



**COLORADO**  
Department of Education

# Funding Opportunity

Applications Due: **Friday, April 17, 2020, by 11:59 pm**

Application Information Webinar: **Friday, March 6, 2020, 10-11 am**

Intent to Apply Due: **Tuesday, March 17, 2020, by 11:59 pm**

## Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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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## **Introduction**

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

The term "community learning center" refers to an entity that:

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

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

## **Purpose**

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

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

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

## **Eligible Applicants**

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

- a local educational agency (public school district),
- the Charter School Institute,

- community-based organization,
- Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)),
- another public or private entity,
- or a consortium of two or more such agencies, organizations, or entities.

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

**Note: 21<sup>st</sup> Century Community Learning Centers currently receiving 21<sup>st</sup> CCLC funding as part of Cohort VIII are not eligible for this opportunity.**

See *Appendix A* for a listing of schools that meet priority eligibility (based on the most current data available from the Colorado Department of Education (CDE)). *Appendix A* excludes any eligible schools currently receiving 21<sup>st</sup> CCLC grant funds. See the “Priority Considerations” section below for more information on this listing of school and other RFA priorities.

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

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 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 eligible entities according to student enrollment in Kindergarten through 12<sup>th</sup> grade membership from CDE October Count 2019, found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

Number of Students in District	Maximum Number of Funded 21 <sup>st</sup> CCLC Centers to each District	Maximum Number of Funded 21 <sup>st</sup> CCLC Centers to Non-District Entities*	Total Number of 21 <sup>st</sup> CCLC Funded Centers
0 - 1,000	3 funded centers	3 funded centers	6 funded centers
1,001 - 5,000	4 funded centers	4 funded centers	8 funded centers
5,001 - 25,000	5 funded centers	5 funded centers	10 funded centers
25,001 or more	6 funded centers	6 funded centers	12 funded centers

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

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

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

An applicant may apply to use 21<sup>st</sup> 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 21<sup>st</sup> CCLC grant application addressing the Required Components of a Comprehensive ELT Plan provided in *Appendix B*.

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

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

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

## Priority Considerations

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

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

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

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

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

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

## Application Types

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This funding opportunity provides eligible applicants the opportunity to apply for 21<sup>st</sup> 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 21<sup>st</sup> CCLC centers. For more information regarding traditional 21<sup>st</sup> CCLC programming, please refer to section B-1 of the 21<sup>st</sup> CCLC Non-Regulatory Guidance by visiting: [www2.ed.gov/programs/21stcclc/guidance2003.pdf](http://www2.ed.gov/programs/21stcclc/guidance2003.pdf).

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

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

## Available Funds and Duration of Grant

CDE will award approximately \$4.5 million in 21<sup>st</sup> 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 programs. Grants will not be made in an amount less than \$50,000 and no more than \$150,000, per year per center. Grants awarded receive funds for a period of three years. Annual funding is contingent upon continued federal appropriations for the 21<sup>st</sup> CCLC grant program. Those awarded applicants, also referred to as subgrantees, meeting exemplar criteria outlined in *Appendix C* will be eligible for an automatic two years of renewability funding upon completion and approval of a brief continuation application.

Grant Year	Example Amount	Timeframe
Year 1	\$150,000	July 1, 2020 – June 30, 2021
Year 2	\$150,000	July 1, 2021 – June 30, 2022
Year 3	\$150,000	July 1, 2022 – June 30, 2023
<b>Renewability Decision Based on Exemplar Criteria Outlined in <i>Appendix C</i></b>		
Year 4	\$150,000	July 1, 2023 – June 30, 2024
Year 5	\$150,000	July 1, 2024 – June 30, 2025

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

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

A consortium of entities\* may apply together to provide services for centers. Each center in the consortium must receive a minimum of \$50,000 per year for its 21<sup>st</sup> CCLC program. One organization must be designated as the lead fiscal agent of

the consortium. In addition, a consortium applicant must designate one individual, a Program Director, who will be responsible for communication and coordination across all centers within the consortium. See *Appendix J: Glossary of Terms* for additional consortium application requirements.

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

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

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

## Involuntary Reductions

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

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

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

## Allowable Use of Funds

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21<sup>st</sup> CCLC funding may be used to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Grant funds must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide out-of-school time programming (including before-school and afterschool programs and summer programs).

### Planning:

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

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

**Required Minimum Hours of Programming:**

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

- No fewer than 12 hours of programming per week (can include weekends) for 26 weeks during the traditional school year.
- No fewer than 60 hours of summer programming. Applicants can meet this hour requirement by providing any number of day/hour/week combinations that meet the required hours.
- Programming includes students as well as family members of students served.
- Applicants writing for the use of 21<sup>st</sup> 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 21<sup>st</sup> CCLC Summer Program.

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

**Allowable Activities:**

Each eligible entity that receives an award under 21<sup>st</sup> CCLC may use the award funds to carry out a broad array of out-of-school time (OST) activities that advance student academic achievement and support student success by supplementing, not supplanting current activities, including:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, for eligible and enrolled students that are aligned with the goals of the 21<sup>st</sup> CCLC program as outlined in the application:
  - State academic standards and any local academic standards; and
  - Local curricula that are designed to improve student academic achievement;
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- Literacy education programs, including financial literacy programs and environmental literacy programs;
- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.);
- Essential skills building programs;
- Fifth day programming for schools/districts with a four-day school week;
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity;
- Services for individuals with disabilities;
- Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
- Cultural programs;
- Expanded library service hours;
- Parenting skills programs that promote parental involvement and family literacy for parents of students enrolled in the 21<sup>st</sup> CCLC Program;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- Drug and violence prevention programs and counseling programs;
- Arts and music education activities;
- Entrepreneurial education programs;



- Costs associated with tracking and completing the required grant evaluation components (e.g., end-of-year report, performance measures, attendance tracking, State Assigned Student Identifiers of the students served);
- Costs associated with attending orientation meetings, annual conferences, or regional training days hosted by CDE (e.g., mileage, substitute costs, hotel if more than 50 miles from event, etc.); and
- Costs associated with attending federal or state-sanctioned convenings or other approved conferences directly aligning with the goals and intent of the 21<sup>st</sup> CCLC grant program. All out-of-state travel requires prior program and fiscal approval.
- Student enrichment field trips are allowable but require prior approval. No out-of-country travel is allowed under this grant, and all out-of-state travel requires prior program and fiscal approval by CDE.

#### **Recommended Activities:**

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

\*See *Appendix J* for Glossary of Terms and additional information.

#### **ELT Allowable Activities:**

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

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

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

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

Administrative, programmatic, and fiscal requirements of subgrantees that are awarded funds and participate in the 21<sup>st</sup> CLCC grant program are outlined in full in *Appendix H* and *Appendix I*.

#### **Program Income and Local Match:**

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

### **Monitoring, Evaluation, and Reporting**

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

#### **Program Monitoring:**

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

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

- **Implementation Monitoring:** Subgrantees will be required to complete an online Quality Implementation Rubric (QIR) prior to the scheduled visit to inform CDE staff of program implementation progress. The rubric measures effectiveness of program implementation and program quality. CDE staff will discuss the results of the rubric during the onsite visit.
- **Quality Monitoring:** CDE staff will use the OST Observational Tool during the onsite visit to measure program quality and positive youth development activities. Subgrantees should plan for a 30-minute observation window.
- **Program Compliance and Fiscal Monitoring:** CDE staff will utilize a Monitoring and Compliance Template (MCT) during the monitoring onsite visit. The tool has questions that link to federal mandates and indicators to assess program and fiscal compliance of 21<sup>st</sup> CCLC programs under ESSA.
- **Student and Parent Voice:** CDE may conduct interviews with youth and adults served by the program. Subgrantees will be asked to recruit potential participants and provide the appropriate space to conduct the focus groups. CDE may periodically request that subgrantees recruit adults and youth served by the program to complete brief online surveys. The youth focus group and surveys will collect information about the youths' attitudes and skills. The adult focus group and survey will collect information on program attitudes.

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 21<sup>st</sup> CCLC Program Directors approximately 60 days following the onsite monitoring visit.

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

#### **Federal Evaluation and Reporting:**

CDE is required to collect data from subgrantees on the effectiveness of all programs and activities provided with 21<sup>st</sup> CCLC funds. This evaluation addresses the federal Government Performance and Results Act (GPRA) indicators for the federal 21<sup>st</sup> CCLC grant program. The following indicators will be collected from subgrantees and reported to the U.S. Department of Education:

- **Grant and Center Level Process Tracking:** Subgrantees are required to track and report on several characteristics on a monthly basis through a data reporting system run through Colorado's 21<sup>st</sup> CCLC state office. Data include the number of students and adults served (e.g., parents, guardians, family members), student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details.
- **Teacher Surveys:** All subgrantees are required to collect teacher surveys for each student who attended a program for 30 days or more. The purpose of the survey is to assess student improvements in academic behaviors, academic performance, and school day attendance. 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 21<sup>st</sup> CCLC program staff.

CDE is required to generate a report of findings based on these collections. Subgrantees are expected to collaborate with an external evaluator and CDE 21<sup>st</sup> CCLC staff to meet the federal evaluation reporting requirements.

#### **State Evaluation and Reporting:**

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

- **State Assigned Student Identifiers:** A State Assigned Student Identifier (SASID) is a unique 10-digit student identifier assigned to each student in the State of Colorado. Subgrantees are required to submit SASIDs for every student served in the program during the grant period.
- **End-of-Year Reporting and Performance Measures:** End-of-year data collection will be used to demonstrate progress toward reaching objectives, as well as enrollment and participation rates throughout the program year. Subgrantees are expected to meet or exceed approved performance measures across the grant period.

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

- 1) Core Academics
- 2) Attendance
- 3) Essential Skills/Educational Enrichment
- 4) Family Engagement

Subgrantees will be required to track and report progress on each of their performance measures in the end-of-year online survey annually during the grant period. Subgrantees will also be required to provide quantitative evidence to substantiate their performance ratings from a baseline to end-of-year.

\*See *Appendix D* for more information on developing and submitting Performance Measures.

- **Mid-Year Exemplar Survey with Continuation Application (Optional):** During the third year of funding, subgrantees may apply for an additional two years of funding by completing an online mid-year survey and continuation application.
- **Exit interviews (Optional):** CDE staff will close out grants by conducting a phone interview with each subgrantee during their last year of funding. Depending on whether subgrantees apply and receive additional funding after the three-year grant period, this may occur during the third year or fifth year of the grant.

