

##### Funding Opportunity

Applications Due: **Monday, April 10, 2023, by 11:59 PM**

[Intent to Apply](https://app.smartsheet.com/b/form/44b41d789ca84ade93c19ea33df37355) Due: **Friday, March 31, 2023, by 11:59 PM**

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| **Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant Program**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 |



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**Table of Contents**

[Purpose 3](#_Toc126760379)

[Eligible Applicants 3](#_Toc126760380)

[Ineligible Applicants 4](#_Toc126760381)

[Priority Considerations 4](#_Toc126760382)

[Application Types 4](#_Toc126760383)

[Equitable Distribution of Funds 5](#_Toc126760384)

[Applicant Capacity 5](#_Toc126760385)

[Available Funds 6](#_Toc126760386)

[Duration of Grant 6](#_Toc126760387)

[Program Cost Per Student 6](#_Toc126760388)

[Award Reductions 7](#_Toc126760389)

[Required Minimum Hours of Programming 7](#_Toc126760390)

[Allowable Use of Funds 8](#_Toc126760391)

[Unallowable Uses of Funds 9](#_Toc126760392)

[Monitoring, Evaluation, and Reporting 10](#_Toc126760393)

[Data Privacy 10](#_Toc126760394)

[Technical Assistance 10](#_Toc126760395)

[Intent to Apply 10](#_Toc126760396)

[Review Process and Timeline 10](#_Toc126760397)

[Submission Process and Deadline 11](#_Toc126760398)

[Application Format 11](#_Toc126760399)

[Required Elements 11](#_Toc126760400)

Part I: [Applicant Information 13](#_Toc126760402)

[Center/School Information 14](#_Toc126760403)

[Application Scoring 21](#_Toc126760405)

Part II: [Narrative Criteria and Evaluation Rubric 15](#_Toc126760406)

[Attachment A: Required Signature Pages 21](#_Toc126760407)

[Attachment B: Comprehensive ELT Plan 27](#_Toc126760425)

[Appendix A: 21st CCLC Priority Schools 28](#_Toc126760426)

[Appendix B: Applicant Readiness Assessment Tool 34](#_Toc126760427)

[Appendix C: Continuation Exemplar Criteria for Funding in Years 4 and 5 36](#_Toc126760428)

[Appendix D: Monitoring, Evaluation, and Reporting Requirements 37](#_Toc126760429)

[Appendix E: 21st CCLC State Performance Measure Worksheets 40](#_Toc126760430)

[Appendix F: Financial Management Risk Assessment 43](#_Toc126760431)

[Appendix G: Glossary of Terms 44](#_Toc126760432)

**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://21cclccohortx.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: Monday, April 10, 2023, by 11:59 PM**

# Purpose

The purpose of the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant program is to provide opportunities for eligible applicants to establish or expand 21st Century community learning centers. 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 21st Century community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students’ regular school day.

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

1. Provides 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. Offers students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students; and
3. Offers families of students 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 above will be considered for funding. Priority will be given to those programs serving students who attend high-poverty, low-performing schools. See the “Priority Considerations” section below.

# Eligible Applicants

Only eligible entities may apply for the 21st CCLC grant. The term “eligible entity” means:

* a local educational agency (LEA, or a public school district);
* a Board of Cooperative Educational Services (BOCES);
* the Charter School Institute;
* community-based organization\*;
* Indian tribe or tribal organization\*;
* another public or private entity; and
* a consortium\* of two or more such agencies, organizations, or entities.

\*See *Appendix G* for Glossary of Terms

Applicants who are fiscal agents that previously received or currently receive funds from the 21st CCLC grant may apply for this current funding opportunity. For currently funded fiscal agents, application responses 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.

Eligibility for Expanded Learning Time (ELT)\*:

ELT is the time that an 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 *Attachment 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, in accordance with the submitted Comprehensive ELT Plan, and including a 21st CCLC Summer Program.

\*See *Appendix G* for Glossary of Terms

# Ineligible Applicants

21st Century Community Learning Centers (sites/schools) currently receiving funding as part of the 21st CCLC Cohort IX or 21st CCLC Cohort ESSER II (E2 OST) are ineligible for this funding opportunity.

# Priority Considerations

Priority Schools

Entities receiving priority in this current funding opportunity are those that propose to serve high-poverty, low-performing schools, as evidenced by:

* Schools with a K-12th grade Free and Reduced Lunch rate of 40 percent and above in 2022-23; and
* Schools Identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2022-23.

See *Appendix A* for a listing of Priority Schools for this current funding opportunity.

Additional Priority Areas

This funding opportunity includes five 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 based on information provided in their submitted application as well as data available and verified by CDE.

The following are the priority areas for this grant competition:

1. Schools with a K-12th grade Free and Reduced Lunch rate of 75 percent or higher;
2. Rural school districts\*;
3. High schools serving grades 9-12 with dropout rates higher than the state average or graduation/completion rates lower than the state average; or K-12 schools with chronic absenteeism rates higher than the state average\*;
4. Fifth-day programs for school districts and schools who have a four-day school week\*; and
5. Programs prioritizing highly mobile youth\* or other disadvantaged, marginalized, and/or historically underserved youth\* in their proposed 21st CCLC program(s).

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.

\*See *Appendix G* 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](file:///C%3A%5CUsers%5CChristensen_A%5CDesktop%5Cwww2.ed.gov%5Cprograms%5C21stcclc%5Cguidance2003.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 *Attachment B* for required components of Comprehensive ELT Plans

# Equitable Distribution of Funds

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 2022-23 Pupil Membership](https://www.cde.state.co.us/cdereval/2022-2023districtmembershipbycounty).

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of K-12 Students in School District** | **Maximum Number of Funded 21st CCLC Centers****to each School 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 - 6,500 | 5 funded centers | 5 funded centers | 10 funded centers |
| 6,501 - 25,000 | 6 funded centers | 6 funded centers |  12 funded centers |
| 25,001 or more | 7 funded centers | 7 funded centers | 14 funded centers |

The number of centers for each individual grant application cannot exceed seven. It is important to note that services and student target populations to be served cannot be duplicated across proposed centers.

# Applicant Capacity

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. 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.

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.

To adequately plan and implement a 21st CCLC program, applicants are encouraged to dedicate and budget for at least a 0.75 FTE program director as well as a dedicated primary fiscal contact. The program director could also serve as a center coordinator as needed. The program director and primary fiscal contact will be responsible for attending mandatory meetings, completing monthly and annual reporting requirements, and communicating regularly with CDE staff about the grant.

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.

In order for potential applicants to assess the capacity and readiness for applying for the 21st CCLC grant, CDE has created a Readiness Assessment Tool for potential applicants to use (see *Appendix B*).

# Available Funds

CDE will award approximately $5.5 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.

Federal law requires awards to be of sufficient size and scope to support high-quality, effective comprehensive 21st CCLC programs. Grants will not be made in an amount less than $50,000 and no more than $180,000, per year per center. A consortium\* may apply for one grant to provide services for multiple centers. Each center in the consortium must apply for a minimum of $50,000 per year for its 21st CCLC program. It is anticipated that approximately 30-40 centers will be awarded through this competitive funding opportunity.

There will be no carryover of funds allowed during or after the three-year grant period, nor during continuation years four and five.

\*See *Appendix G* for Glossary of Terms

# Duration of Grant

Grants awarded receive funds for an initial period of three years with the option to continue funding for up to an additional two years. Annual funding is contingent upon continued federal appropriations for the 21st CCLC grant. Those awarded applicants, also referred to as subgrantees, meeting continuation exemplar criteria outlined in *Appendix C* will be eligible for two years of continuation funding upon completion and approval of a brief continuation application.

|  |  |  |
| --- | --- | --- |
| **Grant Year** | **Example Amount** | **Timeframe** |
| Year 1 | $180,000 | July 1, 2023 – June 30, 2024 |
| Year 2 | $180,000 | July 1, 2024 – June 30, 2025 |
| Year 3 | $180,000 | July 1, 2025 – June 30, 2026 |
| **Continuation Decision Based on Exemplar Criteria Outlined in *Appendix C*** |
| Year 4 | $180,000 | July 1, 2026 – June 30, 2027 |
| Year 5 | $180,000 | July 1, 2027 – June 30, 2028 |

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 continuation years four and five if the subgrantee meets the continuation exemplar criteria found in *Appendix C*.

# Program Cost Per Student

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) each year of the grant. For example, if you are requesting $60,000 and plan to serve 25 students per day, the cost per student would be $2,400.

Applicants may use the following formula to determine how much to funding to request per center per year:

**Number of students (ADA) x Annual cost per student = Amount of funding requested**

Funding requests in the application should be based upon a maximum recommended annual per-student cost of $2,400, which takes into account all program costs (e.g., staffing, administrative, programming, and transportation). 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: Program Participation Targets*).

Applicants with a proposed cost per student above the recommended $2,400 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 student.

