |  Title I, Part A  |  Other Education Funding Sources  |  Private, Foundation, or Community Grants |  Service Organizations or Community Groups |  Other Funding Sources | Community Partnerships | In-Kind Donations |
| **Instructional Program** |   |   |   |   |   |   |   |   |
| Salaries (0100) |  |   |   |   |   |   |   |   |
| Employee Benefits (0200) |   |   |   |   |   |   |   |   |
| Purchased Professional and Technical Services (0300) |   |   |   |   |   |   |   |   |
| Other Purchased Services (0500) |   |   |   |   |   |   |   |   |
| Travel, Registration and Entrance (0580) |   |   |   |   |   |   |   |   |
| Supplies (0600) |   |   |   |   |   |   |   |   |
| Equipment – Non Capitalized (0735) |  |  |  |  |  |  |  |  |
| Other (0800) |   |   |   |   |   |   |   |   |
| **Support Program** |  |   |   |   |   |   |   |   |
| Salaries (0100) |   |   |   |   |   |   |   |   |
| Employee Benefits (0200) |   |   |   |   |   |   |   |   |
| Purchased Professional and Technical Services (0300) |   |   |   |   |   |   |   |   |
| Other Purchased Services (0500) |   |   |   |   |   |   |   |   |
| Travel, Registration and Entrance (0580) |   |   |   |   |   |   |   |   |
| Supplies (0600) |  |  |  |  |  |  |  |  |
| Equipment – Non Capitalized (0735) |   |   |   |   |   |   |   |   |
| **Administrative Program** |  |   |   |   |   |   |   |   |
| Salaries (0100) |  |  |  |  |  |  |  |  |
| Employee Benefits (0200) |  |  |  |  |  |  |  |  |
| Purchased Professional and Technical Services (0300) |  |  |  |  |  |  |  |  |
| Other Purchased Services (0500) |  |  |  |  |  |  |  |  |
| Travel, Registration and Entrance (0580) |  |  |  |  |  |  |  |  |
| Supplies (0600) |  |  |  |  |  |  |  |  |
| Equipment – Non Capitalized (0735) |  |  |  |  |  |  |  |  |
| **Total:** | **$** | **$** | **$** | **$** | **$** | **$** | **$** | **$** |
| Please use the space below if you would like to provide additional information on the funding sources listed on the 21st CCLC Program Funding Chart. |
|  |

# Appendix H: Assurances and Certifications

**ONE-TIME GENERAL ASSURANCES, REQUIREMENTS, AND CERTIFICATIONS FORM**

**For State-Administered Federal Education Programs**

The application must include signed assurances, which are promises to perform, and certifications, which includes document-based verification of claim. They are based upon federal and state law, statute, non-regulatory guidance, and policy/procedures. If an applicant is not funded, then they are not bound by the assurances and certifications for purposes of this grant application period.

By signing below, the applicant assures that they will comply with all assurances and certifications found in this application.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dated this** |  | **day of** |  | **, 2021.** |
| **The Superintendent/Organization President/Board of Directors of:**  |  | (legal name of entity) |
| [ ]  Local Educational Agency (public school district) [ ]  Board of Cooperative Educational Services (BOCES)[ ]  Charter School Institute (CSI)[ ]  Community-Based Organization (CBO) | [ ]  Indian Tribe or tribal organization[ ]  Another public or private entity[ ]  Consortium of two or more agencies, organizations, or entities |
|  |  |  |
| **Signature of Superintendent/Organization President/Board President** |  | **Printed Name** |
|  |  |  |
| **Signature of Authorized Representative** |  | **Printed Name** |

This assurance form shall remain in effect for the duration of the programs it covers.

The state shall not require the submission or amendment of this assurance form unless required by changes in federal or state law or by other significant change in circumstances affecting the assurances contained herein.

All the following must be reviewed and assured to receive funding under this grant program. Please mark an “x” next to the following assurances to ensure the applicant has reviewed and assures the following:

[ ]  The recipient hereby assures that they will comply with the following Federal Assurances, Regulations, and Attachments, including 1, 3, 8, 9, 10, 11, 12, 13, 14, E-3, E4, and E5 found at: [www.cde.state.co.us/cdefisgrant/federalattachments](http://www.cde.state.co.us/cdefisgrant/federalattachments).