### Local Evaluation:

CDE requires that each subgrantee develop and implement an evaluation plan to highlight their unique outcomes and impact. The evaluation should include a focus on short-term and long-term program outcomes as applicants outline in *Section A: Demonstration of Needs* of this RFA; detailed evidence of progress on state performance measures found in *Section D: State Performance Measures* of this RFA; and evidence that the program is high quality and provides quality opportunities for academic enrichment to help students meet the state and local student academic achievement standards. The local evaluation should identify program strengths, specific recommendations for program improvement, and recommendations for using evaluation results for program improvement and sustainability. Any evaluation reports generated to highlight the results of these local evaluation efforts must be shared annually with CDE staff. Evaluation results will be reported to the state office on an annual basis and must be made public upon request. Applicants that would like an example of a local evaluation document, can access the local evaluation template found at [www.cde.state.co.us/21stcclc/subgranteeresources](http://www.cde.state.co.us/21stcclc/subgranteeresources).

### Other Considerations:

Applicants must have, or acquire, the capacity to complete the evaluation requirements. A subgrantee may, but is not required to, purchase the services of an external evaluator for the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program. Annual evaluation costs cannot exceed 6% per center based upon the justification provided in *Section E: State-Level Evaluation*.

Templates and sample documents for all Data Collection Types listed below can be found in *Appendix E: State-Level Evaluation*.

## Data Privacy

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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

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

- **Online Resources:** CDE's 21<sup>st</sup> CCLC website offers links to other helpful websites and resources at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).
- **Application Training Webinar:** Friday, March 6, 2020, from 10-11 am. Join the webinar at <https://enetlearning.adobeconnect.com/cohortix21stcclctechnicalassistance/>.

- **Application Writing Training:** Multiple application writing trainings will be held throughout Colorado. Locations, dates and times will be posted at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc) when final details are confirmed.
- **Office Hours:** In an effort to ensure that all potential applicants have the same information and are provided consistent responses to questions regarding Colorado's 21<sup>st</sup> CCLC RFA, one hour "21<sup>st</sup> CCLC Office Hours" will be available starting Friday, March 6, 2020. 21<sup>st</sup> CCLC Office Hours will provide applicants with a chance to ask questions and/or receive updated response to questions that have been received by the 21<sup>st</sup> CCLC state office. Web access links, dates, and times of 21<sup>st</sup> CCLC Office Hours will be posted on Colorado's 21<sup>st</sup> CCLC webpage at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc). 21<sup>st</sup> CCLC Office Hours discussions will be recorded and posted to the webpage.

## Intent to Apply

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If interested in applying for this funding opportunity, please complete the Intent to Apply form at [www.surveymonkey.com/r/21stcclc](http://www.surveymonkey.com/r/21stcclc) by **Tuesday, March 17, 2020, 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, including registration details for the in-person Application Writing Training.

## Review Process and Timeline

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Teams of independent peer reviewers with expertise in the field of afterschool programming will review the eligible submitted applications. This review will be based on the specific criteria listed in this RFA and detailed in the scoring rubric. Applicants will receive notification regarding the status of their application no later than **Friday, May 29, 2020**.

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

## Submission Process and Deadline

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An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **Friday, April 17, 2020, by 11:59 pm**. The electronic version should include all required components of the application as one document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. 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](mailto:CompetitiveGrants@cde.state.co.us). Application materials and budget are available for download on the CDE website at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

Submit the electronic copy of the application and electronic budget to:

[CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

By: **Friday, April 17, 2020, by 11:59 pm**

## Application Format

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- The total narrative (*Sections A-H*) of the application cannot exceed **30 pages**, excluding any required attachments. Please see below for the required elements of the application. **Note:** Applications that exceed 30 narrative pages will not be reviewed.

- All pages must be standard letter size, 8-1/2" x 11", using 12-point font, single-spaced with 1-inch margins and numbered pages.
- The signature page must include original 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

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The format outlined below must be followed in order to assure consistent application of the evaluation criteria. The Application Checklist is provided for the use of the applicant only. Do not include this page with the submitted application.

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

- ☐ Cover Page: Information completed in full
- ☐ Center Information and Signature Page: Completed and signed by all appropriate parties
- ☐ Center Expectations and Principal Signoff Form: Signed by all appropriate parties
- ☐ Executive Summary
- ☐ Certifications and Assurances: Completed in full and signed by all appropriate parties
  - ☐ Completed and Signed "One Time General Assurances, Requirements, and Certifications Form" (*Appendix H*)
  - ☐ Completed and Signed "GEPA Form" (*Appendix I*)
  - ☐ Completed and Signed "ESEA General Assurances Form" (<https://www.cde.state.co.us/21stccllc>).

### Part II: Narrative (Scored - cannot exceed 30 pages)

- ☐ Narrative addresses all selection criteria
- ☐ Narrative meets all formatting requirements
- ☐ Budget narrative provides a detailed description of the relationship between the activities described in the application and the proposed allocation of grant funds

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

- ☐ Comprehensive ELT Plan, if ELT is to be offered
- ☐ Performance Measure Worksheets (one in each area, four total)
- ☐ Job Descriptions of Key Personnel or Organizational Charts
- ☐ Financial Management Risk Assessment in *Appendix F* is completed with the score provided in the rubric section
- ☐ Excel Budget Workbook (to be submitted as a separate attachment in Excel format). Be sure each item on the Budget Sheet is completed with accurate totals
- ☐ Fiscal Year 2020-2021 Funding Chart (*Appendix G*)
- ☐ Letter(s) of Commitment from collaborating organizations and/or consortium agreements

# 21<sup>st</sup> Century Community Learning Centers Grant Program

Applications Due: Friday, April 17, 2020, by 11:59 pm

## Part IA: Cover Page - Applicant Information

Grants under the 21<sup>st</sup> CLCC program are not awarded directly to a school. Awards will be issued to the authorizer or LEA.

Lead Applicant/Local Education Provider (LEP)			
Organization Name:			LEA/BOCES Code:
Mailing Address:			DUNS #:
Type of Organization			
Check box below that best describes your organization or authorizer.			
<input type="checkbox"/> Public School District	<input type="checkbox"/> Faith-Based Organization		
<input type="checkbox"/> Board of Cooperative Education Services (BOCES)	<input type="checkbox"/> Institute of Higher Education		
<input type="checkbox"/> City/County Government	<input type="checkbox"/> For-Profit Organization		
<input type="checkbox"/> Non-Profit Community-Based Organization	<input type="checkbox"/> Other (explain):		
Region			
Indicate region(s) of Colorado this program will directly impact.			
<input type="checkbox"/> Metro	<input type="checkbox"/> Pikes Peak	<input type="checkbox"/> North Central	<input type="checkbox"/> Northwest
<input type="checkbox"/> West Central	<input type="checkbox"/> Southwest	<input type="checkbox"/> Southeast	<input type="checkbox"/> Northeast
Recipient Schools and Grade Levels to be Served (Elementary, Middle, High)			
List all schools and their grade levels impacted by this funding.			
Authorized Representative Information			
Name:			Title:
Telephone:			E-mail:
Program Contact Information			
Name:			Title:
Telephone:			E-mail:
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
If the Authorized Representative is not an LEP, the following information is required from the partnering LEP			
Name:			Title:
Telephone:			E-mail:
Amount Requested			
Indicate the amount of funding you are requesting. This amount should match line what is entered on the cover page of the CDE Budget Form. Only year one budgets need to be submitted with this application. Grants will not be made in an amount less than \$50,000 and no more than \$150,000 per year per center.			FY20-21 \$
			FY21-22 \$
			FY22-23 \$
Cost Per student			
Please indicate the cost per student based on the number of ADA projected in <i>Section B</i> of this RFA. Costs per student should not exceed \$2,000/student. If it above this amount, rationale in <i>Section H</i> must be provided for a higher per student rate.			\$

## Part IB: Center Information and Signature Page

Complete and attach after Cover Page (Part IA). This page must be completed for each participating school in the application. Include as many additional copies of this page as needed.

Application Type
<input type="checkbox"/> <b>Single Center Application</b>
<input type="checkbox"/> <b>Multiple Center Application</b> - Complete this Center Information and Signature Page for <b>each</b> center in the application

Consortium Grant
<input type="checkbox"/> <b>Consortium Application*</b> - Complete this Center Information and Signature Page for <b>each</b> center in the consortium.

Program Type
<input type="checkbox"/> <b>Traditional 21<sup>st</sup> CCLC</b> with Summer Program Application
<input type="checkbox"/> <b>ELT/Traditional 21<sup>st</sup> CCLC</b> with Summer Program Application (Must include ELT Comprehensive Plan)
<input type="checkbox"/> <b>ELT</b> with Summer Program Application (Must include ELT Comprehensive Plan)

Center Information and Signatures			
Each participating <b>Traditional 21<sup>st</sup> Century Community Learning Center</b> must be open for no fewer than 12 hours per week.			
<b>Name of Proposed 21<sup>st</sup> CCLC Center:</b>			
<b>Hours/Days/Months of Operation:</b>			
<b>District of Participating School:</b>			
District Superintendent/Organization President Information			
<b>Name:</b>			
<b>Telephone:</b>		<b>E-mail:</b>	
<b>Signature and Date:</b>			

Participating School Information			
The principal of <u>each participating school</u> must provide a signature.			
The principal of each participating school must also sign the "Center Expectations and Principal Signoff Form" outlining school responsibilities. This form must be signed and submitted to CDE on an annual basis.			
<b>School Name:</b>		<b>School Code:</b>	
<b>Mailing Address:</b>		<b>Charter School:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
<b>Name:</b>			
<b>Telephone:</b>		<b>E-mail:</b>	
<b>Signature and Date:</b>			

Primary Partner Information			
Provide contact information for the Primary Partner for the proposed program.			
<b>Partner Name:</b>			
<b>Mailing Address:</b>			
Contact Information			
<b>Name:</b>			
<b>Telephone:</b>		<b>E-mail:</b>	
<b>Signature and Date:</b>			



## Part IC: Center Expectations and Principal Signoff Form

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

21<sup>st</sup> CCLC Center: \_\_\_\_\_

Program Director: \_\_\_\_\_ Center Coordinator: \_\_\_\_\_

By accepting 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs, please visit [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

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

- **Designating a Primary Contact:** 21<sup>st</sup> 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. [Please indicate this contact person on the Designated Contact line below.](#)
- **Access to Student Data:** The federal government requires 21<sup>st</sup> CCLC subgrantees to report on multiple data points for students attending the program, including performance, attendance, and demographic data. 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 not to include any student or educator personally identifiable information in this application.
- **Access to Appropriate Program Space:** Safe and appropriate space is essential for successful programming. This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program and day school staff.
- **Recruitment and Outreach:** 21<sup>st</sup> CCLC programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued 21<sup>st</sup> 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 21<sup>st</sup> 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.

