21st Century Community Learning Centers (CCLC) Grant
Application Webinar

February 12, 2018

Webinar Agenda

- Application Overview
- Monitoring, Evaluation, and Reporting
- Application Timeline
- Scoring Rubric and Evaluation Criteria
- Technical Assistance Opportunities
- Questions

Application materials and budget are available for download on the CDE website at www.cde.state.co.us/21stcclc.

Application Overview

Introduction

This grant opportunity is designed to distribute funds to qualified applicants pursuant to Title IV, Part B, of ESEA, as amended by 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.

This three-year grant allows eligible applicants to establish or expand community learning centers that provide students with out of school time programs providing academic enrichment opportunities and activities designed to complement the students' regular academic program. CDE will award approximately $9.3 million to centers across the state.

Stakeholder Involvement and Feedback for this RFA

- ESSA Statewide Listening Tour

- CDE ESSA "HUB Committee" and "ESSA Title Program Plans and Assurances Spoke Committee" presentations and feedback

- 21st CCLC Colorado stakeholder events garnering input from the field – 10/16, 11/16 (with the Afterschool Alliance)

- 21st CCLC Consolidated State Plan public dissemination and feedback

- 21st CCLC Colorado Advisory Board

- Colorado Afterschool Partnership

- Colorado state agency partners

- List of primary stakeholders in ESSA

- U.S. Department of Education

What is a Community Learning Center?

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

- 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:

  - Reinforce and complement the regular academic programs of the schools attended by the students served; and
  - Are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and

- 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.

Purpose

Provided services focus on helping children in low income schools 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… that are designed to reinforce and complement the regular academic program of participating students;

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.

Eligibility

- 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,
  - a consortium of 2 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 organizations and/or districts may apply together. However, one organization/district must be designated as the fiscal agent of the consortium.

Eligibility (cont.)

- 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.

- Applicants do not have to demonstrate prior experience in providing out-of-school time programs to be eligible to apply for funding.

- An applicant 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.

Equitable Distribution of Funds

- To ensure equitable geographic distribution 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 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 Kindergarten-12th grade membership from CDE October Count 2017, found at www.cde.state.co.us/21stcclc.

Number of Students in District	Maximum Number of Funded 21st CCLC Centers to each District	Maximum Number of Funded 21st CCLC Centers to Non-District Entities*	Total Number of 21st CCLC Centers per District
0 - 1,000	2 funded centers	2 funded centers	4 funded centers
1,001 - 5,000	3 funded centers	3 funded centers	6 funded centers
5,001 - 25,000	4 funded centers	4 funded centers	8 funded centers
25,001 or more	5 funded centers	5 funded centers	10 funded centers

Priority Considerations

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

- K-12th grade Free and Reduced Lunch rate of 40 percent and above; and

- Schools Identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2017-2018.

* Other schools determined by the local educational agency to be in need of intervention and support may apply but will not be eligible to receive priority points assigned in the priority points section of this application.

Priority Scoring

The following are the priority areas for this grant competition:

1) Serving a school with priority eligibility as determined by the priority list

2) Rural School Districts

3) High school serving 9-12 grades with an emphasis on research or evidence-based course completion and credit recovery supports, graduation, college, or workforce readiness programs, including apprenticeships.

4) New programs that have not been funded in the last three years OR programs with high quality past performance (within the past three years) as determined by the following:

   - All 21st CCLC programmatic and fiscal monitoring findings were resolved.
   - Ongoing formally communicated program or fiscal concerns were resolved.
   - 21st CCLC funds were expended in an appropriate manner.
   - Less than 10% of 21st CCLC funds were reverted back to CDE at year end (above and beyond the previous 15% carryover allowance).

Application Types

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

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

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

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

Expanded Learning Time (ELT)

- A school extends its normal school day, week, or year to provide additional instruction or educational programs for ALL students beyond the State-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year.

- An applicant may apply to use 21st CCLC funds to conduct activities during the school day in a school that previously expanded its school day, week, or year.

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

- ELT applicants must submit a plan addressing the Required Components of a Comprehensive ELT Plan provided in Appendix B.

Available Funds

- Approximately $9.3 million total

- Grants will not be made in an amount less than $50,000, and no more than $150,000 per year per center.

- It is anticipated that approximately 62 centers will be supported through grant awards.

