Office Hours Session- April 30, 2021

Updates from the State Office:

* Extending the due date: 21st CCLC Grant Application now due Wednesday, May 12, 2021 by 11:59PM
* If 21st CCLC receives additional federal/state funding, equitable distribution chart caps found on page four of the RFA will not be applied for that specific funding. The caps will continue to apply for 21st CCLC funding. See below.
* New layout for ongoing FAQ, organized by category.

**ANNOUNCEMENT FROM LAST WEEK:**

CDE will award approximately $5.75 million in 21st CCLC funding under Title IV, Part B of the Every Student Succeeds Act (ESSA) of 2015. Additional funding may be available for this opportunity through the ARP-ESSER III (Elementary and Secondary School Emergency Relief Fund and the American Recovery Plan) or other state/federal funding.

If funding is available in addition to the annual 21st CCLC grant allocation for this competition, the additional funding will allow CDE to grant awards to applicants beyond the geographical distribution caps in the chart found on page four of the 2021 21st CCLC RFA. This additional federal/state funding will be awarded based on the highest scores of applicants after the 21st CCLC funding has been awarded and depleted. 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. \*

For example, if a district has 25,000 or more students, it is currently allowed to have 14 total funded sites (seven sites with the district as the fiscal agent and seven sites with CBOs/non-district entities as the fiscal agent) through 21st CCLC federal funding. If additional funds are available, and the applicant has included more sites than what can be funded through 21st CCLC funding, the additional funding can go to sites the applicant applied for beyond the distribution chart caps. Application approval is dependent upon application scoring and how much additional funding is available. Please keep in mind that applicants can still include only six sites per submitted application but may submit additional applications to include more sites as they deem necessary.

See the updated chart below illustrating this example.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 Maximum Number of 21st CCLC Funded Centers** | **Total Number of Centers funded with non-21st CCLC funding**  **(if available)** |
| 0 - 1,000 | 4 funded centers | 4 funded centers | 8 funded centers | Unlimited based on scoring and funding available |
| 1,001 - 5,000 | 5 funded centers | 5 funded centers | 10 funded centers | Unlimited based on scoring and funding available |
| 5,001 - 25,000 | 6 funded centers | 6 funded centers | 12 funded centers | Unlimited based on scoring and funding available |
| 25,001 or more | 7 funded centers | 7 funded centers | 14 funded centers | Unlimited based on scoring and funding available |

***\**** *For any additional funding outside of the federal allocation specific to ESSA Title IV, B (21st CCLC), the method of allocation and award may change depending upon federal guidelines and recommendations.*

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**NEW QUESTIONS AND ANSWERS**

**Q. For example, I read that we must partner with the schools but did not have clarity on how that would work for a facility school that would be serving as a site? Is it possible for the facility school to serve as a single site? The school is an intervention school that brings students from a range of public schools who are not able to maintain their classroom engagement.**

A. Yes – facility schools can be funded as 21st Century Community Learning Centers, assuming they meet all 21st CCLC program requirements as outlined in the Request for Applications (RFA). For example, all 21st CCLC programming must occur outside the regular school day as defined by the institution (unless you’ve applied as an ELT grant) and participation in the program cannot be compulsory.

**Q. The second scenario is for an existing after school program that already works with DPS and has an existing MOU to provide services in school but also has the after-school programming. How would that agency partner with the school specifically for this proposal? Do they go to each school and seek the partnership? I just wasn’t clear how the agency would establish the partnership and what would be required since there is already a partnership? Are they eligible to apply? Also, if the school district already gets this funding, wouldn’t that preclude the nonprofit from applying?**

A. An agency would be permitted to partner with any school that is not currently funded with a 21st CCLC Cohort VIII grant. If a particular school already has a 21st CCLC Cohort VIII grant, that school would not be eligible to be served by a Cohort IX grant, regardless of which entity is the fiscal agent. At the district level, districts are restricted in the number of grants and sites as described in the RFA – meaning districts can have multiple grants but individual sites cannot. If a pre-existing afterschool program exists at a potential site that is not funded currently by a 21st CCLC Cohort VIII grant, that school would still be eligible for grant funding. However, it would be incumbent on an applicant to describe how it would partner with the existing program to sufficiently expand or enhance services (supplement and not supplant) to justify the requested funds.