Designated Contact: \_\_\_\_\_ E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Principal: \_\_\_\_\_ E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

[Please confirm your commitment to supporting the 21<sup>st</sup> CCLC program in your building by signing below:](#)

Principal Signature (mandatory): \_\_\_\_\_ Date: \_\_\_\_\_

\*It is the expectation that the principal plays a leadership role in collaborating with 21<sup>st</sup> CCLC programs. While a designee may be appointed, the responsibility for school collaboration lies in the Principal role.

# 21<sup>st</sup> Century Community Learning Centers Grant Program

Applications Due: Friday, April 17, 2020, by 11:59 pm

## Application Scoring

CDE Use Only

**Part I: Application Introduction**

Not Scored

**Part II: Narrative**

Section A:	Demonstration of Need	/21
Section B:	Number of Students to be Served	/29
Section C:	Project Development	/42
Section D:	Local Project Implementation	/29
Section E:	Project Leadership and Staffing	/20
Section F:	Subgrantee Level Evaluation	/24
Section G:	State Performance Measures (PMs)	/40
Section H:	Adequacy of Resources	/50

**Subtotal:**                      **/255**

**Section Bonus Points** (if applicable)                      **/25**

**Total:**                      **/280**

**Priority Area Points** (if applicable)                      **/70**

**Total:**                      **/350**

**PRIORITY AREA POINTS:** CDE will indicate whether this application met the priority area criteria section of the RFA.

**This application includes:**

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

**Total Priority Area Points:**                     

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

**Strengths:**

- 
- 

**Weaknesses:**

- 
- 

**Required Changes:**

- 
- 

**RECOMMENDATION:** Funded                      Funded with Changes                      Not Funded

## Selection Criteria and Evaluation Rubric

### Part I: Application Introduction (not scored)

#### Cover Pages and Assurances

Complete applicant information and program assurances and include as the first pages of the application.

#### Executive Summary

Provide a brief description (no more than one page) of the applicant's program to be funded by the 21<sup>st</sup> CCLC Grant. This summary does not count toward the 30-page narrative page limit.

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

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

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

### Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

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

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

Section A: Demonstration of Need	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality
1) Provide an analysis of objective data, including citations of data sources, establishing the need for out-of-school time services including: <ul style="list-style-type: none"><li>core academic support,</li><li>academic enrichment, and</li><li>an array of additional services for students and their families in the schools and communities targeted.</li></ul>	0	2	4	7
2) Identify what resources are currently available for out-of-school time programs and outline describe the gaps or weaknesses in out-of-school-time services, infrastructure, or opportunities, including the nature and magnitude of those gaps and weaknesses.	0	2	4	7
3) Explain whether the target population in this proposed application includes students (and families of students) who may be at risk for academic failure and include supports to serve students at highest risk of dropping out, as evidenced by CDE instructional program areas. This includes students with disabilities, students with limited English proficiency, migrant students, students experiencing homelessness, and students in foster care.	0	2	4	7
Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole: <ul style="list-style-type: none"><li>Analysis of data shows a clear understanding of data and current need for developing or expanding core academic support, academic enrichment out-of-school time programs, and other services for students and families.</li><li>Community service gaps were clearly identified through using multiple data points.</li></ul>			Please award between 0 and 3 points for this section:	
Reviewer Comments:				
TOTAL POINTS			/21	

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

Applicants must set participation goals in the chart below that are realistic and achievable across the grant period. By the end of year two, applicants must be serving at least 75% of students projected for the "Average Daily Attendance" column. Funding will be reduced by the cost per student amount for each student lower than the projected figures.

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

Applicants must also meet 75% of the goals sent in the regular student attendees and unduplicated family members column in the chart below. These goals are tied to the renewability exemplar criteria found in *Appendix C*.

Center (School) Name	Total Number of Students in the School 2019-20 (actual)	Unduplicated 21 <sup>st</sup> CCLC Students 2020-21 (projected)	Regular Student Attendees 2020-21 (projected)	ADA Student Fall 2020 - Spring 2021 (projected)	ADA Student Summer 2021 (projected)	Unduplicated Family Members 2020-21 (projected)
<b>Total</b>						

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

**Regular Attendee:** Students attending 21<sup>st</sup> CCLC programming for at least 30 days during the attendance reporting period (can be non-consecutive).

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

**Family Members:** Family members of students served in the 21<sup>st</sup> CCLC program.

<b>Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</b> <ul style="list-style-type: none"> <li>• A clear relationship exists between the demonstrated need in <i>Section A</i>, and the identified sub-populations of students (and, as applicable their families) and services being proposed.</li> <li>• A detailed description of services and activities appropriate for different ages and grade levels is provided.</li> <li>• The number of students to be served justifies the level of funding requested.</li> <li>• The number of families to be served is an appropriate number based on the student numbers projected.</li> <li>• Targets set in the chart seem realistic and achievable based on information in the <i>Section A</i> and <i>Section B</i> narrative responses.</li> </ul>	<b>Please award from 0 to 3 points for this section:</b>
<b>Reviewer Comments:</b>	
<b>TOTAL POINTS</b>	

<b>Section C: Project Development</b>	<b>Minimally Addressed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addressed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>
1) Describe how parents, students, and the community partners were involved in developing the 21 <sup>st</sup> CCLC grant application and their ongoing collaborative roles in implementing the proposed project.  <b>Note:</b> The federal statute requires each applicant to give notice to the community of its intent to submit an application and to provide for public availability and review of the application and any waiver request after submission.	0	2	3	5
2) Describe how the proposed program will coordinate with the students' school day. Description should include how the sharing of expertise, continuity of expectations, coordinated emphasis on academic outcomes, and the facilitation of joint use of the school facility will occur.	0	2	3	5
3) Detail the proposed collaboration with partners, including external organizations, community-based organizations, and other public or private organizations, and federal, state, and local programs, as appropriate. If such a partnership is not appropriate, the application must explain why.  <b>Note:</b> The federal statute requires that each applicant identify and partner with external organizations, if available, in the community. However, points should be not be deducted from an application if the applicant demonstrates that it is unable to partner with an external organization in reasonable geographic proximity and of sufficient quality to meet the requirements of 21 <sup>st</sup> CCLC. More information on external organizations can be found in <i>Appendix J</i> .	0	2	3	5
4) List and describe the respective roles and responsibilities of the partners in: <ol style="list-style-type: none"> <li>Planning the program design;</li> <li>Delivering program services;</li> <li>Planning for program sustainability after the grant period ends;</li> <li>Accessibility to develop partnerships; and</li> <li>If partnership is not included, application explains how partners will be recruited and developed over the duration of the grant.</li> </ol>	0	2	4	7
5) Identify specific outreach activities that will be conducted to encourage the participation of the students and their families.	0	2	3	5
6) Describe how the program connects with family and community resources to leverage continued support of programming.	0	2	3	5
7) Describe how the facility in which the program will be housed (in all years of the grant) is safe and accessible in accordance with the Americans with Disabilities Act, and how students will travel safely to and from the center and home.	0	2	3	5
8) Describe how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.	0	2	3	5

<b>Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</b> <ul style="list-style-type: none"> <li>Parents, students, and the community partners were intricately involved in developing the 21<sup>st</sup> CCLC grant application. Ongoing collaborative roles are well defined.</li> <li>Applicant demonstrates a strong, detailed program coordination with the core school day.</li> <li>Respective roles and responsibilities of the partners are clearly and appropriately delineated.</li> <li>Partnerships are strong and well-integrated into the program design.</li> <li>Outreach activities and information to students and families is appropriate, understandable, and accessible, with successful past examples provided, as appropriate.</li> </ul>		<b>Please award from 0 to 3 points for this section:</b>
<b>Reviewer Comments:</b>		
<b>TOTAL POINTS</b>		<b>/42</b>

Section D: Local Project Implementation	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality
1) Describe the program schedule, including the number of hours of programming per week provided for students and families, and weeks of programming per year to be provided during the regular school year and as applicable, during the summer break (a minimum of 12 hours per week for 26 weeks during the regular school year and 60 hours of summer programming for traditional 21 <sup>st</sup> CCLC programs).  <b>Note:</b> If writing for ELT, specify the significant expanded learning time offered in your program during the school day, week, and/or year. (300 hours minimum for <u>all</u> students.)	0	2	4	7
2) Describe whether the activities proposed in this application are currently accessible to students. Describe how the proposed activities would expand accessibility to high-quality services available in the community.	0	2	3	5
3) Describe how the proposed 21 <sup>st</sup> CCLC program and activities are aligned with the Unified Improvement Plan of the school(s) from which the center(s) will draw students as well as the relationship of services with <b>federal/state programs and educational reform efforts</b> (e.g., Title I, Part A of ESSA, Early Childhood Education, Migrant Education, Special Education, Homeless Education, Foster Education, Office of Postsecondary Readiness, Expelled and At-Risk Student Services, and Individual Career and Academic Plans (ICAP)).	0	2	3	5
4) Describe how a Positive Youth Development (PYD) approach will be used when working with youth, families, and other community members. Address each of the five principles of PYD and provide a specific example of each principle in addressing opportunities for youth and fostering positive relationships. For information on the five principles of PYD, see Glossary of Terms in <i>Appendix J</i> .	0	2	4	7
5) Describe how a Two-Generation (2Gen) and Whole Family Approaches will be used in establishing family engagement components at the site level. For more information on these approaches, see Glossary of Terms in <i>Appendix J</i> .	0	2	3	5
<b>Up to 5 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</b> <ul style="list-style-type: none"> <li>Strategies/activities have clear and appropriate research or evidence-based citations.</li> <li>Clear accountability for ongoing implementation of the strategies/activities provided.</li> <li>Timeline to accomplish the strategies/activities on the Implementation Chart is reasonable and realistic.</li> <li>Strong and diversified partnerships with other educational federal/state-funded programs clearly exist and are well defined.</li> <li>PYD response clearly and appropriately addresses all five principles of PYD.</li> <li>Family engagement strategies are clear and align with both 2Gen and Whole Family Approaches.</li> </ul>			<b>Please award from 0 to 5 points for this section:</b>	
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>			<b>/34</b>	