Applicants may use the table below for reference on calculating the amount of funding they can request based on projected cost per student below, at, or above the suggested cost for this funding opportunity.

|  |  |  |
| --- | --- | --- |
| **Number of students (ADA)** | **Projected annual cost per student** | **Amount of funding requested** |
| 25 | $2,000 | $50,000 |
| 20 | $2,400 | $50,000 |
| 17 | $2,800 | $50,000 |
| 50 | $2,000  | $100,000 |
| 41 | $2,400 | $100,000 |
| 35 | $2,800 | $100,000 |
| 90 | $2,000 | $180,000 |
| 75 | $2,400 | $180,000 |
| 64 | $2,800 | $180,000 |

# Award Reductions

Applicants must set participation targets in *Section B: Program Participation Targets* 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 for subgrantees will be assessed based on the per-student cost approved in the original grant application. Funding will be reduced in subsequent grant years by the cost per student amount for each student lower than the projected figures, calculated as the subgrantee’s cumulative average ADA at the end of year two of the grant.

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. If, based on the number of students served through ADA in any given program year, awarded applicants (subgrantees) 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.

# Required Minimum Hours of Programming

For the entire duration of the grant, all awarded applicants (subgrantees) must provide 21st CCLC programming during the regular school year as well as 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 and the fifth day for schools/districts with a four-day school week) 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 direct services and activities for students as well as family members of participating students.
* Programming for family members of participating students can occur during school hours as well as during out-of-school time hours (weekends, fifth day, holidays, etc.).
* 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.

# Allowable Use of Funds

Each applicant that receives an award under 21st CCLC may use the award funds to carry out a broad array of comprehensive out-of-school time (OST) activities. 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 school day. These activities advance student academic achievement and support student success by supplementing, not supplanting current activities. 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. Funds must be used solely for the purposes set forth in this RFA.

**Allowable and Recommended Student and Family Activities:**

* Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services aligned with state and local academic standards and/or local curricula designed to improve student achievement;
* Well-rounded education activities;
* Activities that enable students to be eligible for credit recovery or attainment;
* Strategies for increasing school attendance and/or for decreasing chronic absenteeism;
* Strategies for increasing graduation rates and/or decreasing dropout rates;
* Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
* 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;
* STEM materials, training, and/or instructors;
* Programs that partner with in-demand fields of the workforce or build career competencies and career readiness;
* Service-learning\*;
* Competency-based learning\*;
* Supporting alternative programs within high schools;
* Research-based and evidence-based programs that promote positive youth/adult partnerships;
* 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;
* 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\*;
* Drug and violence prevention programs and counseling programs;
* Mental health support activities;
* Connecting with school specialists and Youth Mental Health First Aid staff\*;
* Arts and music education activities;
* Entrepreneurial education programs;
* Positive youth development programming and activities;
* 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
* Student enrichment field trips to support engagement and learning **Note:** All field trips require prior approval. No out-of-country travel is allowed under this grant, and all out-of-state travel requires prior approval by CDE.

**Other Allowable Grant Activities:**

* Staff salaries and benefits for program delivery, program support, grant management and administration;
* 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 (SASIDs) of the students served);
* Mandated 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: Subgrantee-Level Evaluation*;
* 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.);
* 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. **Note:** All out-of-state travel requires prior program and fiscal approval by CDE.
* Monitoring and improving program quality;
* Ensuring the transportation needs of participating students will be addressed; and
* Professional development for staff working directly with 21st CCLC programs.

**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 G* for Glossary of Terms

# Unallowable Uses of Funds

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.

No grant funds 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.

Program income and local match are not applicable with this funding opportunity. Administrative, programmatic, and fiscal requirements of subgrantees that are awarded funds and participate in the 21stCLCC grant program are outlined in full in *Attachment A.*

# 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 standards. By accepting grant funds, subgrantees agree to participate in all components of the program monitoring, evaluation, and reporting efforts listed in this application. See *Appendix D* for additional information on the federal, state, and local monitoring, evaluation, and reporting requirements for all awarded applicants (subgrantees).

# 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. Web access links, registration details, dates, and times will be posted on [CDE’s 21](http://www.cde.state.co.us/21stcclc)[st](http://www.cde.state.co.us/21stcclc) [CCLC webpage](http://www.cde.state.co.us/21stcclc). All of these technical assistance opportunities are available at no cost to applicants. Resources include:

* **Online Resources**: [CDE’s 21st CCLC website](http://www.cde.state.co.us/21stcclc) offers links to other helpful websites and resources.
* **Regional Grant-Writing Trainings:** Several all-day grant-writing trainings hosted by CDE and facilitated by an external consultant will be held for all potential applicants to attend to learn how to submit high-quality applications for this funding opportunity. Trainings will be held in various regions across the state and virtually. For more information and to register for a training, visit [CDE’s 21st CCLC Cohort X webpage](http://www.cde.state.co.us/21stcclc/cohortx).
* **Weekly Office Hours**: CDE will be hosting office hours for 30 minutes each week for potential applicants ask any program/fiscal questions about the funding opportunity and receive updated response to questions that have been received by the 21st CCLC state office. The weekly office hours will be held virtually via Zoom on Tuesdays from 9:00 am-9:30 am. For dates and access information, visit [CDE’s 21st CCLC Cohort X webpage](http://www.cde.state.co.us/21stcclc/cohortx). Office Hours discussions will also be recorded and posted to this webpage.
* **Frequently Asked Questions**: CDE will regularly post an ongoing FAQs document based on questions received to [CDE’s 21st CCLC Cohort X webpage](http://www.cde.state.co.us/21stcclc/cohortx) throughout the application window.

# Intent to Apply

If interested in applying for this funding opportunity, please complete the [Intent to Apply form](https://app.smartsheet.com/b/form/44b41d789ca84ade93c19ea33df37355) by **Friday, March 31, 2023, 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 from across the state and country with expertise in the field of out-of-school time (OST) programming will review 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 **Monday, May 15, 2023.**

**Note:** This is a competitive process – applicants must score at least 165 points out of the 300 possible points in the narrative section to be approved for funding. Applications that score below 165 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 via [SurveyMonkey Apply](https://21cclccohortx.smapply.io/) by **Monday, April 10, 2023, by 11:59 pm.**

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 Cohort X webpage](http://www.cde.state.co.us/21stcclc/cohortx).

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| Submit the application elements, including required attachments, online via [SurveyMonkey Apply](https://21cclccohortx.smapply.io/)**Applications Due: Monday, April 10, 2023, by 11:59 PM** |

# Application Format

* The total narrative (*Sections A-H*) of the application cannot exceed 15,000 words (the equivalent of 30 typed pages) in the online application. Please see below for the required elements of the application. Applications that exceed 15,000 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 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 (not scored)

[ ]  Applicant Information

[ ]  Center/School Information

Part II: Narrative (Sections A-H cannot exceed 15,000 words)

[ ]  Executive Summary (Not scored)

[ ]  Priority Area Responses (if applicable, scored by CDE)

[ ]  Sections A-H (Scored by peer reviewers)

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

[ ]  Required Signature Pages completed in full and signed by all appropriate parties (*Attachment A*, can complete electronically or upload signed and scanned pages)

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

[ ]  Letter(s) of Commitment from collaborating organizations and/or Memorandum(s) of Understanding (MOUs) from identified partner(s) and/or consortium agreement

[ ]  Electronic Budget Workbook

**Part IV: Optional Attachments (cannot submit more than five pages with tables and graphs to support Part II: Narrative responses)**

# 21st Century Community Learning Centers Grant Program

**Applications Due: Monday, April 10, 2023, by 11:59 PM**

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://21cclccohortx.smapply.io/)**.**

# Part I: Applicant Information

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

|  |
| --- |
| **Lead Applicant** |
| **Organization Name:** |  | **LEA/BOCES Code:** |  |
| **Mailing Address:** |  | **UEI:** |  |
| **Type of Organization**Check box below that best describes your organization or authorizer. |
| [ ]  Local Educational Agency (LEA, or 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) |
| 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 FY2023-2024. 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 $180,000 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 $2,400 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. | $ |

# Center/School Information

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

|  |
| --- |
| **21st CCLC Center Information**  |
| **Name of Proposed 21st CCLC Center:** |  |
| **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:**  |  |
| **Mailing Address:** |  |
| **ESSA Designation (CS/TS) (if any):** |  |
| **FRL Rate:**  |  |

|  |
| --- |
| **Primary Partner Information**Provide contact information for the Primary Partner for the proposed program. Applicants must include Letters of Commitment and/or Memorandum of Understanding (MOU) from all identified partners as part of their application. If applying as a consortium, a consortium agreement is required.  |
| **Organization Name:** |  |
| **Main Contact Name:** |  |
| **Telephone:** |  |
| **Email:** |  |
| **Mailing Address:** |  |

# 21st Century Community Learning Centers Grant Program

**Applications Due: Monday, April 10, 2023 by 11:59 PM**

# Part II: Narrative Criteria and Evaluation Rubric

Part I: Applicant Information (not scored)

Complete applicant and center/school information.