[ ]  The recipient hereby assures that they will comply with all Federal Regulations, including CFR Part x; EDGAR as applicable; and 2 CFR as applicable, found at [www.cde.state.co.us/cdefisgrant/federalattachments](http://www.cde.state.co.us/cdefisgrant/federalattachments).

[ ]  A completed and submitted ESEA General Assurances Form found at: <https://www.cde.state.co.us/21stcclc>.

[ ]  The recipient hereby assures that they will comply with GEPA, completing the GEPA form (*Appendix I)*.

[ ]  The recipient hereby assures that they will comply with federal and state statutes as applicable.

[ ]  The recipient hereby assures that they will comply with the 21st CCLC assurances under Title IV, Part B of the ESEA, as amended by ESSA, found below.

[ ]  The recipient hereby assures that they will comply with the CDE administrative requirements of Colorado’s 21st CCLC Grant Program, found below.

**21st CCLC assurances under Title IV, Part B of the ESEA, as amended by ESSA:**

|  |  |
| --- | --- |
| **21st CCLC Assurances** | **Source** |
| 1. Any eligible entity that receives an award under this part from the State will align the activities provided by the program with the challenging State academic standards.
 | ESEA Title IV, Part B, 4203(c)(3)(E) |
| 1. Any such eligible entity that receives an award under this part from the State identifies and partners with external organizations, if available, in the community.
 | ESEA Title IV, Part B, 4203(c)(3)(F) |
| 1. Funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs.
 | ESEA Title IV, Part B, 4203(a)(9) |
| 1. The program will take place in a safe and easily accessible facility.
 | ESEA Title IV, Part B, 4204 (b)(2)(A)(i) |
| 1. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H) (which includes partnerships between an LEA, a community-based organization, and other public entity or private entity, if appropriate) , in compliance with applicable laws relating to privacy and confidentiality.
 | ESEA Title IV, Part B, 4204 (b)(2)(D)(i) |
| 1. The proposed program was developed and will be carried out in alignment with the challenging State academic standards and any local academic standards.
 | ESEA Title IV, Part B, 4204 (b)(2)(D)(II) |
| 1. The program will primarily target students who attend schools eligible for schoolwide programs under section 1114 of ESEA and the families of such students.
 | ESEA Title IV, Part B, 4204 (b)(2)(F) |
| 1. Funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
 | ESEA Title IV, Part B, 4204 (b)(2)(G) |
| 1. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
 | ESEA Title IV, Part B, 4204 (b)(2)(L) |
| 1. The LEA has engaged in timely and meaningful consultation with private school officials regarding the provision of equitable 21st CCLC activities and services to private school children.
 | § 1112(c)(2), § 1117(a)(1)(A), § 1117(b) |

The following are required of subgrantees that are awarded funds and participate in the 21st CCLC grant program:

|  |
| --- |
| **21st CCLC Administrative Grant Program and Fiscal Requirements** |
| 1. Community learning centers must offer services exclusively during non-school hours or periods when school is not in session, including before school, afterschool, evenings, weekends or during school breaks. Exception: If applying under the ELT option, services may be offered during the school day (see section on Application Types and *Appendix B*).
 |
| 1. Section 4204(b)(2)(H) of Title IV, Part B, of ESSA requires districts applying for local grants to provide a description of the partnership between a local educational agency, a community-based organization (CBO), and other public or private organizations, if appropriate. If the local applicant is another public or private organization (e.g., an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.
 |
| 1. The proposed community learning center may be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school.
 |
| 1. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families, if those students are part of the target population.
 |
| 1. 21st CCLC staff members, volunteers, and community partners working directly with students in 21st CCLC programs must adhere to the same level of mandatory reporting requirements of the partner school(s)/districts(s) of the students and family members being served.
 |
| 1. Orientation, Annual Conference, and Regional Trainings: New subgrantees are required to attend a one-time grant orientation. In each year of the grant period, all subgrantees are required to participate in an annual conference to discuss implementation issues and access technical assistance, as well as two regional training days. Substitute time and travel expenses to support participation in these sessions should be built into the project budget.
 |
| 1. Applicants must submit all federal and state mandated data as outlined in the evaluation section of this application. 21st CCLC participation data should be submitted through the Colorado EZReports data submission system.
 |
| 1. The application must provide assurances of specific state and federal requirements. See Assurances and Certifications in *Appendix H* and *Appendix I*.
 |
| 1. As required by federal law, school districts submitting applications must consult with all private schools in their attendance areas to provide the opportunity for staff at those schools to participate in an equitable basis of this program. Private schools that choose to participate should be involved in the program’s development as well as its implementation and need only participate at levels equivalent to their public school counterparts in a given district. Applicants will be required to produce for CDE written documentation of private school notification and consultation through the private school notification template. This template is not required to be submitted with the application materials but must be completed and on file to submit to CDE upon request and during the initial technical assistance visit and each subsequent year of the awarded grant. The private school notification template can be found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).
 |
| 1. Subgrantees must designate a primary program and fiscal contact that will be responsible for submitting all required reports and requests for funds. Changes in these key personnel must be communicated to CDE prior to change occurring.
 |
| 1. Applicants that are requesting the use of 21st CCLC funds to partially fund ELT programming must provide in the grant application a comprehensive ELT plan\* that includes strategies/interventions that are proposed for all students and proposed new school schedule. See *Appendix B* for Comprehensive ELT Plan components.
 |
| 1. The applicant will provide the Colorado Department of Education such information as may be required to determine if the subgrantee is making satisfactory progress toward achieving the goals of the grant program within periods specified by the state office (e.g., State Assessment by State Assigned Student IDs, Federal Reporting System). By accepting grant funds, applicants agree to participate in the federal and state evaluation of the Colorado 21st CCLC program, as well as provide individual student data by SASID.
 |
| 1. The school district will provide Free and Reduced Lunch data to the applicant and utilize the federal Afterschool Snack Program, if applicable.
 |
| 1. The applicant will successfully follow the required annual 21st CCLC Evaluation mandates outlined in the Monitoring, Evaluation, and Reporting section of this RFA and in *Appendix E*.
 |
| 1. The application will maintain appropriate fiscal and program records that are made available for fiscal audits of funds under this program, conducted by the recipient agencies annually as a part of their regular audit and by CDE as part of their regular monitoring cycle. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.
 |
| 1. Applicants approved for this grant shall request reimbursement using the CDE-designated tool at a minimum of a quarterly basis and are also required to submit Interim Financial Reports (IFRs) twice a year (December and March of each fiscal year) and an Annual Financial Report (AFR) at the end of September of each fiscal year for the previous year.
 |
| 1. During each year of the grant period, subgrantees will participate in an annual subgrantee training to discuss implementation issues and access technical assistance. In addition, new subgrantees and new program leadership in previously funded 21st CCLC programs will attend a grant program orientation.
 |
| 1. If utilizing an external evaluator, the annual contract will not exceed 6% of the allocation per center and based upon approved justification in *Section F: Subgrantee-Level Evaluation*.
 |
| 1. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
 |
| 1. The applicant will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
 |
| 1. The applicant will complete and submit to CDE a 21st CCLC sustainability plan by the end of the second year of funding. The sustainability plan template is found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).
 |
| 1. The applicant shall remain in sound fiscal standing throughout the grant period.
 |
| 1. The applicant will follow procurement policies and procedures as it would for any non-federal funds and comply with Uniform Grants Guide (UGG) §200.322
 |
| 1. Non-Federal entities are encouraged to earn income to defray program costs where appropriate. All program income generated for the 21st CCLC program by the subgrantee must be used to defray costs of the 21st CCLC program. Appropriate internal fiscal controls must be in place to track program income separately. Additional information about program income, including internal fiscal control processes, will be included in the CDE Grant Award Notification letter sent to approve applicants. Uniform Grant Guidance (UGG) 2 C.F.R. § 200.307
 |

The Colorado Department of Education may terminate a grant award upon thirty (30) days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

21st CCLC Program report templates, reporting surveys, fiscal documents, and other required submissions from subgrantees under this program can be found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

# Appendix I: GEPA Statement

Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing and describing the activities that are occurring to meet this requirement. GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, applicants should determine whether these or other barriers might prevent your students, teachers, families etc., from such access or participation in the federally funded project or activity.