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

Section F: Subgrantee Level Evaluation	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality
1) Describe the applicant's capacity, or how applicant would acquire the capacity, to complete the required evaluation components, as described in the Monitoring, Evaluation, and Reporting section of this RFA and in <i>Appendix E</i> (e.g., Subgrantee and center level process tracking, end-of-year report, local evaluation report). a) <b>If an external evaluator has been identified</b> , identify that individual and/or organization, and provide a description of the qualifications and responsibilities of the evaluator. b) <b>If an external evaluation will be contracted</b> , describe how the external contractor will be identified and selected (e.g., required qualifications). c) <b>If working with an internal evaluator</b> , identify that individual (or individuals) and provide a description of their qualifications and responsibilities. (continued on next page) d) <b>If an external or internal evaluator is not used</b> , applicant must identify a qualified internal staff member to complete the evaluation requirements.	0	2	4	7
2) Describe the evaluation process to complete <u>each</u> required evaluation component described in the Monitoring section of this RFA and in <i>Appendix E</i> , and to measure program progress on each of the identified performance measures. Specify:	0	2	3	5



a) Feasible and appropriate methods to collect information and frequency of collection; b) The process that will be in place to ensure accurate data is collected, maintained, and reported.				
3) A local evaluation is required to encompass the needs outlined in <i>Section A</i> , and include the short-term and long-term outcomes on the chart located in <i>Section D</i> . It can also include program quality components. Provide an evaluation plan that demonstrates how the applicant will implement the local evaluation requirement and report on findings through the annual evaluation report to CDE. The plan must include the following: a) Identify the short-term and long-term outcomes that will be evaluated; b) Describe the measures and tools that will be used; c) Describe how the data on students and adults served by the program will be collected; and d) Identify the timeline of the evaluation activities e) Justify the costs of evaluation that will be included in the budget. For example, why are specific amounts being requested, how are the amounts derived, what are the deliverables and outcomes of the evaluation? Of note, CDE approves services and not vendors.	0	2	4	7
4) Describe how the proposed program will use formal and informal data collected for state reporting and from the local evaluation to inform monitoring, accountability, and continuous improvement, including but not limited to: a) Monitoring student academic progress; b) Addressing student interests and needs; c) Reviewing attendance data to inform programming hours; d) Monitoring students' essential skills development; and e) Achievement of program goals.	0	2	3	5
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<b>/24</b>

<b>Section G: State Performance Measures (PMs)</b>	<b>Minimally Addressed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addressed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>
<p>As part of the conditions for the grant, each applicant must develop one performance measure in each of the four main areas found below, that include annual benchmarks for the initial three-year grant period.</p> <p>The performance measure must be written as a SMART goal. More information on performance measure development and SMART goals can be found in the Performance Measure Development Guide at <a href="http://www.cde.state.co.us/21stcclc">www.cde.state.co.us/21stcclc</a>.</p> <p>See <i>Appendix D</i> for Performance Measure Worksheets that must be completed and submitted as a part of this application.</p>				
1) Complete one performance measure (PM) worksheet in the area of "Core Academics" (See <i>Appendix D</i> ). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of core academics.  <b>Core Academics:</b> To help students meet the challenging State academic standards, 21 <sup>st</sup> CCLC programs will provide academic activities in mathematics and science (e.g., tutoring, STEM activities, and credit recovery).  <b>Note:</b> PM Worksheet must be fully completed and submitted to receive points.	0	3	5	10



<p>2) Complete one performance measure (PM) worksheet in the area of “Essential Skills/Educational Enrichment.” (See <i>Appendix D</i>). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of essential skills/educational enrichment.</p> <p><b>Essential Skills/Educational Enrichment:</b> To reinforce and complement the regular academic program, 21<sup>st</sup> CCLC programs will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance-based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, career exploration, competency-based learning. Please select at least one skill from the essential skills that are a part of the Colorado Academic Standards found on the Essential Skills PM Worksheet in <i>Appendix D</i>.</p> <p><b>Note:</b> PM Worksheet must be fully completed and submitted to receive points.</p>	0	3	5	10
<p>3) Complete one performance measure (PM) worksheet in the area of “Attendance” (See <i>Appendix D</i>). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of attendance.</p> <p><b>Attendance:</b> To decrease chronic absenteeism and increase school attendance, 21<sup>st</sup> CCLC programs will provide additional services, programs, and activities aimed at increasing school engagement. This performance measure can include activities proven to decrease chronic absenteeism and increase school attendance.</p> <p><b>Note:</b> PM Worksheet must be fully completed and submitted to receive points.</p>	0	3	5	10
<p>4) Complete one performance measure (PM) worksheet in the area of “Family Engagement” (See <i>Appendix D</i>). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of family engagement.</p> <p><b>Family Engagement:</b> To increase active and meaningful engagement in their children’s education, the 21<sup>st</sup> CCLC program will provide services, programs, and activities for families of students served by community learning centers (e.g., including opportunities for literacy and related educational development). This performance measure can include parent/family activities that provide educational opportunities for parents and families to re-engage in their students’ education. Parent/Family activities include ESL, parenting classes, culturally responsive activities, and engaging parents/families in student outcomes.</p> <p><b>Note:</b> PM Worksheet must be fully completed and submitted to receive points.</p>	0	3	5	10
<p><b>Up to 5 additional bonus points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>Completed “Core Academic PM Worksheet” should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of core academics as described in question F1.</li> <li>Completed “Essential Skills/Educational Enrichment PM Worksheet” should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of essential skills/academic enrichment as described in question F2.</li> <li>Completed “Attendance PM Worksheet” should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of attendance as described in question F3.</li> <li>Completed “Family Engagement PM Worksheet” should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of family engagement as described in question F4.</li> </ul>				<p><b>Please award from 0 to 5 points for this section:</b></p>
<p><b>Reviewer Comments:</b></p>				
<b>TOTAL POINTS</b>				<b>/40</b>

Section H: Adequacy of Resources		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
<ul style="list-style-type: none"> <li>Complete and submit the Electronic Budget Spreadsheet found at: <a href="http://www.cde.state.co.us/21stcclc">www.cde.state.co.us/21stcclc</a>. This electronic budget spreadsheet <b>does not</b> count toward the page limit.</li> <li>The Budget Narrative <b>is included</b> in the page limit.</li> <li>Complete and submit the Financial Management Risk Assessment in <i>Appendix F</i>. This risk assessment does not count toward the page limit.</li> <li>Complete and submit a 21<sup>st</sup> CLCC Funding Chart found in <i>Appendix G</i>. This funding chart does not count toward the page limit.</li> </ul>					
1)	Describe how the costs of the proposed project (as presented in the submitted budget and budget narrative) are reasonable and the budget is sufficient.	0	2	3	5
2)	The amount of funding requested must be reasonable and based on the proposed average daily attendance number of students to be served. Does the proposed budgeted amount represent a maximum of \$2,000 cost per pupil? If costs exceed this amount provide a written justification for the need for funds that exceed the \$2,000 cost per pupil amount. Reviewers will score based on the justification provided. Is the funding level reasonable and the rationale sufficient to justify the amount proposed above the \$2,000 per student maximum level?	0	3	5	10
3)	Provide a budget narrative that demonstrates the connection of activities to the grant funds request and your overall 21 <sup>st</sup> CCLC program. Be sure to relate how your request for 21 <sup>st</sup> CCLC funding fits into the various sources of funding for your program outlined in the funding chart ( <i>Appendix G</i> ), and how this funding will enable you to achieve your program objectives.	0	1	2	3
4)	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.  If writing for ELT, describe in detail how use of funds will be delineated from the use of other funding sources.	0	2	3	5
5)	Describe how the commitment of each partner to the successful implementation of the proposed project is relevant and demonstrated.  <b>Note:</b> Applicant must include commitment letters from all partners listed in order to receive maximum points. If applying as a consortium, a consortium agreement is required.	0	2	4	7
6)	Complete, score, sign and date the Financial Management Risk Assessment in <i>Appendix F</i> . This assessment is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds.  <b>Risk Assessment Results for RFA Rubric Scoring</b> <ul style="list-style-type: none"> <li>Low Risk Score= 10</li> <li>Medium Risk Score= 5</li> <li>High Risk Score= 3</li> <li>Risk Assessment not fully completed, scored, and signed= 0</li> </ul>	0	3	5	10
7)	Describe applicant's vision for sustaining center activities after 21 <sup>st</sup> CCLC funding ends. Formal sustainability plans will be required by the end of Year 2.  To receive maximum points, if applicant is a past 21 <sup>st</sup> CCLC subgrantee, discuss experience in sustaining previous 21 <sup>st</sup> CCLC funding. If applicant has not received 21 <sup>st</sup> CCLC funding, discuss approach to sustainability as a newly awarded subgrantee.	0	2	4	7
8)	Provide an overview of the full amount and type of resources that support applicant's work in 21 <sup>st</sup> CCLC by completing the funding chart in <i>Appendix G</i> . Include funding from other federal programs, community donations, corporate support, and in-kind contributions.	0	1	2	3

<p><b>Up to 3 additional bonus points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• The budget and the budget narrative specifically detail the proposed use of funds in relation to the state Performance Measures, goals, design, and scope of project activities.</li> <li>• A detailed connection between proposed expenditures and proposed activities is outlined.</li> <li>• The funding chart shows diversified funding to support the program from multiple sources and partnerships.</li> </ul>	<p><b>Please award from 0 to 3 points for this section:</b></p>
<p><b>Reviewer Comments:</b></p>	
<p><b>TOTAL POINTS</b></p>	<p><b>/50</b></p>

## Appendix A: New 21<sup>st</sup> 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-12<sup>th</sup> grade Free and Reduced Lunch rate of 40 percent and above; and
- Schools identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2019-2020