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** [220 Points + 80 Possible Priority Points]

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 165 points out of the 300 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

|  |  |  |
| --- | --- | --- |
| **Priority Areas**To receive priority area points, applicants must respond to the question in the section below that corresponds with the priority area(s) for which they qualify. CDE will then verify responses using available data to assign priority area points to applicants. See definitions and more information on these priority areas in *Appendix G: Glossary of Terms.* | **Does Not Meet Criteria** | **Met All Criteria**  |
| 1. All participating schools within the application have a 40% K-12th Free and Reduced Lunch rate and are identified as a Comprehensive Support or Targeted Support School under ESSA. All schools in the application must be on the priority list in *Appendix A* to receive priority points*.*
 | 0 | 30 |
| 1. All participating schools within the application have a 75% or higher K-12th Free and Reduced Lunch rate.
 | 0 | 10 |
| 1. Applicant/fiscal agent is a rural school district or consortium application includes at least one rural school district as a participating district.
 | 0 | 10 |
| 1. Application includes at least one high school serving grades 9-12 with either a dropout rate higher than 2.2% and/or a graduation rate lower than 82.3% and/or a completion rate lower than 84.1%;

**OR** application includes at least one school (serving any grades K-12) with a chronic absenteeism rate higher than 35.5%. | 0 | 10 |
| 1. Applicant is proposing a fifth-day program for school districts and schools who have a four-day school week.
 | 0 | 10 |
| 1. Applicant is proposing to prioritize highly mobile youth or other disadvantaged, marginalized, and/or historically underserved youth for 21st CCLC program(s). Application clearly explains how the proposed program will collaborate with participating school(s)/district(s) and partner(s) to identify, conduct outreach, encourage participation, and track registration/attendance of the identified youth population(s). Application includes relevant data and an adequate explanation of identifying, prioritizing, and serving the identified youth population(s) to receive priority points.
 | 0 | 10 |
| **CDE Comments:** |
| **TOTAL POINTS** | **/80** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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,
* essential skills/educational enrichment activities,
* an array of additional services for students and their families in the participating school(s) and community.
 | 0 | 3 | 5 | 10 |
| 1. Identify what funding and other resources are currently available for out-of-school time programs for the participating school(s). Describe the gaps or weaknesses in out-of-school-time services, infrastructure, or opportunities available to students and families.
 | 0 | 2 | 3 | 5 |
| 1. 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, and any other relevant data or descriptors.
 | 0 | 2 | 3 | 5 |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section B: Program Participation Targets** | **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. Complete the chart below on the expected number of students and family members 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 | 15 |
| 1. Describe the rationale for setting the participation targets in the chart below, including how applicant determined the numbers were reasonable and achievable based on the total number of students in the school and other related factors.
 | 0 | 2 | 3 | 5 |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/20** |

**Instructions for completing the participation targets chart:** Applicants must work with the participating schools to set participation targets in the chart below for each of their proposed centers. The participation targets must be realistic and achievable for all centers across the grant period. If awarded as a subgrantee, an applicant will be expected to meet all participation targets listed in the table below. CDE will regularly monitor the subgrantee’s progress on meeting the participation targets set forth in this table. By the end of year two, subgrantees 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 targets are tied to the continuation exemplar criteria found in *Appendix C*.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Center (School) Name** | **Total Number of Students in the School** **2022-23****(actual)** | **Unduplicated 21st CCLC Students (school year)** | **Regular Student Attendees (all year)** | **ADA Student****(school year)**  | **ADA Student (summer)**  | **Unduplicated****Family Members (all year)** |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

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

**Regular Student Attendee**: Students attending 21st CCLC programming for at least 75 hours during the attendance reporting period (can be non-consecutive).
**ADA:** Average Daily Attendance for the 21st CCLC center. To determine the ADA, divide the total monthly attendance by the number of program days in the month.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section C: Program Development & Partnerships** | **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. List and describe the respective roles and responsibilities of the key stakeholders (including school leadership/staff, parents, students, and community partners) in:
2. Developing the grant application\* and program;
3. Delivering program services to students and their families;
4. Creating and developing partnerships;
5. Planning for meeting evaluation, reporting, and monitoring requirements; and
6. Planning for program sustainability after the grant period ends.

If a partnership is not included, application explains how partners will be recruited and developed within the first year of the grant.**\***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 | 5 | 10 |
| 2) Describe 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. **Note:** Applicant must include Letters of Commitment and/or Memorandums of Understanding (MOU) from all partners listed in order to receive maximum points. If applying as a consortium, a consortium agreement is required. If such a partnership is unfeasible, the application must explain why and how partners will be recruited and developed over the duration of the grant in order to receive maximum points. | 0 | 2 | 5 | 10 |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section D: Program 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. **Evidence-based Programs.** Describe the proposed programming for each center. Describe the evidence-based activities and strategies that will be implemented to meet program goals. Describe how the proposed activities would expand accessibility to high-quality out-of-school time activities and services available in the community.
 | 0 | 2 | 5 | 10 |
| 1. **Program Schedule.** Describe the schedule at each proposed center, including:
2. The hours of operation during each day of the week;
3. The number of hours of programming per week provided for students and families during the school year and during the summer; and
4. The number of weeks of programming during the school year and during the summer.

See “Required Minimum Hours of Programming” section of this RFA for more information. | 0 | 3 | 5 | 8 |
| 1. **Coordination with the School Day.** Describe how the proposed program(s) will coordinate with the students’ school day to contribute to overall student success. Describe how the proposed activities will complement and enhance academic performance, achievement, and growth of students.
 | 0 | 3 | 5 | 8 |
| 1. **Coordination with Other Programs.** Describe how the proposed program will coordinate federal, state, and local programs and activities. Examples could include coordination with ESSER/ARP funds, Title I funds, Early Childhood Education, Postsecondary and Workforce Readiness, Migrant Education, Special Education, Homeless Education, and/or Foster Care Education.
 | 0 | 3 | 5 | 8 |
| 1. **Positive Youth Development.** Describe how a PYD approach will be incorporated into the proposed program(s). Address each of the five principles of PYD and provide a specific example of how each of each principle will be addressed in the proposed program(s). For information on the five principles of PYD, see Glossary of Terms in *Appendix G*.
 | 0 | 3 | 5 | 8 |
| 1. **Family Engagement.** Describe the proposed family engagement activities for the proposed program(s) based on identified needs and interests. Describe how Two-Generation (2Gen) and Whole Family Approaches will be used in establishing family engagement components in the program(s). For more information on these approaches, see Glossary of Terms in *Appendix G*.
 | 0 | 3 | 5 | 8 |
| 1. **Participation.** Describe strategies and activities to encourage and document student and family member participation in the proposed program(s) to meet all proposed participation targets in *Section B*.
 | 0 | 3 | 5 | 8 |
| 1. **Communication.** Describe how the applicant will disseminate information about the program(s) to the community in a manner that is understandable, accessible, and ongoing.
 | 0 | 2 | 3 | 5 |
| 1. **Accessibility.** Describe how the facility in which the center(s)’ program(s) will be occurring is safe and easily accessible to students and families.
 | 0 | 2 | 3 | 5 |
| 1. **Transportation.** Describe how students will travel safely to and from the proposed center(s) and home, and how transportation will not be a burden or a barrier to student and family participation.
 | 0 | 2 | 3 | 5 |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/70** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section E: 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** |
| See *Appendix E* for the Performance Measure Worksheet that can be used as a reference and planning tool to complete this section in the online application. In the online application, applicants must submit responses to the questions in this rubric section (but not the worksheet) to receive maximum points.  |
| 1. Complete the PM in the area of “Core Academics” using one of the pre-written options for this PM on the worksheet. Provide a summary of the rationale for applicant’s selection of the PM option. The completed PM and accompanying rationale must be included in the narrative response to receive maximum points.
 | 0 | 3 | 5 | 10 |
| 1. Complete the PM in the area of “Essential Skills/Educational Enrichment” using one of the pre-written options for this PM on the worksheet. Provide a summary of the rationale for applicant’s selection of the PM option. The completed PM and accompanying rationale must be included in the narrative response to receive maximum points.
 | 0 | 3 | 5 | 10 |
| 1. Complete the PM in the area of “Family Engagement” using one of the pre-written options for this PM on the worksheet. Provide a summary of the rationale for applicant’s selection of the PM option. The completed PM and accompanying rationale must be included in the narrative response to receive maximum points.
 | 0 | 3 | 5 | 10 |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/30** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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\*. If evaluation costs are included in the applicant’s budget, justify these costs and explain the proposed deliverables and outcomes to support the applicant’s capacity for evaluation.

\*See *Appendix D: Monitoring, Evaluation, and Reporting Requirements* | 0 | 2 | 3 | 5 |
| 1. Describe how the applicant will fulfill the grant’s evaluation requirements\*, including but not limited to:
2. Ongoing program monitoring;
3. Annual state and federal reporting; and
4. Grant-level and center-level tracking.

The description should include who will be responsible for fulfilling requirements; the process to ensure accurate data is collected, maintained, and reported; and the tools and methods for local data collection and evaluation.\*See *Appendix D: Monitoring, Evaluation, and Reporting Requirements* | 0 | 3 | 5 | 10 |
| 1. Describe how the applicant will use formal and informal data, reporting, and evaluation to inform continuous improvement, including but not limited to:
2. Addressing student and family interests and needs;
3. Reviewing attendance and other relevant data to inform programming;
4. Evaluating student and family outcomes; and
5. Achieving grant program goals.
 | 0 | 2 | 3 | 5 |
| **Reviewer Comments:** |
| **TOTAL POINTS** | **/20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section G: Program Leadership & 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:
2. Oversight of major planning elements;
3. Alignment of programs with the school day;
4. Fidelity of implementation to approved application;
5. Staff hiring, professional development, and retention; and
6. Ongoing monitoring and reporting of program effectiveness.

**Note:** Applicants are encouraged to dedicate and budget for at least a 0.75 FTE program director and primary fiscal contact. See “Applicant Capacity” section of this RFA for more information. | 0 | 2 | 3 | 5 |
| 1. Describe how the program will recruit, retain, and professionally grow high-quality staff, including staff qualified to provide educational and related activities that will enhance the academic performance, achievement, and positive youth development of students. 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.