**Describe and Accept**

In the area provided below, describe the steps the applicant is taking to identify and overcome barriers that exist within the applicant organization related to gender, race, national origin, color, disability, or age. Please provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to the applicants' circumstances. The description(s) provided should relate to the applicants' proposed program activities within the 21st CCLC grant application. In compliance with the US Dept. of Education’s requirement for grant awards (P.L. 103-382).

|  |  |
| --- | --- |
|  | (Applicant Name) is providing this statement in reference to requirements for  |
| application of federal funds. It is the intent of |  | (Applicant Name) to take steps to |

ensure equitable access to and participation in consolidated federal programs. The district is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age.

**Specifically, the applicant will take the following steps to ensure equity and participation, where applicable:**

* The applicant will meet ADA requirements for access to classrooms and media center supported through federal funding.
* The applicant will take steps to review the core academic materials to make sure that they contain stories and illustrations that depict diversity in families, including race and national origin.
* 21st CCLC staff will reflect diversity in age, race, and gender.
* 21st CCLC staff will encourage participation by a broad spectrum of the community in 21st CCLC activities both in out of school.
* The applicant will apply the highest standards of equity to hiring practices related to the grant program and encourage application of minority candidates for available positions.
* The applicant will provide brochures and other print media in Spanish or other languages to meet the needs of families.
* The applicant will provide IDEA-approved or recommended hardware, software, and assistive technology to support literacy among disabled students.
* The applicant will not use materials or strategies that promote or show disrespect to any religious group.

**Note:** Indicate that the applicant organization is taking steps to ensure equity and participation in federally funded programs by describing the steps the applicant organization is taking to remove existing barriers and accepting the terms of the statement below in order to complete the application.

[ ]  The applicant agrees to take these steps to ensure equitable access to and participation in 21st CCLC programs.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Signature of Superintendent/President of Board/Board President** |  | **Printed Name** |
|  |  |  |
| **Signature of Authorized Representative** |  | **Printed Name** |

# Appendix J: Glossary of Terms

**Academic Enrichment:** Extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. Such activities might include: chess clubs, to foster critical thinking skills, persistence and other positive work habits; theatre programs, to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making; book clubs, to encourage reading and writing for pleasure; cooking programs, to foster application of reading, writing, math and science skills; poetry contests, to encourage reading, writing and speaking; woodworking programs, to encourage planning, measurement, estimation and other calculation skills; and computer clubs, including newspaper publishing, to promote writing, editing and use of technology.

**Average Daily Attendance (ADA):** Average Daily Attendance for 21st CCLC program. To determine the ADA, divide the total monthly attendance by the number of program days in the month.

**Centers:** The location where the majority of the subgrantee’s activities occur. A subgrantee can have one or multiple centers.

**COACT Colorado:** Builds a system of services and supports for children with serious behavioral health challenges and their families. These individualized, culturally and linguistically relevant services and supports are based on an evidence-based process known as high-fidelity wraparound. Additional information can be found at: <https://coactcolorado.org>.

**Competency-Based Learning:** System of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

**Consortium:** Group of two or more eligible entities, which can include community-based organizations and school districts. A consortium of entities may apply together to provide services for centers. One organization must be designated as the lead fiscal agent of the consortium. In addition, an applicant consortium must designate one individual, a Program Director, who will be responsible for communication and coordination across all centers within the consortium. Please note this does not include applications that meet the minimum requirement for partnering with a school. The collaboration outlined in the application must include detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation. Additionally, consortium applications:

* Must demonstrate the strength and quality of the proposed collaboration throughout the entire grant application. The LEA and other organization(s) must work extensively in the planning and design of the program;
* Each must have substantial roles in the delivery of services;
* Each must share grant resources to implement the proposed project effectively;
* Each must be involved in the management and oversight of the proposed program; and
* Must have a signed agreement between both entities stating the collaboration of efforts, resources, and funding must be submitted with the grant application. This document must clearly define and detail the roles and responsibilities of all parties involved with explicit expectations outlined.

**Cost per student rate:** The amount of funding requested must be reasonable and based on the number of students proposed to attend programming at each center on an average daily basis (also referred to as Average Daily Attendance (ADA)). Funding requests in the application should be based upon a maximum annual per pupil cost of $2,000, which takes into account all program costs (e.g., administrative, programming, and transportation costs). Applicants with a proposed cost per pupil above the recommended $2,000 amount must provide written justification within their application response under *Section H: Adequacy of Resources*, justifying the need for funds that exceed the recommended cost per pupil.