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

District Number	District Name	School Number	School Name
10	MAPLETON 1	263	GLOBAL LEADERSHIP ACADEMY
10	MAPLETON 1	6315	NORTH VALLEY SCHOOL FOR YOUNG ADULTS
20	ADAMS 12 FIVE STAR SCHOOLS	210	VANTAGE POINT
20	ADAMS 12 FIVE STAR SCHOOLS	4000	HILLCREST ELEMENTARY SCHOOL
20	ADAMS 12 FIVE STAR SCHOOLS	8225	STELLAR ELEMENTARY SCHOOL
20	ADAMS 12 FIVE STAR SCHOOLS	8842	THORNTON ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	22	LESTER R ARNOLD HIGH SCHOOL
30	ADAMS COUNTY 14	24	ADAMS CITY HIGH SCHOOL
30	ADAMS COUNTY 14	4536	KEMP ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	5982	MONACO ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	6534	HANSON ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	7500	ROSE HILL ELEMENTARY SCHOOL
40	SCHOOL DISTRICT 27J	9230	VIKAN MIDDLE SCHOOL
70	WESTMINSTER PUBLIC SCHOOLS	7305	IVER C. RANUM MIDDLE SCHOOL
70	WESTMINSTER PUBLIC SCHOOLS	9466	WESTMINSTER HIGH SCHOOL
100	ALAMOSA RE-11J	368	ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE
120	ENGLEWOOD 1	206	COLORADO'S FINEST HIGH SCHOOL OF CHOICE
120	ENGLEWOOD 1	2746	ENGLEWOOD HIGH SCHOOL
120	ENGLEWOOD 1	2752	ENGLEWOOD MIDDLE SCHOOL
120	ENGLEWOOD 1	9620	WM E BISHOP ELEMENTARY SCHOOL
123	SHERIDAN 2	3054	ALICE TERRY ELEMENTARY SCHOOL
123	SHERIDAN 2	8123	SOAR ACADEMY
130	CHERRY CREEK 5	2428	EASTRIDGE COMMUNITY ELEMENTARY SCHOOL
130	CHERRY CREEK 5	2653	ENDEAVOR ACADEMY
130	CHERRY CREEK 5	3988	HIGHLINE COMMUNITY ELEMENTARY SCHOOL
130	CHERRY CREEK 5	6625	OVERLAND HIGH SCHOOL
130	CHERRY CREEK 5	9108	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL
170	DEER TRAIL 26J	2136	DEER TRAIL ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	2095	DALTON ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	3471	GLOBAL VILLAGE ACADEMY AURORA
180	ADAMS-ARAPAHOE 28J	4024	HINKLEY HIGH SCHOOL
180	ADAMS-ARAPAHOE 28J	5361	LYN KNOLL ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	6758	PARK LANE ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	6869	PEORIA ELEMENTARY SCHOOL

180	ADAMS-ARAPAHOE 28J	9060	VAUGHN ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	9140	VIRGINIA COURT ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	9189	VANGUARD CLASSICAL SCHOOL - EAST
240	PRITCHETT RE-3	7174	PRITCHETT ELEMENTARY SCHOOL
240	PRITCHETT RE-3	7176	PRITCHETT MIDDLE SCHOOL
290	LAS ANIMAS RE-1	443	AIM GLOBAL
470	ST VRAIN VALLEY RE 1J	3192	THUNDER VALLEY PK-8
470	ST VRAIN VALLEY RE 1J	6010	TIMBERLINE PK-8
470	ST VRAIN VALLEY RE 1J	6498	OLDE COLUMBINE HIGH SCHOOL
470	ST VRAIN VALLEY RE 1J	7464	ROCKY MOUNTAIN ELEMENTARY SCHOOL
470	ST VRAIN VALLEY RE 1J	8903	TRAIL RIDGE MIDDLE SCHOOL
480	BOULDER VALLEY RE 2	125	ARAPAHOE RIDGE HIGH SCHOOL
480	BOULDER VALLEY RE 2	7592	ALICIA SANCHEZ INTERNATIONAL SCHOOL
490	BUENA VISTA R-31	1508	CHAFFEE COUNTY HIGH SCHOOL
500	SALIDA R-32	4085	HORIZONS EXPLORATORY ACADEMY
510	KIT CARSON R-1	4738	KIT CARSON ELEMENTARY SCHOOL
550	NORTH CONEJOS RE-1J	6339	NORTH CONEJOS ALTERNATIVE PROGRAM
580	SOUTH CONEJOS RE-10	248	GUADALUPE ELEMENTARY SCHOOL
580	SOUTH CONEJOS RE-10	252	ANTONITO HIGH SCHOOL
740	SIERRA GRANDE R-30	7880	SIERRA GRANDE K-12 SCHOOL
870	DELTA COUNTY 50(J)	2155	GRAND MESA CHOICE ACADEMY
880	DENVER COUNTY 1	10	ABRAHAM LINCOLN HIGH SCHOOL
880	DENVER COUNTY 1	67	ACADEMY OF URBAN LEARNING
880	DENVER COUNTY 1	99	ACADEMY 360
880	DENVER COUNTY 1	1489	COMPASSION ROAD ACADEMY
880	DENVER COUNTY 1	1748	COLORADO HIGH SCHOOL CHARTER
880	DENVER COUNTY 1	1785	COLE ARTS AND SCIENCE ACADEMY
880	DENVER COUNTY 1	2183	DENVER CENTER FOR INTERNATIONAL STUDIES
880	DENVER COUNTY 1	2209	DCIS AT MONTBELLO
880	DENVER COUNTY 1	2641	EXCEL ACADEMY
880	DENVER COUNTY 1	2726	EMILY GRIFFITH HIGH SCHOOL
880	DENVER COUNTY 1	2757	NORTHEAST EARLY COLLEGE
880	DENVER COUNTY 1	3000	FLORENCE CRITTENTON HIGH SCHOOL
880	DENVER COUNTY 1	4140	FARRELL B. HOWELL ECE-8 SCHOOL
880	DENVER COUNTY 1	4383	JOE SHOEMAKER SCHOOL
880	DENVER COUNTY 1	4444	JOHN F KENNEDY HIGH SCHOOL
880	DENVER COUNTY 1	4494	DENVER JUSTICE HIGH SCHOOL
880	DENVER COUNTY 1	5044	LEGACY OPTIONS HIGH SCHOOL
880	DENVER COUNTY 1	5255	LAKE MIDDLE SCHOOL
880	DENVER COUNTY 1	5448	MANUAL HIGH SCHOOL
880	DENVER COUNTY 1	5578	MARRAMA ELEMENTARY SCHOOL
880	DENVER COUNTY 1	5605	DR. MARTIN LUTHER KING JR. EARLY COLLEGE
880	DENVER COUNTY 1	5844	CONTEMPORARY LEARNING ACADEMY
880	DENVER COUNTY 1	6002	MONTCLAIR SCHOOL OF ACADEMICS AND ENRICHMENT
880	DENVER COUNTY 1	6239	NOEL COMMUNITY ARTS SCHOOL
880	DENVER COUNTY 1	6308	NORTH HIGH SCHOOL ENGAGEMENT CENTER
880	DENVER COUNTY 1	6970	FLORIDA PITT-WALLER ECE-8 SCHOOL

880	DENVER COUNTY 1	7163	PREP ACADEMY
880	DENVER COUNTY 1	7188	MONTBELLO CAREER AND TECHNICAL HIGH SCHOOL
880	DENVER COUNTY 1	7246	RESPECT ACADEMY
880	DENVER COUNTY 1	7361	RISEUP COMMUNITY SCHOOL
880	DENVER COUNTY 1	8145	SUMMIT ACADEMY
880	DENVER COUNTY 1	8347	STRIVE PREP - EXCEL
880	DENVER COUNTY 1	8422	SWANSEA ELEMENTARY SCHOOL
880	DENVER COUNTY 1	8888	TRAYLOR ACADEMY
880	DENVER COUNTY 1	9050	VALVERDE ELEMENTARY SCHOOL
880	DENVER COUNTY 1	9693	WEST EARLY COLLEGE
880	DENVER COUNTY 1	9702	WEST LEADERSHIP ACADEMY
890	DOLORES COUNTY RE NO.2	7764	SEVENTH STREET ELEMENTARY SCHOOL
900	DOUGLAS COUNTY RE 1	3995	HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL
910	EAGLE COUNTY RE 50	4838	JUNE CREEK ELEMENTARY SCHOOL
910	EAGLE COUNTY RE 50	5742	HOMESTAKE PEAK SCHOOL
920	ELIZABETH SCHOOL DISTRICT	3236	FRONTIER HIGH SCHOOL
980	HARRISON 2	3870	CAREER READINESS ACADEMY
990	WIDEFIELD 3	9560	DISCOVERY HIGH SCHOOL
1000	FOUNTAIN 8	203	WELTE EDUCATION CENTER
1010	COLORADO SPRINGS 11	269	ACHIEVE ONLINE
1010	COLORADO SPRINGS 11	871	THE BIJOU SCHOOL
1010	COLORADO SPRINGS 11	2400	ODYSSEY EARLY COLLEGE AND CAREER OPTIONS
1010	COLORADO SPRINGS 11	2528	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER
1010	COLORADO SPRINGS 11	3890	ADAMS ELEMENTARY SCHOOL
1010	COLORADO SPRINGS 11	5146	EASTLAKE HIGH SCHOOL OF COLORADO SPRINGS
1010	COLORADO SPRINGS 11	5948	MITCHELL HIGH SCHOOL
1010	COLORADO SPRINGS 11	8902	TRAILBLAZER ELEMENTARY SCHOOL
1010	COLORADO SPRINGS 11	9445	WEST ELEMENTARY SCHOOL
1050	ELLCOTT 22	2638	ELLCOTT ELEMENTARY SCHOOL
1070	HANOVER 28	6701	PRAIRIE HEIGHTS ELEMENTARY SCHOOL
1110	DISTRICT 49	3475	GOAL ACADEMY
1110	DISTRICT 49	6483	ODYSSEY ELEMENTARY SCHOOL
1130	MIAMI/YODER 60 JT	5854	MIAMI-YODER MIDDLE/HIGH SCHOOL
1140	CANON CITY RE-1	1266	CANON CITY HIGH SCHOOL
1140	CANON CITY RE-1	5704	MCKINLEY ELEMENTARY SCHOOL
1180	ROARING FORK RE-1	560	BASALT ELEMENTARY SCHOOL
1180	ROARING FORK RE-1	1006	BRIDGES
1180	ROARING FORK RE-1	3460	GLENWOOD SPRINGS ELEMENTARY SCHOOL
1420	JEFFERSON COUNTY R-1	33	MCLAIN COMMUNITY HIGH SCHOOL
1420	JEFFERSON COUNTY R-1	109	ARVADA K-8
1420	JEFFERSON COUNTY R-1	965	BRADY EXPLORATION SCHOOL
1420	JEFFERSON COUNTY R-1	2946	FITZMORRIS ELEMENTARY SCHOOL
1420	JEFFERSON COUNTY R-1	4422	JEFFERSON JUNIOR/SENIOR HIGH SCHOOL
1420	JEFFERSON COUNTY R-1	4798	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS
1420	JEFFERSON COUNTY R-1	5623	LONGVIEW HIGH SCHOOL
1420	JEFFERSON COUNTY R-1	5972	MOLHOLM ELEMENTARY SCHOOL