**Note:** Applicant must provide 1) job descriptions of key personnel (such as program director and center coordinator) to include amount of FTE for each position and 2) organizational chart(s) to receive maximum points. | 0 | 2 | 3 | 5 |
| **Reviewer Comments:**  |
| **TOTAL POINTS** | **/10** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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
 | **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. List the proposed program cost per student and provide justification for the funding level per pupil. If costs exceed $2,400 per student, justify the need for funds that exceed this recommended maximum amount. See “Program Cost Per Student” section of this RFA for more information.
 | 0 | 3 | 5 | 10 |
| 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. To demonstrate the “supplement not supplant” requirement, provide an overview of the full amount and type of resources that support applicant’s work in out-of-school time, including funding from other federal programs, community donations, corporate support, and in-kind contributions.
 | 0 | 2 | 3 | 5 |
| 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 or scored = 0 points
 | 0 | 3 | 5 | 10 |
| 1. Describe plans for sustaining 21st CCLC grant activities after funding ends.

***If applicant has not received 21st CCLC funding***, discuss approach to sustainability of grant funds and grant activities. ***If applicant is a past 21st CCLC subgrantee***, discuss experience in sustaining previous 21st CCLC funding and the extent to which 21st CCLC activities were sustained. | 0 | 2 | 3 | 5 |
| **Reviewer Comments:**  |
| **TOTAL POINTS** | **/30** |

# Application Scoring

***CDE Use Only***

|  |  |  |
| --- | --- | --- |
| **Part I:** | **Application Introduction** | Not Scored |
| **Part II:** | **Narrative** |  |
|  | Section A: | Demonstration of Need | /20 |
|  | Section B: | Program Participation Targets | /20 |
|  | Section C: | Program Development & Partnerships | /20 |
|  | Section D: | Program Implementation | /70 |
|  | Section E: | State Performance Measures (PMs) | /30 |
|  | Section F: | Subgrantee-Level Evaluation  | /20 |
|  | Section G: | Program Leadership & Staffing | /10 |
|  | Section H: | Adequacy of Resources | /30 |
|  |  | **Subtotal:** | **/220** |
|  |  |  |  |
|  |  |  |  |
|  |  | **Priority Area Points** (if applicable) | /**80** |
| **Total:** | **/300** |

**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 |  |

# Attachment A: Required Signature Pages

Center Expectations: Principal and Superintendent Sign-off Form

The principal and district superintendent of each participating school must sign the “Center Expectations: Principal and Superintendent Sign-off Form” outlining school responsibilities. This form must be submitted for each center for which the applicant is applying and will be resubmitted on an annual basis if applicant is awarded the 21st CCLC Grant.

|  |  |
| --- | --- |
| **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 [CDE’s 21st CCLC webpage](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 attendance, and demographic data as well as federally mandated performance measures (GPRA). 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.
* **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:** |  |

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** |  | **, 2023.** |
| **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 3, 8, 9, 10, 11, 12, 13, 14, T, E3, E4, and E5 found on [CDE’s Federal Attachments webpage](http://www.cde.state.co.us/cdefisgrant/federalattachments).

[ ]  The recipient hereby assures that they will comply with all Federal Regulations, including EDGAR as applicable; and 2 CFR as applicable, found on [the U.S. Department of Education’s webpage](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html).

[ ]  A completed and submitted ESEA General Assurances Form found on [CDE’s 21st CCLC webpage](https://www.cde.state.co.us/21stcclc/subgranteeresources).

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

[ ]  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 organization(s), 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 school(s) 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 requests 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 *Attachment 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 Conferences, 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 at least subgrantee meetings (may be held regionally) each fiscal year to discuss implementation and access technical assistance. 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 *Attachment A.*
 |
| 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 on [CDE’s 21st CCLC webpage](file:///C%3A%5CUsers%5CChristensen_A%5CDesktop%5CCDE%E2%80%99s%2021st%20CCLC%20webpage).
 |
| 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 *Attachment 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 D*.
 |
| 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 an submit Interim Financial Report (IFRs) once a year (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 on [CDE’s 21st CCLC webpage](file:///C%3A%5CUsers%5CChristensen_A%5CDesktop%5CCDE%E2%80%99s%2021st%20CCLC%20webpage).
 |
| 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
 |

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 on [CDE’s 21st CCLC webpage](file:///C%3A%5CUsers%5CChristensen_A%5CDesktop%5CCDE%E2%80%99s%2021st%20CCLC%20webpage).

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 Americans with Disabilities Act (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 and 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/Board President/Organization’s CEO** |  | **Printed Name** |
|  |  |  |
| **Signature of Authorized Representative** |  | **Printed Name** |

# Attachment 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)](file:///C%3A%5CUsers%5CChristensen_A%5CDesktop%5Cwww2.ed.gov%5Cprograms%5C21stcclc%5C21stcclc-elt-faq.pdf).

# 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 in 2022-23; and
* Schools identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2022-23.

The list below is based on the most current data available from the Colorado Department of Education (CDE) and excludes any eligible schools currently receiving 21st CCLC grant funds through Cohort IX and 21st CCLC ESSER II (E2 OST). Based on the criteria above, the following centers are considered priority applicants for this 21st CCLC RFA:

|  |  |  |  |
| --- | --- | --- | --- |
| **District Code** | **District Name** | **School Code** | **School Name** |
| 0020 | Adams 12 Five Star Schools | 2918 | Federal Heights Elementary School |
| 0020 | Adams 12 Five Star Schools | 5706 | McElwain Elementary School |
| 0020 | Adams 12 Five Star Schools | 4699 | New America School - Thornton |
| 0020 | Adams 12 Five Star Schools | 6956 | Pathways Future Center |
| 0020 | Adams 12 Five Star Schools | 2582 | Rocky Mountain Elementary School |
| 0020 | Adams 12 Five Star Schools | 4187 | Silver Hills Middle School |
| 0020 | Adams 12 Five Star Schools | 8310 | STEM Launch |
| 0020 | Adams 12 Five Star Schools | 5814 | Thornton Middle School |
| 0020 | Adams 12 Five Star Schools | 0210 | Vantage Point |
| 0030 | Adams County 14 | 0020 | Adams City Middle School |
| 0030 | Adams County 14 | 0186 | Alsup Elementary School |
| 0030 | Adams County 14 | 1426 | Central Elementary School |
| 0030 | Adams County 14 | 2308 | Dupont Elementary School |
| 0030 | Adams County 14 | 6534 | Hanson Elementary School |
| 0030 | Adams County 14 | 4516 | Kearney Middle School |
| 0030 | Adams County 14 | 0022 | Lester R Arnold High School |
| 0030 | Adams County 14 | 5982 | Monaco Elementary School |
| 0030 | Adams County 14 | 7500 | Rose Hill Elementary School |
| 0180 | Adams-Arapahoe 28J | 0214 | Altura Elementary School |
| 0180 | Adams-Arapahoe 28J | 0310 | Arkansas Elementary School |
| 0180 | Adams-Arapahoe 28J | 1458 | Aurora Central Campus |
| 0180 | Adams-Arapahoe 28J | 0464 | Aurora Hills Middle School |
| 0180 | Adams-Arapahoe 28J | 9396 | Aurora West College Preparatory Academy |
| 0180 | Adams-Arapahoe 28J | 0914 | Boston K-8 School |
| 0180 | Adams-Arapahoe 28J | 9514 | Clara Brown Entrepreneurial Academy |
| 0180 | Adams-Arapahoe 28J | 1720 | Clyde Miller K-8 |
| 0180 | Adams-Arapahoe 28J | 1948 | Crawford Elementary School |
| 0180 | Adams-Arapahoe 28J | 2384 | East Middle School |
| 0180 | Adams-Arapahoe 28J | 2673 | Edna and John W. Mosley P-8 |
| 0180 | Adams-Arapahoe 28J | 3272 | Fulton Academy of Excellence |
| 0180 | Adams-Arapahoe 28J | 3354 | Gateway High School |
| 0180 | Adams-Arapahoe 28J | 4270 | Iowa Elementary School |
| 0180 | Adams-Arapahoe 28J | 4646 | Kenton Elementary School |
| 0180 | Adams-Arapahoe 28J | 4970 | Lansing Elementary Community School |
| 0180 | Adams-Arapahoe 28J | 4973 | Laredo Elementary School |
| 0180 | Adams-Arapahoe 28J | 6068 | Montview Math & Health Sciences Elementary School |
| 0180 | Adams-Arapahoe 28J | 6310 | North Middle School Health Sciences and Technology Campus |
| 0180 | Adams-Arapahoe 28J | 6728 | Paris Elementary School |
| 0180 | Adams-Arapahoe 28J | 7233 | Rocky Mountain Prep: Fletcher |
| 0180 | Adams-Arapahoe 28J | 7558 | Sable Elementary School |
| 0180 | Adams-Arapahoe 28J | 7932 | Sixth Avenue Elementary School |
| 0180 | Adams-Arapahoe 28J | 8078 | South Middle School |
| 0180 | Adams-Arapahoe 28J | 9053 | Vega Collegiate Academy |
| 0180 | Adams-Arapahoe 28J | 9140 | Virginia Court Elementary School |
| 0180 | Adams-Arapahoe 28J | 9756 | Yale Elementary School |
| 1620 | Aguilar Reorganized 6 | 0058 | Aguilar Elementary School |
| 0100 | Alamosa RE-11J | 0115 | Alamosa Elementary School 3-5 |
| 0100 | Alamosa RE-11J | 0114 | Ortega Middle School |
| 0220 | Archuleta County 50 Jt | 6652 | Pagosa Springs Elementary School |
| 0220 | Archuleta County 50 Jt | 6657 | Pagosa Springs Middle School |
| 0480 | Boulder Valley Re 2 | 0125 | Arapahoe Ridge High School |
| 0480 | Boulder Valley Re 2 | 1842 | Columbine Elementary School |
| 0480 | Boulder Valley Re 2 | 4496 | Justice High Charter School |
| 0490 | Buena Vista R-31 | 1508 | Chaffee County High School |
| 1500 | Burlington RE-6J | 1150 | Burlington Middle School |
| 0190 | Byers 32J | 8994 | Astravo Online Academy Elementary School |
| 1140 | Canon City RE-1 | 5704 | McKinley Elementary School |
| 0640 | Centennial R-1 | 1398 | Centennial School |
| 8001 | Charter School Institute | 0655 | High Point Academy |
| 8001 | Charter School Institute | 6219 | New America School - Aurora |
| 8001 | Charter School Institute | 6266 | New Legacy Charter School |
| 8001 | Charter School Institute | 6914 | The Pinnacle Charter School |
| 0130 | Cherry Creek 5 | 2653 | Endeavor Academy |
| 0130 | Cherry Creek 5 | 7102 | Polton Community Elementary School |
| 0130 | Cherry Creek 5 | 7277 | Red Hawk Ridge Elementary School |
| 9000 | Colorado School for the Deaf & Blind | 1924 | Colorado School for the Deaf and Blind |
| 1010 | Colorado Springs 11 | 0269 | Achieve Online |
| 1010 | Colorado Springs 11 | 3890 | Adams Elementary School |
| 1010 | Colorado Springs 11 | 1798 | Columbia Elementary School |
| 1010 | Colorado Springs 11 | 5146 | Eastlake High School of Colorado Springs |
| 1010 | Colorado Springs 11 | 3360 | Galileo School of Math and Science |
| 1010 | Colorado Springs 11 | 8457 | Jack Swigert Aerospace Academy |
| 1010 | Colorado Springs 11 | 4358 | Jackson Elementary School |
| 1010 | Colorado Springs 11 | 4090 | Mann Middle School |
| 1010 | Colorado Springs 11 | 5948 | Mitchell High School |
| 1010 | Colorado Springs 11 | 5988 | Monroe Elementary School |
| 1010 | Colorado Springs 11 | 2528 | Nikola Tesla Education Opportunity Center |
| 1010 | Colorado Springs 11 | 6306 | North Middle School |
| 1010 | Colorado Springs 11 | 7556 | Sabin Middle School |
| 1010 | Colorado Springs 11 | 0871 | The Bijou School |
| 1010 | Colorado Springs 11 | 9445 | West Elementary School |
| 1010 | Colorado Springs 11 | 9404 | West Middle School |
| 0170 | Deer Trail 26J | 2136 | Deer Trail Elementary School |
| 0870 | Delta County 50(J) | 2155 | Grand Mesa Choice Academy |
| 0880 | Denver County 1 | 0010 | Abraham Lincoln High School |
| 0880 | Denver County 1 | 0099 | Academy 360 |
| 0880 | Denver County 1 | 0067 | AUL Denver |
| 0880 | Denver County 1 | 0520 | Barnum Elementary School |
| 0880 | Denver County 1 | 0650 | Beach Court Elementary School |
| 0880 | Denver County 1 | 3655 | Center for Talent Development at Greenlee |
| 0880 | Denver County 1 | 1528 | Cheltenham Elementary School |
| 0880 | Denver County 1 | 1774 | Colfax Elementary School |
| 0880 | Denver County 1 | 1788 | College View Elementary School |
| 0880 | Denver County 1 | 1748 | Colorado High School Charter |
| 0880 | Denver County 1 | 1561 | Colorado High School Charter - GES |
| 0880 | Denver County 1 | 1816 | Columbian Elementary School |
| 0880 | Denver County 1 | 1846 | Columbine Elementary School |
| 0880 | Denver County 1 | 1939 | Compass Academy |
| 0880 | Denver County 1 | 1489 | Compassion Road Academy |
| 0880 | Denver County 1 | 5844 | Contemporary Learning Academy |
| 0880 | Denver County 1 | 1928 | Cowell Elementary School |
| 0880 | Denver County 1 | 2205 | DCIS at Ford |
| 0880 | Denver County 1 | 2188 | Denver Center for 21st-Century Learning at Wyman |
| 0880 | Denver County 1 | 2129 | Denver Center for International Studies at Fairmont |
| 0880 | Denver County 1 | 4494 | Denver Justice High School |
| 0880 | Denver County 1 | 6509 | Denver Online |
| 0880 | Denver County 1 | 6088 | Dora Moore ECE-8 School |
| 0880 | Denver County 1 | 2223 | DSST: Cole Middle School |
| 0880 | Denver County 1 | 2364 | Eagleton Elementary School |
| 0880 | Denver County 1 | 2726 | Emily Griffith High School |
| 0880 | Denver County 1 | 2641 | Excel Academy |
| 0880 | Denver County 1 | 2880 | Fairview Elementary School |
| 0880 | Denver County 1 | 3000 | Florence Crittenton High School |
| 0880 | Denver County 1 | 3032 | Force Elementary School |
| 0880 | Denver County 1 | 3296 | Garden Place Academy |
| 0880 | Denver County 1 | 3512 | Goldrick Elementary School |
| 0880 | Denver County 1 | 3641 | Green Valley Elementary School |
| 0880 | Denver County 1 | 3704 | Gust Elementary School |
| 0880 | Denver County 1 | 4782 | Hallett Academy |
| 0880 | Denver County 1 | 3746 | Hamilton Middle School |
| 0880 | Denver County 1 | 4074 | Holm Elementary School |
| 0880 | Denver County 1 | 4383 | Joe Shoemaker School |
| 0880 | Denver County 1 | 4498 | Kaiser Elementary School |
| 0880 | Denver County 1 | 4513 | Kepner Beacon Middle School |
| 0880 | Denver County 1 | 4507 | KIPP Northeast Denver Middle School |
| 0880 | Denver County 1 | 4732 | KIPP Sunshine Peak Academy |
| 0880 | Denver County 1 | 4850 | KIPP Sunshine Peak Elementary |
| 0880 | Denver County 1 | 4762 | Knapp Elementary School |
| 0880 | Denver County 1 | 4795 | Kunsmiller Creative Arts Academy |
| 0880 | Denver County 1 | 5255 | Lake Middle School |
| 0880 | Denver County 1 | 5044 | Legacy Options High School |
| 0880 | Denver County 1 | 5342 | Lowry Elementary School |
| 0880 | Denver County 1 | 5448 | Manual High School |
| 0880 | Denver County 1 | 3647 | Marie L. Greenwood Academy |
| 0880 | Denver County 1 | 5608 | Mathematics and Science Leadership Academy |
| 0880 | Denver County 1 | 5644 | Maxwell Elementary School |
