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## General

**A1) Are there any concerns with how COVID-19 may affect funding and/or the timeline for this grant? We are concerned about getting community buy-in when schools are closing and/or on spring break, and we as an organization are having to deal with emergency protocols as well.**

In order to support districts’ focus on the current health situation, CDE is pausing all competitive grant program applications and review processes for the time being. This includes the 2020 Request for Application (RFA) for Cohort IX of the 21st CCLC grant. Applications for competitive grant programs will be temporarily suspended until further notice. Applications for competitive grant programs that have already been submitted will be retained for future consideration. The department will reassess the timing for competitive grant program applications and review in the coming weeks to determine the best way forward. For questions, please contact Kim Burnham at [Burnham\_K@cde.state.co.us](mailto:Burnham_K@cde.state.co.us).

**A2) When can we expect writing workshops to be scheduled?**

In light of the COVID-19 situation in Colorado, CDE has temporarily paused the writing workshops and will be moving the in-person writing workshops to a virtual setting. CDE will send out details regarding the virtual training and post details to the 21st CCLC webpage as soon as details are available. Applicants are encouraged to submit the Intent to Apply to receive any RFA-related updates: [www.surveymonkey.com/r/21stcclc\_ita](https://www.surveymonkey.com/r/21stcclc_ita)

**A3) Can I still submit an Intent to Apply form even though I missed the deadline?**  
You may still submit the Intent to Apply form at [www.surveymonkey.com/r/21stcclc\_ita](https://www.surveymonkey.com/r/21stcclc_ita). Though strongly encouraged, the Intent to Apply is informational and is not a required component of the grant application submission process. Submitting the Intent to Apply will ensure you are receiving all RFA-related updates.

**A4) Where do we find what cohort we were in if we had received a grant years ago?**  
Lists of previously and currently funded applicants are available on the website at <https://www.cde.state.co.us/21stcclc> under “21st CCLC Funded Subgrantees”.

**A5) Do you have examples of community non-profits awarded?**

Lists of previously and currently funded applicants are available on the website at <https://www.cde.state.co.us/21stcclc> under “21st CCLC Funded Subgrantees”.

**A6) Since our afterschool and enrichment activities at our two centers are open for two school districts, do we need an MOU for tracking student outcomes for all schools?**

Additional MOUs/agreements are not required from applicants, but will need to be put in place for program implementation by funded applicants.

**A7) We have been asked by one of the past recipients to write a letter or support for this next grant cycle. Because we partner with, and provide service learning students to, many 21st Century programs/schools, I wanted to check in with you to make sure our writing a letter for one school isn’t a conflict of interest.**  
Based on the information you provided, there does not appear to be a conflict of interest. You, as a potential partner, are free to provide applicants with letters of support at your discretion.

**A8) Do you have any resources to help Community Based Organizations (CBOs) find schools to partner with beyond having the priority list?**

CDE is not allowed to offer that information. We recommend that CBOs look at schools in their area, see what services the CBO has to offer, and see how the CBO’s current services align with potential partner schools in the area. It is the responsibility of the CBOs to identify schools and work directly with them.

## Definition and Description of Terms

**B1) Do "centers" refer to sites that will be funded, or to the number of consortiums per district that will be funded?**  
“Centers” refers to the 21st CCLC sites that will be funded. Most sites will be at schools, and “sites” and “centers” are used interchangeably.

**B2) From Section C, question 4, can you please define what you mean by “partner”? Is this strictly about the school/provider relationship, or does this include other partners that would also be involved?**

The difference between a service provider and a partner is that a service provider acts as a vendor for a specific, limited exchange of goods or services, whereas a partner provides more substantial or long-term value to your 21st CCLC program over the course of the grant.

**B3) From Section F, question 1, can you define “external” and “internal” evaluator?**

An internal evaluator would be someone internal to your organization that completes the required evaluation. An external evaluator would be someone your organization contracts with to complete the required evaluation.