1420	JEFFERSON COUNTY R-1	6806	PARR ELEMENTARY SCHOOL
1420	JEFFERSON COUNTY R-1	8036	SOBESKY ACADEMY
1500	BURLINGTON RE-6J	1150	BURLINGTON MIDDLE SCHOOL
1510	LAKE COUNTY R-1	4904	LAKE COUNTY HIGH SCHOOL
1520	DURANGO 9-R	1526	COLORADO CONNECTIONS ACADEMY @ DURANGO
1540	IGNACIO 11 JT	4252	IGNACIO ELEMENTARY SCHOOL
1550	POUDRE R-1	3760	CENTENNIAL HIGH SCHOOL
1550	POUDRE R-1	4282	IRISH ELEMENTARY SCHOOL
1560	THOMPSON R2-J	510	CONRAD BALL MIDDLE SCHOOL
1560	THOMPSON R2-J	6194	NAMAQUA ELEMENTARY SCHOOL
1560	THOMPSON R2-J	9260	HAROLD FERGUSON HIGH SCHOOL
1580	TRINIDAD 1	2944	FISHER'S PEAK ELEMENTARY SCHOOL
1828	VALLEY RE-1	515	AYRES ELEMENTARY SCHOOL
2000	MESA COUNTY VALLEY 51	1450	CENTRAL HIGH SCHOOL
2000	MESA COUNTY VALLEY 51	1520	CHATFIELD ELEMENTARY SCHOOL
2000	MESA COUNTY VALLEY 51	7236	R-5 HIGH SCHOOL
2035	MONTEZUMA-CORTEZ RE-1	609	BATTLE ROCK CHARTER SCHOOL
2035	MONTEZUMA-CORTEZ RE-1	5436	MANAUGH ELEMENTARY SCHOOL
2035	MONTEZUMA-CORTEZ RE-1	5836	MESA ELEMENTARY SCHOOL
2055	DOLORES RE-4A	2204	DOLORES ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	4458	JOHNSON ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	6366	NORTHSIDE ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	6466	OAK GROVE ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	6486	OLATHE ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	7106	POMONA ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	9149	VISTA CHARTER SCHOOL
2190	WEST END RE-2	6196	NATURITA ELEMENTARY SCHOOL
2395	BRUSH RE-2(J)	8832	THOMSON PRIMARY SCHOOL
2405	FORT MORGAN RE-3	5180	LINCOLN HIGH SCHOOL
2520	EAST OTERO R-1	4841	LA JUNTA INTERMEDIATE SCHOOL
2520	EAST OTERO R-1	4843	LA JUNTA PRIMARY SCHOOL
2690	PUEBLO CITY 60	756	FRANKLIN SCHOOL OF INNOVATION
2690	PUEBLO CITY 60	822	BESSEMER ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	954	BRADFORD ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	1454	CENTRAL HIGH SCHOOL
2690	PUEBLO CITY 60	1488	CHAVEZ/HUERTA K-12 PREPARATORY ACADEMY
2690	PUEBLO CITY 60	5916	MINNEQUA ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	6770	PARK VIEW ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	7481	RONCALLI STEM ACADEMY
2700	PUEBLO COUNTY 70	5990	70 ONLINE
2700	PUEBLO COUNTY 70	9130	VINELAND ELEMENTARY SCHOOL
2740	MONTE VISTA C-8	5579	MARSH ELEMENTARY SCHOOL
2740	MONTE VISTA C-8	6030	BYRON SYRING DELTA CENTER
2740	MONTE VISTA C-8	6036	BILL METZ ELEMENTARY SCHOOL
2810	CENTER 26 JT	51	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY
2810	CENTER 26 JT	1368	CENTER VIRTUAL ACADEMY
2810	CENTER 26 JT	1412	HASKIN ELEMENTARY SCHOOL

2862	JULESBURG RE-1	4369	DESTINATIONS CAREER ACADEMY OF COLORADO
2862	JULESBURG RE-1	4488	JULESBURG ELEMENTARY SCHOOL
2865	REVERE SCHOOL DISTRICT	7050	REVERE ELEMENTARY
3000	SUMMIT RE-1	8376	SILVERTHORNE ELEMENTARY SCHOOL
3050	OTIS R-3	6582	OTIS ELEMENTARY SCHOOL
3060	LONE STAR 101	5254	LONE STAR ELEMENTARY SCHOOL
3120	GREELEY 6	52	HEIMAN ELEMENTARY SCHOOL
3120	GREELEY 6	2222	DOS RIOS ELEMENTARY SCHOOL
3120	GREELEY 6	3614	GREELEY WEST HIGH SCHOOL
3120	GREELEY 6	7700	SCOTT ELEMENTARY SCHOOL
3120	GREELEY 6	8467	SALIDA DEL SOL ACADEMY
3146	BRIGGS DALE RE-10	1008	BRIGGS DALE ELEMENTARY SCHOOL
3200	YUMA 1	9799	YUMA HIGH SCHOOL
8001	CHARTER SCHOOL INSTITUTE	2035	CROWN POINTE CHARTER ACADEMY
8001	CHARTER SCHOOL INSTITUTE	2837	EARLY COLLEGE OF ARVADA
8001	CHARTER SCHOOL INSTITUTE	6266	NEW LEGACY CHARTER SCHOOL
9170	EDUCATION REENVISIONED BOCES	1501	COLORADO PREPARATORY ACADEMY MIDDLE SCHOOL
9170	EDUCATION REENVISIONED BOCES	6971	PIKES PEAK ONLINE SCHOOL



## Appendix B: Comprehensive ELT Plan Requirements

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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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CLCC ELT programs and activities supplement but do not supplant regular school day requirements and how the activities are allowable under the 21<sup>st</sup> 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 21<sup>st</sup> CCLC ELT programs and activities are carried out by entities that meet the eligibility requirements listed in this RFA.
- 6) Identify specific measurable outcomes to be tracked on an annual basis (these should be included in the Performance Measure worksheets for scoring).
- 7) Provide detailed budget for expenses to be used during nontraditional 21<sup>st</sup> CCLC hours of operation.

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 21<sup>st</sup> CCLC subgrant to support ELT. Alternatively, a non-LEA eligible entity might apply for a 21<sup>st</sup> 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 21<sup>st</sup> CCLC requirements when using program funds to support ELT. For additional information, please see the 21<sup>st</sup> CCLC Frequently Asked Questions (FAQ) at [www2.ed.gov/programs/21stcclc/21stcclc-elt-faq.pdf](http://www2.ed.gov/programs/21stcclc/21stcclc-elt-faq.pdf).

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

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

### Exemplar Criteria - Program:

- Subgrantee is serving at least 75% of regular students in the approved application (averaged across the three-year grant period).
- Subgrantee is serving at least 75% of families projected in the approved application (averaged across the three-year grant period).
- Key program staff have attended all mandatory state meetings and additional trainings, as appropriate.
- At least 75% of State Performance Measures approved in the subgrantee application are "met" or "exceeded" across the three-year grant period. Subgrantees must report a minimum of "making progress" on all four State Performance Measures.
- Subgrantee is fulfilling the requirements of the funded program as specified in the approved project application
- All programmatic findings or ongoing formal program concerns have been addressed by the subgrantee. Formal program concerns will be communicated with the subgrantee in writing.
- Program demonstrates successful evaluation results across the three-year grant period.
- All submissions of required program reports are accurately completed and received by the submission date.

Reports include:

- 21<sup>st</sup> CCLC End-of-Year Reporting Survey and Continuation Plan;
- Sustainability Report (due at the end of Year 2); and
- Subgrantee program evaluation reports as outlined in *Section E* and in the Monitoring and Evaluation section of the approved grant application.

### Exemplar Criteria - Fiscal:

- Less than 10% of 21<sup>st</sup> CCLC funding per center is reverted to CDE at the end of each fiscal year.
- Funding reimbursement requests are completed in a timely manner (must be done at least quarterly).
- Funding must be spent according to the subgrantee's approved budget.
- Budget revisions are requested prior to the annual budget revision deadline of April 30<sup>th</sup> 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 21<sup>st</sup> CCLC budget.
- All fiscal findings or ongoing fiscal concerns have been addressed by the subgrantee. Formal fiscal concerns will be communicated with subgrantee in writing.
- Compliance of federal and state statutes and assurances as found on *Appendix H* and *Appendix I* of the RFA.
- All submissions of required fiscal reports are accurately completed and received by the submission date. Reports include:
  - 21<sup>st</sup> CCLC annual budget and funding chart;
  - Financial System generated Interim Financial Reports (due twice a year);
  - 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: 21<sup>st</sup> CCLC State Performance Measures and Worksheets

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

- |  |                      |
|--|----------------------|
| 1) Core Academics                          | 3) Attendance        |
| 2) Essential Skills/Educational Enrichment | 4) Family Engagement |

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

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

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

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

<b>Core Academics:</b> To help students meet the challenging State academic standards, 21 <sup>st</sup> CCLC programs will provide academic activities in mathematics and science (e.g., tutoring, STEM activities, credit recovery).	
1. Identify the <b>result</b> you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
3. What data and instruments will you use to measure the results? Approved methods for measuring progress on core academic performance measures include the following: a. Student academic records of grades or GPA; b. Formal assessments (e.g., CMAS, NAEP Science, CogAT: The Cognitive Abilities Test, ACCESS (WIDA); and c. Credit recovered and/or attained in the areas of math and science during OST hours. <b>Note:</b> Other possible methods not listed above must be approved by CDE staff.	
4. What are the <b>targets</b> that you expect to meet during each of the next three years of the grant period? <b>Note:</b> Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis and should set annual benchmarks for the grant period.  Baseline for 2020 Application: Benchmark FY2020-21: Benchmark FY2021-22:	

Benchmark FY2022-23:	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your <b>performance measure</b> .	