| 0880 | Denver County 1 | 5973 | McAuliffe Manual Middle School |
| 0880 | Denver County 1 | 5685 | McGlone Academy |
| 0880 | Denver County 1 | 5716 | McMeen Elementary School |
| 0880 | Denver County 1 | 5621 | Monarch Montessori |
| 0880 | Denver County 1 | 7188 | Montbello Career and Technical High School |
| 0880 | Denver County 1 | 2209 | Montbello High School |
| 0880 | Denver County 1 | 6188 | Munroe Elementary School |
| 0880 | Denver County 1 | 6308 | North High School Engagement Center |
| 0880 | Denver County 1 | 2757 | Northeast Early College |
| 0880 | Denver County 1 | 8131 | Oakland Elementary |
| 0880 | Denver County 1 | 6508 | Omar D Blair Charter School |
| 0880 | Denver County 1 | 7045 | Place Bridge Academy |
| 0880 | Denver County 1 | 7246 | Respect Academy |
| 0880 | Denver County 1 | 7361 | RiseUp Community School |
| 0880 | Denver County 1 | 7471 | Rocky Mountain Prep: Southwest |
| 0880 | Denver County 1 | 7554 | Sabin World School |
| 0880 | Denver County 1 | 7698 | Schmitt Elementary School |
| 0880 | Denver County 1 | 7942 | Skinner Middle School |
| 0880 | Denver County 1 | 8006 | Smith Elementary School |
| 0880 | Denver County 1 | 8232 | Stedman Elementary School |
| 0880 | Denver County 1 | 9730 | STRIVE Prep - Green Valley Ranch |
| 0880 | Denver County 1 | 7926 | STRIVE Prep - Kepner |
| 0880 | Denver County 1 | 9390 | STRIVE Prep - Lake |
| 0880 | Denver County 1 | 9735 | STRIVE Prep - Noel |
| 0880 | Denver County 1 | 7973 | STRIVE Prep - Rise |
| 0880 | Denver County 1 | 9336 | STRIVE Prep - Sunnyside |
| 0880 | Denver County 1 | 9389 | STRIVE Prep - Westwood |
| 0880 | Denver County 1 | 8145 | Summit Academy |
| 0880 | Denver County 1 | 9702 | West Middle School |
| 0880 | Denver County 1 | 9548 | Whittier ECE-8 School |
| 0880 | Denver County 1 | 9739 | Wyatt Academy |
| 1110 | District 49 | 3475 | GOAL Academy |
| 1110 | District 49 | 6810 | Patriot High School |
| 0900 | Douglas County Re 1 | 3995 | HOPE Online Learning Academy High School |
| 0900 | Douglas County Re 1 | 3847 | HOPE Online Learning Academy Middle School |
| 1520 | Durango 9-R | 1526 | Colorado Connections Academy @ Durango |
| 2520 | East Otero R-1 | 4841 | La Junta Intermediate School |
| 2520 | East Otero R-1 | 4843 | La Junta Primary School |
| 9170 | Education reEnvisioned BOCES | 1448 | Colorado Preparatory Academy Elementary School |
| 9170 | Education reEnvisioned BOCES | 6971 | Pikes Peak Online School |
| 0120 | Englewood 1 | 0206 | Colorado's Finest High School of Choice |
| 0120 | Englewood 1 | 2746 | Englewood High School |
| 0120 | Englewood 1 | 2752 | Englewood Middle School |
| 2405 | Fort Morgan Re-3 | 5180 | Lincoln High School |
| 1000 | Fountain 8 | 1332 | Carson Middle School |
| 1000 | Fountain 8 | 3106 | Fountain Middle School |
| 1000 | Fountain 8 | 0203 | Welte Education Center |
| 1220 | Garfield 16 | 3586 | Grand Valley High School |
| 1195 | Garfield Re-2 | 9231 | Wamsley Elementary School |
| 3120 | Greeley 6 | 0054 | Bella Romero Academy of Applied Technology |
| 3120 | Greeley 6 | 3162 | Franklin Middle School |
| 3120 | Greeley 6 | 3880 | Heath Middle School |
| 3120 | Greeley 6 | 4425 | Jefferson Junior/Senior High |
| 3120 | Greeley 6 | 5620 | Maplewood Elementary School |
| 3120 | Greeley 6 | 6774 | Martinez Elementary School |
| 3120 | Greeley 6 | 4438 | Prairie Heights Middle School |
| 3120 | Greeley 6 | 0053 | Winograd K-8 Elementary School |
| 1070 | Hanover 28 | 6701 | Prairie Heights Elementary School |
| 0980 | Harrison 2 | 0369 | Atlas Preparatory Middle School |
| 0980 | Harrison 2 | 1000 | Bricker Elementary School |
| 0980 | Harrison 2 | 1383 | Centennial Elementary School |
| 0980 | Harrison 2 | 3392 | Giberson Elementary School |
| 0980 | Harrison 2 | 6162 | Mountain Vista Community School |
| 0980 | Harrison 2 | 6686 | Panorama Middle School |
| 0980 | Harrison 2 | 7611 | Sand Creek International School |
| 0980 | Harrison 2 | 8350 | Stratton Meadows Elementary School |
| 0980 | Harrison 2 | 8923 | Turman Elementary School |
| 0980 | Harrison 2 | 9602 | Wildflower Elementary School |
| 1390 | Huerfano Re-1 | 0063 | Peakview School |
| 1540 | Ignacio 11 JT | 4252 | Ignacio Elementary School |
| 1420 | Jefferson County R-1 | 0108 | Alameda International Junior/Senior High School |
| 1420 | Jefferson County R-1 | 0109 | Arvada K-8 |
| 1420 | Jefferson County R-1 | 0965 | Brady Exploration School |
| 1420 | Jefferson County R-1 | 4798 | Connections Learning Center on the Earle Johnson Campus |
| 1420 | Jefferson County R-1 | 2550 | Eiber Elementary School |
| 1420 | Jefferson County R-1 | 8248 | Emory Elementary School |
| 1420 | Jefferson County R-1 | 2820 | Everitt Middle School |
| 1420 | Jefferson County R-1 | 5623 | Longview High School |
| 1420 | Jefferson County R-1 | 0033 | McLain Community High School |
| 1420 | Jefferson County R-1 | 5972 | Molholm Elementary School |
| 1420 | Jefferson County R-1 | 6237 | New America School |
| 1420 | Jefferson County R-1 | 6330 | North Arvada Middle School |
| 1420 | Jefferson County R-1 | 6806 | Parr Elementary School |
| 1420 | Jefferson County R-1 | 7468 | Rose Stein International Elementary |
| 1420 | Jefferson County R-1 | 8036 | Sobesky Academy |
| 1420 | Jefferson County R-1 | 8432 | Swanson Elementary School |
| 1420 | Jefferson County R-1 | 8834 | Thomson Elementary School |
| 1420 | Jefferson County R-1 | 9328 | Weber Elementary School |
| 1420 | Jefferson County R-1 | 9412 | Westgate Elementary School |
| 0290 | Las Animas RE-1 | 0443 | Academy of Las Animas Online School |
| 0010 | Mapleton 1 | 0507 | Adventure Elementary |
| 0010 | Mapleton 1 | 0509 | Clayton Partnership School |
| 0010 | Mapleton 1 | 3590 | Global Intermediate Academy |
| 0010 | Mapleton 1 | 0187 | Mapleton Expeditionary School of the Arts |
| 0010 | Mapleton 1 | 6315 | North Valley School for Young Adults |
| 0010 | Mapleton 1 | 8823 | Trailside Academy |
| 0010 | Mapleton 1 | 0503 | York International |
| 2000 | Mesa County Valley 51 | 6666 | Palisade High School |
| 2000 | Mesa County Valley 51 | 7236 | R-5 High School |
| 1130 | Miami/Yoder 60 JT | 5854 | Miami-Yoder Middle/High School |
| 2020 | Moffat County RE: No 1 | 1938 | Craig Middle School |
| 2740 | Monte Vista C-8 | 6036 | Bill Metz Elementary School |
| 2740 | Monte Vista C-8 | 6030 | Byron Syring Delta Center |
| 2740 | Monte Vista C-8 | 5579 | Marsh Elementary School |
| 2740 | Monte Vista C-8 | 6044 | Monte Vista Middle School |
| 2035 | Montezuma-Cortez RE-1 | 0609 | Battle Rock Charter School |
| 2035 | Montezuma-Cortez RE-1 | 4546 | Kemper Elementary School |
| 2035 | Montezuma-Cortez RE-1 | 5836 | Mesa Elementary School |
| 2035 | Montezuma-Cortez RE-1 | 8133 | Southwest Open Charter School |
| 2180 | Montrose County RE-1J | 6366 | Northside Elementary School |
| 2180 | Montrose County RE-1J | 9149 | Vista Charter School |
| 1550 | Poudre R-1 | 0892 | Blevins Middle School |
| 1550 | Poudre R-1 | 3760 | Centennial High School |
| 1550 | Poudre R-1 | 7127 | Poudre Community Academy |
| 2690 | Pueblo City 60 | 0822 | Bessemer Elementary School |
| 2690 | Pueblo City 60 | 0954 | Bradford Elementary School |
| 2690 | Pueblo City 60 | 1828 | Columbian Elementary School |
| 2690 | Pueblo City 60 | 6677 | Paragon Learning Center |
| 2690 | Pueblo City 60 | 6770 | Park View Elementary School |
| 2690 | Pueblo City 60 | 5048 | Pueblo Academy of Arts |
| 2690 | Pueblo City 60 | 4376 | Risley International Academy of Innovation |
| 2690 | Pueblo City 60 | 7481 | Roncalli Stem Academy |
| 2700 | Pueblo County 70 | 9130 | Vineland Elementary School |
| 0040 | School District 27J | 1021 | Innovations & Options |
| 0123 | Sheridan 2 | 7837 | Fort Logan Northgate |
| 0123 | Sheridan 2 | 8123 | SOAR Academy |
| 0580 | South Conejos RE-10 | 0252 | Antonito High School |
| 0470 | St Vrain Valley RE1J | 1844 | Columbine Elementary School |
| 0470 | St Vrain Valley RE1J | 5288 | Longs Peak Middle School |
| 0470 | St Vrain Valley RE1J | 6498 | New Meridian High School |
| 0470 | St Vrain Valley RE1J | 6404 | Northridge Elementary School |
| 0470 | St Vrain Valley RE1J | 6010 | Timberline PK-8 |
| 0470 | St Vrain Valley RE1J | 8903 | Trail Ridge Middle School |
| 3000 | Summit RE-1 | 8376 | Silverthorne Elementary School |
| 1560 | Thompson R2-J | 1920 | Cottonwood Plains Elementary School |
| 1560 | Thompson R2-J | 9260 | Harold Ferguson High School |
| 1580 | Trinidad 1 | 2944 | Fisher's Peak Elementary School |
| 2190 | West End RE-2 | 6196 | Naturita Elementary School |
| 0070 | Westminster Public Schools | 5388 | Colorado Sports Leadership Academy |
| 0070 | Westminster Public Schools | 3931 | Hidden Lake High School |
| 0070 | Westminster Public Schools | 4465 | Josephine Hodgkins Leadership Academy |
| 0070 | Westminster Public Schools | 8798 | Tennyson Knolls Preparatory School |
| 0990 | Widefield 3 | 9560 | Discovery High School |