Cost per student is figured by dividing the total annual allocation by the expected average daily attendance for students at each center (as determined in *Section B*). For example, if you are requesting $100,000 and plan to serve 100 students per day, the cost per student would be $1,000.

**Expanded Learning Time (ELT):** ELT is the time that a local educational agency (LEA) or school extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year. An applicant may apply to use 21st CCLC funds to conduct activities during the school day in a school that previously expanded its school day, week, or year. However, the ELT applicant must submit a plan with the 21st CCLC grant application addressing the Required Components of a Comprehensive ELT Plan provided in *Appendix B.*

**ELT/Traditional (Program Type):** Programs with targeted interventions that can include: teacher articulation and professional development, instructional supports for students, application of available technology and resources, competency-based learning, service-learning and internships that occur either within the confines of regular school day or an extended school day that provide significant expanded learning opportunities for students and their families to assist students in meeting or exceeding state and local education standards in core academic subjects in a safe and healthy environment combined with programs that are offered during Out-of-School Time, before school, afterschool, during school breaks, and summer. A summer program is required for all funded 21st CCLC centers.

**ELT (Program Type):** Programs with targeted interventions that can include: teacher articulation and professional development, instructional supports for students, application of available technology and resources, competency-based learning, service-learning and internships that occur either within the confines of regular school day or an extended school day combined with programming held outside the academic calendar year (traditionally occurs between June-August) and separately from any regularly scheduled summer school session. A summer program is required for all funded 21st CCLC centers.

**External Organization:** The term external organization means: (A) a non-profit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or (B) in the case of a community where there is no such organization, a non-profit organization in the community that enters into a written agreement or partnership with an organization described in (A) of this definition to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities.

A list of prescreened external organizations can be found at [www.cde.state.co.us/21stcclc/resources](http://www.cde.state.co.us/21stcclc/resources). This list does not comprehensively cover all external organizations in the state of Colorado. The list is developed as organizations voluntarily complete this process. The details provided regarding external organizations is provided for information only. The Colorado Department of Education does not endorse, represent, or warrant the accuracy or reliability of any of the information, content, services, or other materials provided by these educational service providers. Any reliance upon any information, content, materials, products, services, or vendors included on or found through this listing shall be at the user's sole risk.

**Family Members:** Family members (parents, guardians, siblings, aunts, uncles, grandparents, etc.) of students served in the 21st CCLC program.

**Hours of Programming:** The number of program hours offered to students participating in 21st CCLC programming. Hours of operation should be relatively consistent across the school year. Traditional 21st CCLC Programs must offer a minimum of 12 student contact hours per week (which may include Saturdays) for 26 weeks during the regular school year. All 21st CCLC programs must also offer a minimum of 60 hours of annual summer school programming. Applicants writing for the use of 21st CCLC funds for ELT programs must provide ALL students at the school with at least 300 additional program hours before, during, or after the traditional school day programming in accordance with the submitted Comprehensive ELT Plan and a 21st CCLC Summer Program.

**Mental Health First Aid Colorado:** Promotes and supports mental health education and wellness for Coloradans. Through the organization’s Mental Health First Aid course, participants will learn signs and symptoms of a mental health challenge or crisis, what to do in an emergency, and where to get help. More information can be found at: <http://www.mhfaco.org/>.

**Obligated Funds:** There is a liability to disburse funds immediately or at a later date as a result of a series of actions, such as contracts, personal services contracts, and employee salaries/fringe for work already completed, not yet paid out.

**Positive Youth Development (PYD):** An approach that empowers youth to make responsible decisions for self and community by teaching and assessing life skills, allowing youth opportunities for meaningful contribution, building self-efficacy in youth, fostering resiliency, modeling desired behaviors, and developing meaningful relationships in a sincere, caring, and nurturing environment.

Positive Youth Development is guided by the following five principles:

Strengths-Based: Taking a holistic approach that focuses on the inherent strengths of an individual, family, or community, then building upon them.

Inclusive: Addressing the needs of all youth by ensuring that our approach is culturally responsive.