**REMINDER: Q. Can we add tables, graphs, and lists to the narrative boxes in the online application, and change the font or paragraph styles (bold, italic, underlined, indented, etc.)?**

A. We have received multiple questions in this area. Unfortunately, SurveyMonkey is limited in this area. Applicants are able copy and paste bulleted lists from a Word or Adobe PDF document and the bullets should still appear in the narrative boxes. If not, applicants can add dashes to each new bullet to denote a list. Applicants can also copy and paste tables into the boxes so that text may appear in a grid, but applicants cannot change the width of the columns and the cells will not have outlines. Graphs and other visuals could be uploaded by applicants under the “Additional Document Uploads” page, but please be advised that reviewers are not required to review and score anything above and beyond the narrative sections. Paragraphs cannot be indented but each paragraph can be separated by a new blank line. Font styles cannot be changed but applicants can use capitalized words and so forth for emphasis.

**Q. We are planning to submit one grant, to request for five sites. Two sites are in DPS and three are in Cherry Creek. Is this acceptable or do we need to submit two separate applications, one per district, even if we are the fiscal agent for both?**

A. You do not need to submit two applications. You can apply for schools in multiple districts, just be sure to following the RFA instructions and information about partner schools/districts (including signatures) and include information about each in your narrative answers. If you would like to submit separate grants, that is an option as well.

**Q. We are confused regarding exactly what is being asked in Section F questions 2 and 3. Question 2 askes for the evaluation process and 3 asks for the evaluation plan, can you explain the difference between process and plan? Question 2 should we use the categories in Appendix E to answer a/ and b) for each of those data collection types? Question 3, would a chart with short- and long-term outcomes listed and be described for each outcome be sufficient?**

A. The difference in a process versus an evaluation plan is the level of detail. Many subgrantees may not have hired or identified an evaluator/data analyst for their proposed program at this stage, so preparing a detailed evaluation plan is not realistic. That will be required during the first year of the grant.

An evaluation process generally discusses how the applicant has already or will identify a person or persons or a department at their school or district who will assist with gathering, analyzing and/or reporting on each of the components to CDE. The process should outline how the applicant plans on identifying usable data sources or what has already been identified. It is not an expectation that applicants to have all the details of the evaluation ironed out at this stage.

The evaluation plan is a detailed roadmap of what will be implemented during the length of the grant. It should align with the program logic model and includes information on the evaluation questions that will be addressed during the evaluation. For each evaluation question or desired outcome tied to the question, subgrantees would identify the measures and tools that will be used, the benchmarks that the program is aiming for with the outcomes identified, each staff in charge of data collection, analysis, and reporting, timelines for collections and reporting, and how the data will be used. There is an example template here: <https://www.cde.state.co.us/21stcclc/subgranteeresources>.

If an applicant would like to submit an evaluation plan for that question in the grant application, it would fulfill that requirement. However, future evaluation plans should include other evaluation questions and outcomes relevant to the program in addition to those required for state reporting.

A. You could use Appendix E or follow the Monitoring, Evaluation, and Reporting section of the RFA.

A. It is an applicant-level decision on how they choose to answer the question. Reviewers will be assessing if the information provided meets the criteria outlined in the question.

**Q. For the 21st CCLC grant, is NWEA an approved method for measuring progress on core academic performance?**

A. NWEA is an approved measure for our academic performance measure.

**Q. Is there a specified font and size I should be using in this submission?**

No specific font or font size requirements. You will enter your application narrative responses into the online application system and it will default to the system font. The specific length requirements of the narrative are copied below.

Application Format (from page 15 of the RFA)

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).

**Q. For the grant submission do we need an MOU from the district in addition to the center expectations form/s.**

A. It is highly recommended that MOUs are put in place between non-LEA entities and partner districts to ensure all parties are clear on the project’s performance measures, data needed, roles of partners, program and space needs, as well as other assurances and requirements of the grant.

See question H.5: *“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.”*