Note: A consortium of organizations*, and/or districts may apply together to provide services for centers. Each center in the consortium must receive a minimum of $50,000 per year for its 21st CCLC program.

Duration of Grant and Renewability Opportunity

- Grants awarded receive funds for a period of three years.

- Those programs meeting exemplar criteria outlined in *Appendix C: Renewability* will be eligible for an automatic two years of continuation funding upon completion and approval of a brief continuation application.

- Based on available funding, grant amounts each year will be funded at 100% of the original award, including renewability years 4 and 5 if the subgrantee meets renewability exemplar criteria.

- Awards may be reduced based on inability to meet the goals and performance measures set forth in this grant by the subgrantee.

Grant Years and Amount Examples

Grant Year	Example Amount	Timeframe
Year 1	$150,000	July 1, 2018 – June 30, 2019
Year 2	$150,000	July 1, 2019 – June 30, 2020
Year 3	$150,000	July 1, 2020 – June 30, 2021
Renewability Decision Based on Exemplar Criteria Outlined in Appendix C		
Year 4	$150,000	July 1, 2021 – June 30, 2022
Year 5	$150,000	July 1, 2022 – June 30, 2023

Use of Funds

- 21st CCLC funding may be used to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program.

- Funds must be used solely for the purposes set forth in this grant program.

- No funds provided pursuant to this program may be expended to support religious practices, such as religious instruction, worship, or prayer.

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

Planning

- Funds used under this program must be used to provide services and 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.

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 less than 12 hours of programming per week (can include Saturdays) for 26 weeks during the traditional school year.

  - No less than 75 hours for summer programming. Applicants can meet this hour requirement by providing a three week program, five hours per day, for five days or any other number of day/hour/week combinations that meet the required hours.

  - Programming includes students as well as families.

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

Allowable Activities

A broad array of activities that advance student academic achievement and support student success, including:

1) Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with:

   - State academic standards and any local academic standards; and
   - Local curricula that are designed to improve student academic achievement;

2) Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

3) Literacy education programs, including financial literacy programs and environmental literacy programs;

4) 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;

Allowable Activities (cont.)

5) 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.);

6) Essential skills building programs;

7) Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

8) Services for individuals with disabilities;

9) Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;

10) Cultural programs;

11) Expanded library service hours;

12) Parenting skills programs that promote parental involvement and family literacy;

Allowable Activities (cont.)

13) Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

14) Drug and violence prevention programs and counseling programs;

15) Arts and music education activities;

16) Entrepreneurial education programs;

17) Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

18) 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);

19) Costs associated with attending orientation meetings, annual conferences, or regional training days hosted by CDE (e.g., mileage, substitute costs, hotel if over 50 miles from event, etc.); and

20) Costs associated with attending the U.S. Department of Education's 21st CCLC Summer Institute (Out-of-state travel: flight, hotel, meals) or other approved conferences directly aligning with 21st CCLC work.

Recommended Activities

- strategies for increasing school attendance;

- STEM (Science, Technology, Engineering, and Math) materials, training, and/or teachers;

- service-learning*;

- competency-based learning*;

- research-based and evidence-based programs that promote positive youth/adult partnerships;

- health and wellness activities including prevention programs, wrap around 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 $10,000 per center;

- monitoring and improving program quality;

- positive youth development programming and activities;

- ensuring the transportation needs of participating students will be addressed;

- Two Generation (2GEN) and Whole Family Approaches to support adult and early childhood education, employment and training, financial literacy and asset accumulation; and

- professional development for staff working directly with 21st CCLC programs.

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.

Note: Subgrantees, including LEAs, CBOs, and other eligible entities, must meet all 21st CCLC requirements when using program funds to support ELT.

Monitoring, Evaluation, and Reporting

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.

- **Written Comprehensive Sustainability Plan**

- **Site Visits**
  - Orientation Site Visit
  - Monitoring Site Visit
  - *Additional Visits*
    - As needed based on monitoring and risk analysis
    - Additional onsite visit if awarded funds past the three-year grant period

Onsite Monitoring Site Visit Activities

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.

- **Implementation and Monitoring:** Subgrantees will be required to complete an online implementation rubric prior to the scheduled visit.

- **Quality Monitoring:** CDE staff will use the Out-of-School Time Observation Instrument during the onsite visits.