**Example of Core Academic Performance Measure:**

- By 2022-23, {insert percentage} of regular student attendees will demonstrate growth in {math and/or science} proficiency by {insert percentage} from {insert timeline such as fall to spring} as measured by {insert indicator/instrument such as CogAt or NAEP Science}.

<p><b>Essential Skills/Educational Enrichment:</b> To reinforce and complement the regular academic program, 21<sup>st</sup> CCLC programs will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance-based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, career exploration, competency-based learning. Please select at least one skill from the below list of Essential Skills Required in the Colorado Academic Standards:</p> <ul style="list-style-type: none"> <li>creativity skills</li> <li>innovation skills</li> <li>critical-thinking skills</li> <li>problem-solving skills</li> <li>communication skills</li> <li>collaboration skills</li> <li>social and cultural awareness</li> <li>civic engagement</li> <li>initiative and self-direction</li> <li>flexibility</li> <li>productivity and accountability</li> <li>character and leadership</li> </ul> <p>For more information, visit <a href="http://www.cde.state.co.us/standardsandinstruction/essentialskills-pdf">http://www.cde.state.co.us/standardsandinstruction/essentialskills-pdf</a>.</p>	
1. What specific essential skill(s) or core competencies will you address? How does this relate to your demonstration of need in <i>Section A</i> (Bonus Point Section)?	
2. Identify the <b>result</b> you expect to achieve and how it compares to baseline measures.	
3. Describe how you will achieve this result (i.e., how the funding will be used).	
<p>4. What data and instruments will you use to measure the results? Approved methods for measuring improvement in essential skills/educational enrichment skills include the following:</p> <ul style="list-style-type: none"> <li>a. Self-report surveys (student, parent/guardian, school teacher, program staff);</li> <li>b. Systematic observations (parent/guardian, school teacher, program staff);</li> <li>c. Interviews or focus groups (student, parent/ guardian, school teacher, program staff); and</li> <li>d. Formal portfolios or competency assessments (e.g., rubric).</li> </ul> <p><b>Note:</b> Other possible methods not listed above must be approved by CDE staff.</p>	
<p>5. What are the <b>targets</b> that you expect to meet during each of the next three years of the grant period?</p> <p><b>Note:</b> Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis and should set annual benchmarks for the grant period.</p> <p>Baseline for 2020 Application:  Benchmark FY2020-21:  Benchmark FY2021-22:</p>	

Benchmark FY2022-23:	
6. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your <b>performance measure</b> .	

#### Examples of Essential Skills/Educational Enrichment:

- By 2022-23, {percentage} of regular attendees will improve their {insert skills such as *critical thinking and problem solving skills*} by at least {insert level of increase expected such as *one rating score from novice to advanced beginner*} from {insert measurement timeline such as from *pre to post*} as measured by {insert indicator such as *teacher observation rubric*}.
- By 2022-23, {percentage} of regular attendees show a significant ( $p < .05$ ) improvement in essential skills such as {insert skills such as *creativity and innovation skills*} as measured by {insert indicator such as a *post reflective student survey*} at {insert measurement timeline such as *end-of-year*}.

<b>Attendance:</b> To decrease chronic absenteeism and increase school attendance, 21 <sup>st</sup> CCLC programs will provide additional services, programs, and activities aimed at increasing school engagement. This performance measure can include activities proven to decrease chronic absenteeism and increase school attendance.	
1. Identify the <b>result</b> you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
3. What data and instruments will you use to measure the results? Approved methods for measuring progress in school attendance include the following: <ul style="list-style-type: none"> <li>a. School teacher surveys; and</li> <li>b. School attendance records (e.g., Baseline to year-end school attendance comparison to themselves, comparison to peers).</li> </ul> <b>Note:</b> Other possible methods not listed above must be approved by CDE staff.	
4. What are the <b>targets</b> that you expect to meet during each of the next three years of the grant period? <b>Note:</b> Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis and should set annual benchmarks for the grant period.  Baseline for 2020 Application: Benchmark FY2020-21: Benchmark FY2021-22: Benchmark FY2022-23:	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure.	

#### Examples of Attendance Performance Measure:

- By 2022-23, {percentage} of regular attendees will decrease the number of absences by at least {percentage} as measured by comparing {include indicator such as school attendance records} from {include timeline such as baseline to end-of-year}.
- By 2022-23, {percentage} of regular attendees who have a high attendance rate of {percentage} or more will maintain the same level or improve in their rate of attendance as measured by {include indicator such as teacher surveys} from {include timeline such as baseline to end-of-year}.

**Family Engagement:** To increase active and meaningful engagement in their children’s education, the 21<sup>st</sup> CCLC program will provide services, programs, and activities for families of students served by community learning centers (e.g., including opportunities for literacy and related educational development). This performance measure can include Parent/Family Activities that provide educational opportunities for parents and families to reengage in their students’ education. Parent/Family activities include ESL, Parenting classes, Culturally Responsive activities, and engaging parents/families in student outcomes.

1. Identify the <b>result</b> you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
3. What data and instruments will you use to measure the results? Approved methods for measuring progress in family engagement include the following: <ul style="list-style-type: none"> <li>a. Completion of specialized program (e.g., ESL, High School Equivalency Prep, College Prep)</li> <li>b. Self-report parent/guardian survey on delivered program</li> <li>c. Parent/guardian interviews or focus groups on delivered programs</li> <li>d. School records/reporting of Parent’s/guardian’s participation in school day activities</li> <li>e. Community partner records/reporting on parent/guardian follow-up on referrals to services</li> </ul> <b>Note:</b> Other possible methods not listed above must be approved by CDE staff.	
4. What are the <b>targets</b> that you expect to meet during each of the next three years of the grant period? <b>Note:</b> Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis and should set annual benchmarks for the grant period.  Baseline for the 2020 Application: Benchmark FY2020-21: Benchmark FY2021-22: Benchmark FY2022-23:	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your <b>performance measure</b> .	

**Examples of Family Engagement Performance Measure:**

- By 2022-23, {percentage} of parents/caregivers who attended a specialized program (e.g., parenting classes, college preparation class) will increase {insert outcome such as *their capacity to support their student’s learning*} as measured by {insert indicator such as *a structured interviews*} at {insert measurement timeline such as *the end-of-year*}.
- By 2022-23, {percentage} of parents will rate the program {insert outcome such as *meeting the Family, School, and Community Partnering standards*} as measured by {insert indicator such as *a post reflective survey*} at {insert measurement timeline such as *the end of the program*}.

## Appendix E: State-Level Evaluation

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

Data Collection Type	Year 1	Year 2	Year 3	Year 4	Year 5
Compliance and fiscal monitoring (e.g., Budget, IFRs, AFR)	X	X	X	X	X
Subgrantee and center level process tracking	X	X	X	X	X
Teacher Surveys (Regular attendees only)	X	X	X	X	X
End-of-Year Reporting and Performance Measures/Continuation Plan	X	X	X	X	X
State Assigned Student Identifiers	X	X	X	X	X
Annual evaluation report submission to CDE	X	X	X	X	X
Program Monitoring Onsite Visits (e.g., Implementation Rubric, Out-of-School Time Observation, student and parent voice)		X		X	
Sustainability Plan		X			

## Appendix F: Financial Management Risk Assessment

### Financial Management Risk Assessment

**All applicants applying for 21<sup>st</sup> CCLC funds must fill out the following assessment.** These questions are intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the Fiscal Agent's financial management functions. Scores from this section will determine if the organization's level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential grant awards.

**High Risk** – More than 20 points

**Medium Risk** – 8-20 points

**Low Risk** – Below 8 points

1) Is the authorized representative on the Federal or State Debarment List and State 501(c)3 list? (If yes, no need to go further)	<b>Yes</b>	<b>No</b>			
	25	0			
2) Is the authorized representative in good standing on the State 501(c)3 list or government equivalent?	<b>Yes (or N/A)</b>	<b>No</b>			
	0	5			
3) Does the authorized representative have an active, no exclusion, DUNS Number?	<b>Yes</b>	<b>No</b>			
	0	5			
4) Has the authorized representative ever been suspended or debarred from receiving state or federal grants or contracts?	<b>Yes</b>	<b>No</b>			
	5	0			
5) Has the authorized representative ever had a government contract, project, or agreement terminated?	<b>Yes</b>	<b>No</b>			
	5	0			
6) Has there been changes in the authorized representative's fiscal and/or program personnel in the previous year?	<b>Yes</b>	<b>No</b>			
	5	0			
7) Does the authorized representative use a commercial/licensed financial software system? If Yes, what system? _____	<b>Yes</b>	<b>No</b>			
	0	5			
8) Does the authorized representative's financial software system ensure that grant funds are not comingled with general operating funds?	<b>Yes</b>	<b>No</b>			
	0	5			
9) Has the authorized representative received federal or state awards from the Colorado Department of Education in the past four years (since FY16-17)? If Yes, which program and year? _____	<b>Yes</b>	<b>No</b>			
	0	1			
10) Does the authorized representative have written procedures for procurement, time and effort (federal) and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance?	<b>Yes</b>	<b>No</b>			
	0	5			
11) How many years has the authorized representative been in existence?	<b>&lt;2 years</b>	<b>2-5 years</b>	<b>6-10 years</b>	<b>11-14 years</b>	<b>15 years or more</b>
	4	3	2	1	0
12) Does the authorized representative have experience managing other federal, state, local and/or private funds?	<b>&lt;1 year</b>	<b>2-4 years</b>	<b>5-7 years</b>	<b>8-10 years</b>	<b>More than 10 years</b>
	4	3	2	1	0
13) Does the authorized representative have experience administering federal funds or other grants that provide funds for services to a comparable target population?	<b>&lt;1 year</b>	<b>2-4 years</b>	<b>5-7 years</b>	<b>8-10 years</b>	<b>More than 10 years</b>
	4	3	2	1	0