**B4) Can you please tell us more about how CDE defines sustainability. Is the idea that some centers will remain high needs and should maintain OST programming, or is the idea that once a center is opened, you want it to stay open for the very long term, even if need decreases in the area.**

Sustainability looks different across funded applicants, and often refers to how programs and activities will be sustained after the 21st CCLC grant funds end. 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. Sustainability was discussed in detail during several subgrantee meetings, including the Spring 2019 training during the “Sustainability Peer Panel” discussion. This peer panel discussion was highlighted by the national Afterschool Alliance and can be found at <http://bit.ly/2hPrOZn>.

## Eligibility

**C1) If one of our schools is not on the *Appendix A* priority list, can we still apply?**

Yes, but these schools will not receive priority points.

**C2) An individual school/district cannot apply on its own for this grant?**

While schools cannot apply on their own, a district or another eligibility entity found on page 3 of the RFA can apply in partnership with one school. An individual district can apply as the fiscal agent or the grant. Schools cannot be fiscal agents, and they cannot apply on their own.

**C3) Can one school of a district apply?**

Please see the response to question C2 above.

**C4) We are proposing an application that includes multiple very small, rural districts with a non-LEA as the applicant, is the number of funded sites based on adding 3 sites for each district with students between 0-1000 or would it be 3 sites for the grant across all districts?**

The limit of three sites for districts and three sites for non-district entities serving districts with under 1,000 students applies at the district level, not the applicant level. Applicants can apply for multiple centers, but cannot exceed the number of total funded centers based on the number of students in each district. The limits were set by district student count, not by whether the applicant is a district or a non-district.

**C5) If a nonprofit is partnering with a school, can the nonprofit organization be the fiscal agent or does the school have to be the fiscal agent?**  
The fiscal agent can be any entity described on page 3 of the RFA under the “eligible applicants” section. This includes community-based organizations (CBOs)/nonprofits. However, whichever entity is applying as the fiscal agent for the grant must have an established DUNS # with the federal government and have an active status on SAM.gov. Schools cannot be fiscal agents, and they cannot apply on their own.

**C6) My district is a current subgrantee in Cohort VIII for a high school. Is my school district able to submit an application to the current funding round for another school, which is a K-8 that is not currently being served by the 21st Century grant for the high school?**  
If the K-8 school has a different school code than the high school, it is eligible to apply. However, the same school code cannot receive multiple grants for 21st CCLC.

**C7) How do you determine the geographical maximum?**

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 on page 4 of the RFA outline the maximum number of centers that may be awarded to districts and non-district eligible entities according to student enrollment in Kindergarten through 12th grade membership from CDE October Count 2019, found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

## Available Funds and Award Parameters

**D1) Around how many grants were made for Cohort VIII compared to cohort IX?**

Cohort VIII had approximately $9.3 million available, and 40 grant awards were made. For Cohort IX, $4.5 million is available.

**D2) Do you ever make partial awards (for instance, in an app for more than one center, would you consider funding some, but not all centers)?**

Unless the maximum number of funded centers (as outlined on the table on page 4 of the RFA) has been reached across different applicants, CDE does not consider making partial awards. If this situation arises in the Cohort IX competition, CDE will work individually with applicants during the grant review process to address this issue.

**D3) Are applicants allowed to decline part of an award? (In the instance of an application with several sites.)**

Funding amounts and funded centers will be finalized during the required changes process after the peer review process occurs and before grant award letters (GALs) are issued. Applicants are allowed to decline part of an award, but keep in mind that the program design, proposed sites, and proposed budget are all aspects that are reviewed and scored during the peer review process, so applicants should not change significant aspects of their application outside of the required changes process.

**D4) Is there a minimum per pupil cost?**

No, the per pupil cost listed in the RFA is the maximum annual per pupil cost.

**D5) We may request an amount that will be right at the $2,000/child mark. Will that cost be weighed negatively against providers with a lower cost?**

No, the per pupil cost is determined by the applicant and applicants are allowed to determine what a reasonable cost per pupil will be for their center(s), up to $2,000 per pupil, based on the proposed average daily attendance number of students to be served. If costs exceed this amount, applicants need to provide a written justification in *Section H: Adequacy of Resources*, for the need for funds that exceed the $2,000 cost per pupil amount. Reviewers will score based on the justification provided, including whether the funding level is reasonable and the rationale is sufficient to justify the amount proposed above the $2,000 per student maximum level.