# Appendix B: Applicant Readiness Assessment Tool

***Directions:*** Use this tool to assess your readiness for applying for the 21st Century Community Learning Centers (CCLC) Grant. Rate each question for each topic/area on a scale of 1 to 4 (Do not agree=1, Slightly agree=2, Agree=3, Strongly Agree=4). After rating all questions, calculate the total rating and use the key to determine whether you are ready to apply. This information is to be used by potential applicants internally and will not be submitted to CDE as part of the application submission or process. CDE will not use this completed tool as part of the review process in consideration of awarding funds to applicants.

|  |  |  |  |
| --- | --- | --- | --- |
| ***#*** | ***TOPIC/AREA*** | ***QUESTION*** | ***RATING*** |
| **1** | **Priority Schools** | The school(s) proposed to be served have 40% free/reduced lunch eligibility AND have been identified to receive Comprehensive Support or Targeted Support (CS or TS). Rate this topic: All schools are on the priority list = 4, no schools are on the priority list = 1) |  |
| **2** | **Planning**  | A least one individual is able to set aside 50-100 hours to lead a team through planning, research, intentional program design, and online application entry process. |  |
| **3** | **Stakeholder Engagement**  | Key stakeholders (including school leadership/staff, families/caregivers, students, and community partners) have been engaged to discuss the readiness and capacity of the lead applicant to design and implement a comprehensive 21st CCLC program at the school(s). |  |
| **4** | **Youth Voice & Choice** | Youth have been directly consulted and involved in the planning and designing of the 21st CCLC program at the proposed school(s). |  |
| **5** | **Needs Assessment** | Based on stakeholder engagement and available data, there is a demonstrated need for after school/expanded learning programs, including summer learning programs, in the community to support overall student learning and school improvement. |  |
| **6** | **Readiness** | The proposed school(s)/center(s) are ready to help develop and maintain a full comprehensive community learning center, using the most effective evidence-based practices to meet high expectations around student learning. |  |
| **7** | **Partnerships** | At least one viable partnership has been developed between the school(s) and community agency, faith-based organization, municipality and/or individual community partners or people that will be successful to support the program over time. If there no partnerships currently, a plan is in place to identify and establish one within the first year of the grant.  |  |
| **8** | **School Leadership** | The school principal and other school leaders are committed to being active participants and collaborators of the program throughout the life of the grant. If the school experiences turnover in leadership, there is a plan in place to ensure continuity of buy-in from the school for the grant program. |  |
| **9** | **Implementation**  | If awarded, the applicant has a dedicated staff member to lead the implementation of the 21st CCLC program design (CDE recommends at least a 0.75 FTE program director, who could also serve as center coordinator). The applicant has read and understand all program and fiscal implementation requirements and is ready to implement if awarded. |  |
| **10** | **Organizational Capacity** | The applicant has a strong organizational structure that has the capacity to support the project including hiring new staff (a director, site leaders, many other new staff).  |  |
| **11** | **Fiscal Capacity** | The organization understands all fiscal training and reporting requirements listed in the grant application and has the capacity to take on increased financial Federal grant management responsibilities over time. |  |
| **12** | **Data/Evaluation** | The organization understands all monitoring, evaluation, and reporting requirements listed in the grant application and has the capacity to take on increased evaluation (data) responsibilities over time. |  |
| **13** | **High-Quality Staff** | High-quality staff, including school-based teachers and staff, community professionals, educators, and others, are interested and available to work in the program during the school year and for summer learning programs. There is a plan in place to reduce staff turnover and maximize staff capacity (through professional learning opportunities) throughout the life of the grant. |  |
| **14** | **Space & Resources** | Full access to appropriate and adequate space in the school and/or community including classrooms, gyms, multi-purpose rooms, cafeterias, libraries, and access to technology and the outdoors that can be used as part of the program. |  |
| **15** | **Transportation** | Applicant has a plan in place to ensure transportation to and from the center for students and families, including collaborating with school/district staff to organize and pay for transportation. Transportation should not be a burden or a barrier to participate. |  |

 **TOTAL RATING:**

**Ratings:**

|  |  |  |
| --- | --- | --- |
| **45-60 points** | 75% or more of total  | We are ready to apply for Colorado’s 21st CCLC grant! |
| **30-44 points** | 50%-75% of total | We may be ready, but we should consult with stakeholders, partners, and leadership to address areas with low scores before applying. |
| **Below 30 points** | Below 50% of total | We are not ready and should possibly consider applying in the next grant competition instead. |

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

Awarded applicants (also known as subgrantees) have the opportunity to receive funding at 100% of the original award for the continuation years four and five if the subgrantee meets the continuation 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 all participation targets for students and family members 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.
* Subgrantees report a minimum of “making progress” on all three state Performance Measures across the three-year grant period.
* 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; and
	+ Sustainability Plan (due at the end of Year 2).

**Exemplar Criteria - Fiscal:**

* Less than 10% of 21st CCLC funding per center is unspent at the end of each fiscal year.
* Budget revisions are requested prior to the annual budget revision deadline of May 1 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.
* 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.
* 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 in *Attachment A* 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 Report;
	+ 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: Monitoring, Evaluation, and Reporting Requirements

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 standards.

Below is a chart listing evaluation expectations by year across the grant period. Years four and five are continuation years and must meet continuation criteria outlined in *Appendix C* to be eligible. Templates and sample documents for all Data Collection Types listed below can be found on [CDE’s 21st CCLC webpage](file:///C%3A%5CUsers%5CChristensen_A%5CDesktop%5CCDE%E2%80%99s%2021st%20CCLC%20webpage).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Collection Type** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Program Monitoring Onsite Visit by CDE (by end of Year 3)  |  | X |  |  |
| Additional Onsite Visits by CDE (orientation and continuation) | X |  |  | X |  |
| End-of-Year Reporting and Performance Measures/Continuation Plan | X | X | X | X | X |
| Quality Implementation Rubric and Action Tool | X | X | X | X |  |
| Grant-level and Center-level Tracking (EZReports) | X | X | X | X | X |
| Federal GPRA Measures Reporting | X | X | X | X | X |
| State Assigned Student Identifiers (for GPRA Measures Reporting) | X | X | X | X | X |
| Teacher Surveys (for GPRA Measures Reporting) | X | X | X | X | X |

Below are the federal, state, and local requirements for monitoring*,* evaluation*,* and reporting for the Colorado 21st CCLC grant program. Applicants must have, or acquire, the capacity to complete the evaluation requirements. **By accepting grant funds, awarded applicants (also known as 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 and Fiscal Compliance Monitoring:** CDE staff will utilize a Monitoring and Compliance Template (MCT) during the monitoring onsite visit. The tool has indicators that link to federal mandates to assess program and fiscal compliance of 21st CCLC programs under ESSA.
* **Quality Monitoring:** Subgrantees will complete the Out-of-School Time Observational Tool and CDE will review with the subgrantee during the onsite visit to measure program quality and positive youth development activities. Additionally, subgrantees should plan for CDE to observe programming at each center for at least 30 minutes as well as conduct interviews with key grant stakeholders.

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. More information about the 21st CCLC monitoring process can be found on [CDE’s 21st CCLC Subgrantee Resources webpage](https://www.cde.state.co.us/21stcclc/subgranteeresources)

**State Evaluation and Reporting:**

The state evaluation of the 21st CCLC grant program will focus on the impact of 21st CCLCprograms on grant objectives 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**: Annually, subgrantees will be required to complete end-of-year data collection and evaluation to demonstrate progress toward reaching program objectives, including participation targets and state Performance Measures throughout a given program year. Subgrantees are expected to meet or exceed approved participation targets and performance measures across the grant period. Subgrantees will be required to track and report progress on each of their participation targets and 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.
* **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. The QIR and Action Tool will be submitted by the subgrantee in Years one through four of the grant.

**External Evaluation Considerations:**

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*.

* **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.
* **If an external evaluation will be contracted**, describe how the external contractor will be identified and selected (e.g., required qualifications).
* **If working with an internal evaluator,** identify that individual (or individuals) and provide a description of their qualifications and responsibilities. **If an external or internal evaluator is not used**, applicant must identify a qualified internal staff member to complete the evaluation requirements.

**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 Tracking (EZReports):** Subgrantees are required to track and report on several characteristics on a monthly basis using EZReports, the statewide 21st CCLC data collection system. Data include the number of students and adults served, 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.

|  |  |
| --- | --- |
| **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 75 hours 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 students in grades 1-12 who attended a program for 75 hours or more.*

# Appendix E: 21st CCLC State Performance Measure Worksheets

All applicants must develop one State Performance Measure with quantifiable outcomes in each of these three areas:

1) Core Academics

2) Essential Skills/Educational Enrichment

3) Family Engagement

These performance measures are directly connected to the intent of the 21st CCLC grant program as authorized by the Every Student Succeeds Act (ESSA). Funded applicants (also known as 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 data (including percentages and numbers).

CDE tracks and evaluates performance measures each year of the initial three-year funding period. Subgrantees must be able to demonstrate that they are at least making progress on each performance measure in order to meet exemplar criteria, a measure CDE uses to determine whether subgrantees are eligible for continuation of funding in years four and five of the 21st CCLC grant. CDE will collaborate with awarded applicants (also known as subgrantees) to finalize performance measures prior to receiving a grant award. Changes to performance measures can be made by subgrantees in consultation with CDE during the grant period, but all changes require review and approval by CDE to take effect.