14) Number of years that the authorized representative's primary fiscal contact has been in the position (or a similar position) as of the application date?	<1 year	1-2 years	3-5 years	6-9 years	More than 10 years
	4	3	2	1	0
15) 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	
16) Single Audit Status (answer only if you receive <i>more than</i> \$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	
17) Financial Audit Status (answer NOT required to have a Single Audit, but instead a standard financial audit). Finding refers to a material weakness, significant deficiency, or questioned costs.	No audit performed for prior year	Financial Audit completed for prior year		IRS 990 Form	
	5	0		0	
18) Submit a copy of most recent financials. Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget).	40% or greater	31% - 39%	20%- 30%	6%-19%	<5%
	4	3	2	1	0
CDE Comments:					
TOTAL POINTS					/
RISK DESIGNATION					

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

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

Preparer- Typed Name & Title

Signature

Date

Entity Name

## Appendix G: 21<sup>st</sup> CCLC Program Funding Chart

21 <sup>st</sup> Century Community Learning Centers Funding Chart Budgeted for Fiscal Year 2020-2021								
PROGRAM CATEGORIES	21 <sup>st</sup> CCLC	Title I, Part A	Other Education Funding Sources	Private, Foundation, or Community Grants	Service Organizations or Community Groups	Other Funding Sources	Community Partnerships	In-Kind Donations
<b>Instructional Program</b>								
Salaries (0100)								
Employee Benefits (0200)								
Purchased Professional and Technical Services (0300)								
Other Purchased Services (0500)								
Travel, Registration and Entrance (0580)								
Supplies (0600)								
Equipment – Non Capitalized (0735)								
Other (0800)								
<b>Support Program</b>								
Salaries (0100)								
Employee Benefits (0200)								
Purchased Professional and Technical Services (0300)								
Other Purchased Services (0500)								
Travel, Registration and Entrance (0580)								
Equipment – Non Capitalized (0735)								
Supplies (0600)								
<b>Administrative Program</b>								
Salaries (0100)								
Employee Benefits (0200)								
Purchased Professional and Technical Services (0300)								
Other Purchased Services (0500)								
Travel, Registration and Entrance (0580)								
Equipment – Non Capitalized (0735)								
<b>Total:</b>	\$	\$	\$	\$	\$	\$	\$	\$

Please use the space below if you would like to provide additional information on the funding sources listed on the  
21<sup>st</sup> CCLC Program Funding Chart

## Appendix H: Assurances and Certifications

### ONE TIME GENERAL ASSURANCES, REQUIREMENTS, AND CERTIFICATIONS FORM For State Administered Federal Education Programs

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

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

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2020.

The Board of Directors of: \_\_\_\_\_ (legal name)

☐ School district      ☐ Board of Cooperative Educational Services (BOCES)      ☐ State Agency  
☐ Community Center Board      ☐ Non-Profit      ☐ Other (specify): \_\_\_\_\_

\_\_\_\_\_  
Signature of President of Board

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature of Authorized Representative

(This is the representative identified to coordinate activities between the applicant and CDE on the 21<sup>st</sup> CCLC grant)

\_\_\_\_\_  
Printed Name

Note: If you checked Community Center Board, Non-Profit, or Other, please complete the following information:

Organization Name: \_\_\_\_\_ FEIN Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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

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

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

- ☐ The recipient hereby assures that they will comply with the following Federal Assurances, Regulations, and Attachments, including 1, 3, 8, 9, 10, 11, 12, 13, 14, E-3, E4, and E5 found at: [www.cde.state.co.us/cdefisgrant/federalattachments](http://www.cde.state.co.us/cdefisgrant/federalattachments).
- ☐ The recipient hereby assures that they will comply with all Federal Regulations, including CFR Part x; EDGAR as applicable; and 2 CFR as applicable, found at [www.cde.state.co.us/cdefisgrant/federalattachments](http://www.cde.state.co.us/cdefisgrant/federalattachments).
- ☐ A completed and submitted ESEA General Assurances Form found at: <https://www.cde.state.co.us/21stcclc>.
- ☐ The recipient hereby assures that they will comply with GEPA, completing the GEPA form in *Appendix I*.
- ☐ The recipient hereby assures that they will comply with federal and state statutes as applicable.

- ☐ The recipient hereby assures that they will comply with the 21<sup>st</sup> 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 21<sup>st</sup> CCLC Grant Program, found below.

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

<b>21<sup>st</sup> CCLC Assurances</b>	<b>Source</b>
A. 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)
B. Any such eligible entity that receives an award under this part from the State identifies and partners with external organizations, if available, in the community.	ESEA Title IV, Part B, 4203(c)(3)(F)
C. 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)
D. The program will take place in a safe and easily accessible facility.	ESEA Title IV, Part B, 4204 (b)(2)(A)(i)
E. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H) (which includes partnerships between an LEA, a community-based organization, and other public entity or private entity, if appropriate) , in compliance with applicable laws relating to privacy and confidentiality.	ESEA Title IV, Part B, 4204 (b)(2)(D)(i)
F. 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)
G. 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)
H. 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)
I. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.	ESEA Title IV, Part B, 4204 (b)(2)(L)
J. The LEA has engaged in timely and meaningful consultation with private school officials regarding the provision of equitable 21 <sup>st</sup> 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 21<sup>st</sup> CCLC grant program:

<b>21<sup>st</sup> CCLC Administrative Grant Program and Fiscal Requirements</b>
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 <i>Appendix B</i> ).
2. 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.
3. 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.
4. 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.
5. 21 <sup>st</sup> CCLC staff members, volunteers, and community partners working directly with students in 21 <sup>st</sup> 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.
6. Orientation, Annual Conference, and Regional Trainings: New subgrantees are required to attend a one-time grant orientation. In each year of the grant period, all subgrantees are required to participate in an annual conference to discuss implementation issues and access technical assistance, as well as two regional training days. Substitute time and travel expenses to support participation in these sessions should be built into the project budget.

7. Applicants must submit 21 <sup>st</sup> CCLC participation data through the Colorado EZReports data submission system.
8. The application must provide assurances of specific state and federal requirements. See Assurances and Certifications in <i>Appendix H</i> and <i>Appendix I</i> .
9. As required by federal law, school districts submitting applications must consult with all private schools in their attendance areas to provide the opportunity for staff at those schools to participate in an equitable basis of this program. Private schools that choose to participate should be involved in the program's development as well as its implementation and need only participate at levels equivalent to their public school counterparts in a given district. Applicants will be required to produce for CDE written documentation of private school notification and consultation through the private school notification template. This template is not required to be submitted with the application materials but must be completed and on file to submit to CDE upon request and during the initial technical assistance visit and each subsequent year of the awarded grant. The private school notification template can be found at <a href="http://www.cde.state.co.us/21stcclc">www.cde.state.co.us/21stcclc</a> .
10. 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.
11. Applicants that are requesting the use of 21 <sup>st</sup> 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 <i>Appendix B</i> for ELT Plan components.
12. 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 21 <sup>st</sup> CCLC program, as well as provide individual student data by SASID.
13. The school district will provide Free and Reduced Lunch data to the applicant and utilize the federal Afterschool Snack Program, if applicable.
14. The applicant will successfully follow the required annual 21 <sup>st</sup> CCLC Evaluation mandates outlined in the Monitoring section of this RFA and in <i>Appendix E</i> .
15. 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.
16. Applicants approved for this grant shall request reimbursement using the CDE-designated tool at a minimum of a quarterly basis and are also required to submit Interim Financial Reports (IFRs) twice a year (December and March of each fiscal year) and an Annual Financial Report (AFR) at the end of September of each fiscal year for the previous year.
17. 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 21 <sup>st</sup> CCLC programs will attend a grant program orientation.
18. If utilizing an external evaluator, the annual contract will not exceed 6% of the allocation per center and based upon approved justification in <i>Section E: Evaluation</i> .
19. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
20. The applicant will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
21. The applicant will complete and submit to CDE a 21 <sup>st</sup> CCLC sustainability plan by the end of the second year of funding. The sustainability plan template is found at <a href="http://www.cde.state.co.us/21stcclc">www.cde.state.co.us/21stcclc</a> .
22. The applicant shall remain in sound fiscal standing throughout the grant period.
23. 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
24. Non-Federal entities are encouraged to earn income to defray program costs where appropriate. All program income generated for the 21 <sup>st</sup> CCLC program by the subgrantee must be used to defray costs of the 21 <sup>st</sup> CCLC program. Appropriate internal fiscal controls must be in place to track program income separately. Additional information about program income, including internal fiscal control processes, will be included in the CDE Grant Award Notification letter sent to approve applicants. Uniform Grant Guidance (UGG) 2 C.F.R. § 200.307

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

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

Appendix I: GEPA Statement

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

Describe and Accept

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

\_\_\_\_\_ (Applicant Name) is providing this statement in reference to requirements for application of federal funds. It is the intent of \_\_\_\_\_ (Applicant Name) to take steps to ensure equitable access to and participation in consolidated federal programs. The district is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age.

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

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

Note: You must 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 21<sup>st</sup> CCLC programs.

_____ Signature of President of Board	_____ Printed Name
_____ Signature of Authorized Representative (This is the representative identified to coordinate activities between the applicant and CDE on the 21 <sup>st</sup> CCLC grant)	_____ Printed Name

## Appendix J: Glossary of Terms

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**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 21<sup>st</sup> CCLC program. To determine the ADA, divide the total monthly attendance by the number of program days in the month.

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

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

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

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

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

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

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



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

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

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

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

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

**Hours of Programming:** The number of program hours offered to students participating in 21<sup>st</sup> CCLC programming. Hours of operation should be relatively consistent across the school year. Traditional 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs must also offer a minimum of 60 hours of annual summer school programming. Applicants writing for the use of 21<sup>st</sup> 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 21<sup>st</sup> CCLC Summer Program.

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

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

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

Positive Youth Development is guided by the following five principles:

1. Strengths-Based: Taking a holistic approach that focuses on the inherent strengths of an individual, family, or community, then building upon them.
2. Inclusive: Addressing the needs of all youth by ensuring that our approach is culturally responsive.
3. 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.
4. Collaborative: Creating meaningful partnerships within and across sectors to effectively align our work.
5. 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program for at least 30 days (which do not have to be consecutive) during the attendance reporting period.

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

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

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

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

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

**Two-Generation (2Gen) Approach:** This approach is designed to address the needs of children and their parents together (whole family) in a way that supports a family's full potential and puts each individual of the family on a path to

permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2Gen approach. 2Gen programs provide services to both child and adults (whole family) simultaneously and track outcomes for both. Examples include: financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care and education and supportive services.

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

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

For more information:

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

**Traditional 21<sup>st</sup> 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 21<sup>st</sup> 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](#)).

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.