**D6) Do we figure the $2,000 per pupil maximum based on school year ADA or school year + summer ADA?**

The $2,000 per pupil count is based on school year ADA. If including summer ADA creates a situation where you are exceeding the maximum cost per student, you do have an opportunity to justify the high per pupil cost. See page 6 and *Section H: Adequacy of Resources* of the RFA for more details.

**D7) Can some funding go to indirect costs?**School districts can charge the state-approved restricted indirect cost rate to the 21st CCLC grant. If a community-based organization (CBO), or nonprofit, has an approved Federal indirect cost rate, that will need to be submitted to CDE as part of the application process. If a CBO/nonprofit does not have an indirect rate they will be able to charge a maximum of 5% direct administrative costs. Contact Marti Rodriguez ([Rodriguez\_m@cde.state.co.us](mailto:Rodriguez_m@cde.state.co.us)) if you have questions regarding indirect costs.

**D8) We are looking at applying for three different centers as we have three different program locations that serve youth across the state. In other words, we are looking to apply to include sites from three different districts. Will that require us to do three different applications?**  
Applicants may submit any number of applications, but please keep in mind the maximum number of funded centers per district as outlined on page 3 of the RFA. Particular to this scenario, an applicant can submit one application to serve all three districts, or three separate applications to serve one district each; this decision is up to applicants.

**D9) Can you talk more about in what instances one org could reasonably submit more than one application (both including multiple sites)?**

See response to question D8 above.

## Priority Considerations and Points

**E1) Will you review applications for priority sites first?**

No, all applications that are submitted by the deadline and that meet submission requirements will be concurrently reviewed during the peer review process.

**E2) Could you clarify why certain schools are not on the priority list in the RFA? One of the schools we would serve currently has near 100% FRL rate. Another school we would serve is a low-performing school high school.**

The priority list is populated based on the federal definition of high-poverty, low-performing schools. Schools on the priority list have 1) Free and Reduced Lunch rates of 40 percent and above; AND 2) are “Identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2019-2020” as defined by ESSA. Even though schools may be identified as high-poverty or low-performing by district-level or state-level accountability measures, if schools do not currently meet both federal criteria, they are not on the priority list.

**E3) If we have one application, with two sites on the priority list and one NOT on the priority list, are we still eligible for the priority points?**All schools in the application must be on the priority list in Appendix A in order to receive the 30 priority points assigned to priority schools.

**E4) Is the center’s degree of need taken into consideration (are centers with 80% FRL preferred over 40% FRL)?**  
Priority considerations are listed on page 5 of the RFA. Degrees of need within these priority areas are not considered during the competitive process of this grant. Additionally, *Section A: Demonstration of Need* is an appropriate place to address a high FRL rate along with other needs of an applicant’s target population.

**E5) If we are not listed as a priority school, what is the likelihood of receiving a grant? If it's a highly competitive grant process and most awards would go to priority schools, it may not make sense for us to invest in writing the proposal.**

Grants are primarily awarded based upon how the peer review teams score applicants' responses to the rubric questions. In the most recently funded cohort, subgrantees with schools on the priority received grants and those with schools not on the priority list also received grants. Awards are dependent upon on the completeness and quality of application, the subsequent peer review scores and assigning of priority points to complete a full application scoring total

**E6) If we are considering a ELT focus for a designated priority school what would "summer programming" look like, if our plan was to extend the school year out into summer. The RFP states summer programming is mandatory, but if we extend the school day into summer, would that satisfy that requirement?**

ELT programming are 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. There is a separate requirement for Summer programming for all funded 21st CCLC centers. For example, if your school year is extended from May 15th to June 15th, Summer programming cannot be counted towards the summer mandate until after June 15th.