**Instructions:** Use the three tables below to create your performance measures in each of the three areas: 1) Core Academics, 2) Essential Skills/Educational Enrichment, and 3) Family Engagement. For each performance measure, one option is to be selected from the list of options. The options are already written as SMART Goals (specific, measurable, achievable, relevant, and time-based) and should not be modified other than the applicant placing their information into the brackets of the provided option. Copy and paste the content that you create from the options into the online application. Please note, regular student attendees are students who attended a program for 75 hours or more during each program year.

**Performance Measure #1: Core Academics**

To help students meet the challenging state academic standards, 21st CCLC programs will provide academic activities in mathematics, science, and literacy (e.g., tutoring, homework help, STEM activities, credit recovery).

|  |
| --- |
| **Choose one of the three Core Academics Performance Measure options listed below. For the option selected, enter information into the brackets specific to your proposed 21st CCLC program.** |
| **Option #1** By the end of each year of the grant, *[insert percentage]* of regular student attendees will demonstrate growthin *[math and/or science and/or literacy]* as measured by *[insert indicator/instrument such as assessment scores, NWEA MAP, DIBELS]* at *[insert timeline such as the end-of-year].* |
| **Option #2**By the end of each year of the grant, *[insert percentage]* of regular student attendees will show an *[insert point]* improvement in unweighted Grade Point Average (GPA) as compared to previous *[year, semester]* unweighted GPA.  |
| **Option #3**By the end of each year of the grant, *[insert percentage]* of regular student attendees will show a positive change in *[completing classwork and homework on time, participating in class, etc.]* as measured by *[insert indicator/instrument such as teacher surveys].* |
| **Provide rationale:** What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders did you work with to select and develop this performance measure? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years?  |
| **Performance Measure #1: Core Academics** |

**Performance Measure #2: Essential Skills/Educational Enrichment**

To reinforce and complement the regular academic program of students, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing students’ essential skills. This performance measure can include educational enrichment activities that support essential skills and performance-based activities that support learning through enriching opportunities that participants would not otherwise receive. 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
 |

View the Colorado Academic Standards [Colorado Essential Skills Guidance](http://www.cde.state.co.us/standardsandinstruction/essentialskills-pdf).

|  |
| --- |
| **Choose one of the three Essential Skills/Educational Enrichment Performance Measure options listed below. For the option selected, enter information into the brackets specific to your proposed 21st CCLC program.** |
| **Option #1** By the end of each year of the grant, *[percentage]* of regular student attendees will improve their *[insert Essential Skill(s) from list above]* by at least *[insert level of increase expected such as one rating score]* from *[insert measurement timeline such as from pre-test to post-test]* as measured by *[insert indicator such as self-assessments or teacher surveys].* |
| **Option #2**By the end of each year of the grant, as a result of participating in *[insert name of specialized course/class/program],* *[percentage]* of regular student attendees will demonstrate a positive change in *[insert Essential Skill(s) from list above]* from *[insert measurement timeline such as from beginning of the year to the end of the year]* as measured by *[insert indicator such as self-assessments or teacher surveys].* |
| **Option #3**By the end of each year of the grant, *[percentage]* of regular student attendees will show improvement in teacher-reported engagement in learning such as *[being attentive in class, behaving well in class, getting along well with other students, etc.]* as measured by teacher surveys. |
| **Provide rationale:** What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders did you work with to select and develop this performance measure? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years? |
| **Performance Measure #2: Essential Skills/Educational Enrichment**  |

**Performance Measure #3: 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. 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 Two-Generation activities, language classes, parenting classes, culturally responsive activities, and engaging parents/families in student outcomes.

|  |
| --- |
| **Choose one of the two Family Engagement Performance Measure options listed below. For the option selected, enter information into the brackets specific to your proposed 21st CCLC program.** |
| **Option #1** In each year of the grant, *[number/percentage]* of *[parents/caregivers/family members]* who attended *[number of sessions]* of 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 or surveys]* at *[insert timeline such as the end-of-year].* |
| **Option #2**In each year of the grant, *[number/percentage]* of *[parents/caregivers/family members]* will report a *[percentage, rating, etc.]* increase in *[skill, capacity, support, caregiving]* as measured by *[insert indicator such as a post-reflective survey]* at *[insert timeline such as the end of the year].* |
| **Provide rationale.** What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders did you work with to select and develop this performance measure? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years? |
| **Performance Measure #3: Family Engagement** |

# Appendix F: 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.

|  |
| --- |
| **Financial Management Risk Assessment** |
| 1. Is the applicant on the Federal or State Debarment? (If Yes, no need to complete the rest of this form.)
 | **Yes** | **No** |
| 25 | 0 |
| 1. Is the applicant in good standing on the Secretary of State Registration list?
 | **Yes (or N/A)** | **No** |
| 0 | 5 |
| 1. Does the applicant have an active, no exclusion, UEI Number?
 | **Yes** | **No** |
| 0 | 5 |
| 1. Has the applicant ever been suspended or debarred from receiving state or federal grants or contracts?
 | **Yes** | **No** |
| 5 | 0 |
| 1. Has the applicant ever had a government contract, project, or agreement terminated?
 | **Yes** | **No** |
| 5 | 0 |
| 1. Has there been changes in the applicant’s fiscal and/or program personnel in the previous year?
 | **Yes** | **No** |
| 5 | 0 |
| 1. Does the applicant use a commercial/licensed financial software system? If Yes, what system?
 | **Yes** | **No** |
| 0 | 5 |
| 1. Does the applicant’s financial software system ensure that grant funds are not comingled with general operating funds?
 | **Yes** | **No** |
| 0 | 5 |
| 1. Has the applicant received federal or state awards from the Colorado Department of Education in the past four years (since FY18-19)? If Yes, which program and year?
 | **Yes** | **No** |
| 0 | 1 |
| 1. Does the applicant 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 applicant 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 applicant 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 applicant 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 applicant’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).
 | **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 |
| **High Risk** – More than 20 points **Medium Risk** – 8-20 points **Low Risk** – Below 8 points | **Total Points:****Risk Designation:** |

# Appendix G: 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.

**Chronic Absenteeism:** When a student misses 10 percent or more of a school year or approximately 18 days a year. This is equivalent to two days every month. [Learn more about Colorado’s attendance](https://www.cde.state.co.us/dropoutprevention/attendanceandtruancy).

**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 on the [COACT Colorado webpage](https://coactcolorado.org).

**Community-Based Organization:** a public or private nonprofit organization of demonstrated effectiveness that (a) is representative of a community or significant segments of a community; and (b) provides educational or related services to individuals in the community (20 USC § 7801(5)).

**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 $2,400, which takes into account all program costs (e.g., administrative, programming, and transportation costs). Applicants with a proposed cost per pupil above the recommended $2,400 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: Program Participation Targets*). For example, if you are requesting $100,000 and plan to serve 100 students per day, the cost per student would be $1,000.

**Disadvantaged, marginalized, and/or historically underserved youth:** Students who are excluded from social, economic and/or educational opportunities enjoyed by other youth in their community due to numerous factors beyond their control. Youth identified in these categories may feel or are underserved, disregarded, ostracized, harassed, persecuted, or sidelined in the community. Examples of youth who are in these categories are students of color, students who identify as Black Indigenous People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender (LGBTQ+) students, students with disabilities, and English learners. [Learn more about these populations](https://www.healthequityandpolicylab.com/underserved-populations-areas-and-facilities).

**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 *Attachment 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 on [CDE’s 21st CCLC Subgrantee Resources webpage](http://www.cde.state.co.us/21stcclc/subgranteeresources). 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.

**Highly mobile youth:** Children or youth who at any time during the academic year were homeless, as defined in section 22-1-102.5, C.R.S; were in non-certified kinship care, as defined in section 19-1-103, C.R.S; were students in out-of-home placement, as defined in section 22-32-138(1)(h), C.R.S.; or were migrant children, as defined in section 22-23-103, C.R.S. [Learn more about Colorado’s mobility rates and identify the mobility rate for the applicant’s school/district.](https://www.cde.state.co.us/cdereval/mobility-stabilitycurrent)

**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.

**Indian tribe or tribal organization:** “Indian tribe” means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. "Tribal organization" means the recognized governing body of any Indian tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities. For more information on these definitions, see section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)).

**Memorandum of Understanding (MOU):** An agreement between two parties, such as an applicant and a partner or other service provider, to identify and document the shared services, deliverables, costs, and terms between the parties. All programs creating partnerships involving the transfer of 21st CCLC funds must have a valid MOU or other contract on file. It is essential that awarded 21st CCLC applicants (also known as grantees) have MOUs in place for all identified partners/providers within the first year of their grant and in all subsequent grant years. MOUs should be kept on file and periodically reviewed and updated with any changes to reflect actual services, deliverables, costs, and terms between the parties. [Access a sample MOU on the You4Youth (Y4Y) website.](https://y4y.ed.gov/tools/sample-memorandum-of-understanding)

**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 75 hours (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 on [CDE’s 21st CCLC webpage](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 on [CDE’s website](http://www.cde.state.co.us/cdeedserv/cderuraldesignation2021-2022).

**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*](https://ascend.aspeninstitute.org/resources/pioneering-2gen-approaches-in-colorado/)(2 pages)
* [*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.