Engaging Youth as Partners: Ensuring the intentional, meaningful, and sustained involvement of youth as equitable partners in the programs, practices, and policies that seek to impact them.

Collaborative: Creating meaningful partnerships within and across sectors to effectively align our work.

Sustainable: Addressing long-term planning through funding, training, capacity building, professional development, and evaluation in order to ensure ongoing support and engagement of youth.

**Programs That Promote Parental Involvement and Family Literacy:** These activities specifically target adult family members of youth participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.

**Regular Attendees:** Refers to students who have attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the attendance reporting period.

**Research-Based/Evidence-Based Practices:** Several evidence registries sponsored by federal agencies or other research organizations exist and highlight different programs and practices that have been found to be evidence-based. Specific criteria for what constitutes an evidence-based program or practice varies across these registries. Some common elements of evidence-based programs and practices include a solid theoretical foundation, high quality of research evidence (e.g., highest quality being evidence from experimental studies published in peer reviewed journals), and evidence of producing significant positive outcomes. A guide with a list of evidence registries and additional information on research-based/evidence-based practices can be found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

**Rural and Small Rural Designation:** A Colorado school district is determined to be rural giving consideration to the size of the district, the distance from the nearest large urban/urbanized area, and having a student enrollment of 6,500 students or less. Small rural districts are those districts meeting these same criteria and having a student population of fewer than 1,000 students. A list of public school districts meeting this definition can be found at [www.cde.state.co.us/ruraledcouncil/rural\_definition\_spreadsheet](https://www.cde.state.co.us/ruraledcouncil/rural_definition_spreadsheet).

**Service-Learning:** An evidence-based teaching and learning strategy that integrates meaningful service with youth leadership, academic instruction, and guided reflection to enrich the learning experience, teach civic and personal responsibility, and strengthen communities.

**STEM:** Refers to Science, Technology, Engineering, and Mathematics (STEM) programs designed to inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but also in real world practice.

**Subgrantee:** The name of the organization that acts as the fiscal agent for the grant.

**Two-Generation (2Gen) Approach**: This approach is designed to address the needs of children and their parents together (whole family) in a way that supports a family’s full potential and puts each individual of the family on a path to permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2Gen approach. 2Gen programs provide services to both child and adults (whole family) simultaneously and track outcomes for both. Examples include: financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care and education and supportive services.

There are five core principles that underlie the 2Gen approach:

1. Measure and account for outcomes for both youth and their parents and/or family members (data is used for compliance and continuous improvement).
2. Engage and listen to the voices of families.
3. Foster innovation and evidence together.
4. Align and link systems and funding streams.
5. Ensure equity.

For more information:

* *Pioneering 2Gen Approaches in Colorado* (2 pages) - <https://ascend.aspeninstitute.org/resources/pioneering-2gen-approaches-in-colorado/>
* *The Colorado Guide to 2GEN* -<http://ascend.aspeninstitute.org/wp-content/uploads/2017/06/Colorado-2Gen-Action-Guide.pdf>.
* See *Whole Family Approach*, described in this *Glossary of Terms*.

**Traditional 21st CCLC (Program Type):** Programs that provide significant expanded learning opportunities for students and their families to assist students in meeting or exceeding state and local education standards in core academic subjects in a safe and healthy environment. These programs are offered during Out-of-School Time, before school, afterschool, during school breaks, and summer.

**Tutoring:** These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

**Unduplicated Student:** Students attending 21st CCLC programming at least once during the attendance reporting period

**Unobligated Funds:** Appropriated funding that is awarded but not reimbursed and is remaining uncommitted by contract at the end of a fiscal period.

**Whole Family Approach:** This approach is built on the understanding that conditions that affect the family will impact child development, as will the direct experiences of a child (taken from [Ascend at the Aspen Institute](https://ascend.aspeninstitute.org/)).

In developing and implementing programs and service delivery, the whole family’s needs with explicit efforts to link services for children and parents are considered. Whole Family strategies are integral to the Two-Generation (2Gen) approach, described in this *Glossary of Terms*. Elements of a Whole Family Approach:

* Serve two (or more) generations
* Promote responsive parenting and family life
* Develop and strengthen leadership skills
* Assume partnership /responsibility
* Include both mothers and fathers
* Partner with agencies to provide access to:
* education
* economic supports
* social/mental health services.