**E7) If School A is a priority site, we may want to partner Summer programming with School B (also a priority site). School B is K-2 and School A is 3-8. I may want one provider for School B and School A for K-5, and another provider for School A 6-8th grade. If I did this, I might want after school and Summer programming for K-5 and 6-8 at School A. Would I be writing for two sites, since I am serving both School B and School A?**

An eligible applicant can write for each separate school/site (as determined by school codes). Meaning they could apply for two or more separate sites under one grant application or two or more different grants (each serving one site). If an applicant is blending two schools/sites into one program, the rationale and responses in the application would need to clearly articulate how students from both schools would be equally served under one program and how they would benefit from such an arrangement. It is important to note that services and student target populations to be served cannot be duplicated and the same school code (and students at that school) cannot be funded by two different grants.

## Grant Requirements

**F1) The application indicates that a Center would need to provide before, during, or afterschool care to all students at that location. Does that mean all the school students must attend, or just that it must be available to all students?**

The grant requires that the programming must be available to all students, not that all students must attend, unless the applicant is applying for an Extended Learning Time (ELT) grant..

**F2) Do 21st CCLC Centers have to provide before care? Or is afterschool and summer enough to qualify?**

The requirements for out-of-school time programming during the regular school year (minimum 12 hours per week for at least 26 weeks) can be met solely with afterschool activities, if needed. You are not required to have both before- and afterschool programming. Note that the 12 hours requirement is the number of hours the program is “open”. For example, if two activities run concurrently (3:15-4:15 pm) that would be considered one hour of programming.

**F3) Is the 12 hours requirement per week per site or per student?**

It is 12 hours per site, per week, during the school year.

**F4) The 12 hours per week over 26 weeks totals 312 hours in a school year. Can we spread the hours and weeks out to 30 weeks of programming and meet the 312 total hours?**

As long as requirements for the minimum hours per week and minimum weeks per school year are met, subgrantees will remain in compliance. Subgrantees may offer programming above and beyond the minimum requirements if they choose.

**F5) Is summer programming required for both traditional and ELT programs?**

Yes, a summer program is required for all funded 21st CCLC centers regardless of program type. All subgrantees must offer 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.

**F6) Does ADA for summer programming stand alone, or does it roll into school year ADA?**

Applicants determine their participation goals for both summer ADA and school year ADA. Applicants set these participation goals by completing the table and responding to questions in *Section B: Number of Students to be Served* in the application narrative.

**F7) Can this grant be used as support for full-time student and part-time students?**

As long as students are enrolled in a school and have a State Assigned Student ID, or SASID, they can be served by the grant. A SASID is a unique 10-digit student identifier assigned to each student in the State of Colorado.

**F8) Could you clarify what is required for the subgrantee level evaluation? Page 11 of RFA states that “Subgrantees are expected to collaborate with an external evaluator and CDE 21st CCLC staff to meet the federal evaluation reporting requirements.” Would an application receive lower points if an internal evaluator is used to complete the evaluation components (as is listed as an option in Section F, question 1)? Could you explain what this would look like in terms of how frequently an external evaluator would be working with CCLC staff?**  
Page 11 of the RFA is referring to the external evaluator with whom CDE contracts to conduct the statewide 21st CCLC evaluation. Subgrantees are expected to collaborate with the external evaluator that CDE contracts with on an as-needed basis in order to meet any additional federal reporting requirements CDE may have. CDE undergoes an external evaluation for the statewide 21st CCLC program on an annual basis. Funded applicants, or subgrantees, are permitted to fulfill their own reporting requirements using either an internal or external evaluator. Page 12 of the RFA states, “Applicants must have, or acquire, the capacity to complete the evaluation requirements. A subgrantee may, but is not required to, purchase the services of an external evaluator for the 21st CCLC grant programs.”

**F9) The “Note” in Section C, question 1 about giving “notice to the community of its intent to submit an application....”. Can you explain what is expected of us in order to meet this requirement? We’re not clear what this means or the timeframe for when notice must be given.**

Notice to apply is a federal requirement for this grant, and it is up to applicants to determine how to publicly share their notice to apply with relevant stakeholders. CDE cannot direct applicants on how to specifically provide this notice to apply. However, as one example of an option that can be used, in past grant competitions applicants have posted on their websites that they are applying for the 21st CCLC grant while the grant competition is open and provided contact information for input via email address, web form, etc.

## Application Writing and Submission

**G1) Are we allowed to use color/graphics/illustrations in our application?**

Applicants are permitted to use color/graphics/illustrations in submitted applications to address questions within the application narrative, but any use of graphics/illustrations would be included in the 30-page limit for the application narrative. Use of other graphics/illustrations that are submitted outside of responses to the application narrative and required attachments is discouraged, and will not be reviewed or considered during the peer review process.

**G2) Is there a specific format in which the reviewers would like to see citations made? MLA, APA, Chicago style?**   
Applicants may use whatever citation style they prefer, as long as it is consistent throughout the application and full references are provided.

**G3) Is there a template for the implementation chart listed in Section D, and/or can you specify what items we should be addressing with the chart (e.g. tasks, timeline, who's responsible, etc.).**

The reference to the Implementation Chart in Section D's bonus point area is an error; please disregard this reference.

**G4) There is not a clear area to outline the programs we’ll offer (there seem to be several areas it could go). Can you provide clarification on where that information needs to be placed?**

You may outline proposed programs in *Section D: Local Project Implementation*, but applicants are encouraged to describe their programs throughout their responses in the application narrative.

**G5) Can you tell us more about Section D, question 3’s reference to federal/state programs and educational reform efforts?**

This is referencing the federal requirement that funded applicants establish linkages with other state, federal, and local programs and/or agencies that currently provide services to the target population (Citation: ESSA 4204 (b)(2)(C); CDE’s 21st CCLC RFP (2018), Sec D). Applicants should respond to this question in Section D with how and to what extent that have and will connect with other federal/state programs such as the ones listed in this question at the school or district level.

**G6) In Section G, PMs, should applicants just refer people to the tables in the attachment or is there an expectation that they will write something in the narrative too?**

In their responses to Section G in the application narrative, applicants may respond with “please refer to the attached PM Worksheets”. Please note that PM Worksheets must be fully completed and submitted to receive points.

**G7) Who is the “authorized representative” that needs to sign several of the documents in the instance of an applicant that aims to become an OST provider for a school?**

For community-based organizations (CBOs), or nonprofits, the authorized representative would be the Executive Director, Organization President, CEO, or the equivalent.

**G8) Is the superintendent signature needed only if a district is applying?**

Yes, the superintendent’s signature is required on page 16 of the RFA if the applicant is a district.

**G9) On part 1B, if we are a community organization who is the lead applicant/fiscal agent, does the District Superintendent/Organization President Information need to be signed by the district superintendent for the school that we are applying for or our organization's Executive Director?**

See response to question G7 above.

**G10) If our district doesn't have a primary partner, but rather multiple vendors, can we leave that section blank?**

It is a grant requirement that an eligible entity that receives an award under this grant identifies and partners with external organizations, if available, in the community (ESEA Title IV, Part B, 4203(c)(3)(F)). Applicants will be scored by peer reviewers on their responses to questions related to partnerships in *Section C: Project Development*.

## Application Scoring

**H1) Would a lower scoring application for a priority center be favored over a high scoring non-priority center?**

No. During the peer review process, reviewers will score all applications against the scoring rubric in the RFA. Then, CDE will assign priority points to each application, as applicable, based on the priority considerations criteria listed in the RFA. The priority points and scoring rubric points will be combined for each applicant. Then CDE will rank the total scores of all applicants and will fund applicants based on these ranked scores until the funds are depleted. For more information, see “Selection Criteria and Evaluation Rubric” on page 19 of the RFA.

## Data System

**I1) Has EZReports become CDE’s go-to system now? Or are you always seeking out better options?**   
CDE currently has a five-year contract with EZReports, so this is the current approved CDE database system provider for Cohort IX.