- **Program Compliance and Fiscal Monitoring:** CDE staff will utilize a Monitoring and Quality Improvement (MQI) Tool during onsite visits.

- **Student and Parent Voice**: CDE may conduct at least one focus group with youth and one focus group with adults served by the program during the onsite monitoring visit. CDE may periodically send out brief online parent and youth surveys.

Federal Evaluation and Reporting

This evaluation addresses the federal Government Performance and Results Act (GPRA) indicators for the 21st CCLC program.

- **Grant and Center Level Process Tracking:** Subgrantees are required to track and report on several subgrant level and center level characteristics on a monthly basis through a data reporting system run through the state office.

- **Teacher Surveys:** All subgrantees are required to collect teacher surveys for each student who attended a program for 30 days or more.

Note: Subgrantees are expected to collaborate with an external evaluator and CDE 21st CCLC staff to meet the federal evaluation reporting requirements.

State Evaluation and Reporting

The state evaluation of the 21st CCLC grant program will focus on the impact of 21st CCLC programs on student academic achievement, school day attendance, essential skills building, family engagement and achievement of state 21st CCLC performance measures.

- **State Assigned Student Identifiers:** 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 towards reaching objectives, as well as enrollment and participation rates throughout the program year.

State Evaluation and Reporting

Each applicant must develop one SMART performance measure in each of the four main outcome 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 and 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.

State Evaluation and Reporting

Optional State Evaluation:

- **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

Local Evaluation

CDE requires that each subgrantee develop and implement an evaluation plan to:

- Highlight their unique program outcomes and impact

- Provide evidence that the program provides high quality opportunities for academic enrichment and helps students meet the State and local student academic achievement standards.

- Identify program strengths, specific recommendations for program improvement, and recommendations for using evaluation results for program improvement and sustainability.

Note: Evaluation reports/summaries are due annually and must be made public upon request.

Other Evaluation Considerations

- Applicants must have, or acquire, the capacity internally or externally to complete the evaluation requirements.

- Annual evaluation costs cannot exceed more than $10,000 per center and can include all the costs associated with the evaluation:
    - 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

Templates and sample documents for all Data Collection Types listed below can be found in Attachment E.

Evaluation Timeline

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
Grant and Site 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
Program Monitoring Site Visits (e.g., Implementation Rubric, Out-of-School Time Observation, student and parent voice)		X		X	
Sustainability Plan		X			

Application Timeline

Timeline

Deliverable	Date
Intent to Apply Due	Feb. 23, 2018
Application Writing Training	March 6, 2018
Applications Due	**March 28, 2018**
Review of Applications	March-April
Initial Notifications	By May 4, 2018
Required Changes Due	By June 22, 2018
Final Notifications	By June 30, 2018

*Office hours for RFA questions will be provided each week via a webinar link. Each session will be recorded and posted to www.cde.state.co.us/21stcclc. The first office hour session will be Thursday, 2/15 from 10-11am. All other times and dates will be posted to the website by tomorrow. Please send questions in advance to scott_d@cde.state.co.us.

Submission Process

- An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Wednesday, March 28, 2018, by 11:59 pm**.

- The electronic version should include all required components of the application as <u>one</u> document.

- Please attach the electronic budget workbook in Excel format as a separate document.

- If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us.

Review Process

- 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.

- **Note:** This is a competitive process – <u>applicants must score at least 158 points out of the 225 possible points in the narrative and bonus point sections to be approved for funding</u>.

- There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final.

Required Elements

Application Checklist

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 G)
☐ Completed and Signed "GEPA Form" (Appendix H)
☐ Completed and Signed "ESEA General Assurances Form" (www.cde.state.co.us/fedprograms/consapp/index)

Part II: Narrative (Scored - Cannot Exceed 25 Pages):
☐ Narrative addresses all selection criteria
☐ Narrative meets all formatting requirements
☐ Each item on the Budget Sheet is completed with accurate totals
☐ 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
☐ Excel Budget Workbook (to be submitted as a separate attachment in Excel format)
☐ Fiscal Year 2018-2019 Funding Chart (Appendix F)
☐ Letter(s) of Commitment from collaborating organizations

Scoring Rubric and Evaluation Criteria

Section A: Demonstration of Need

1) Provide an analysis of objective data, including citations of data sources, establishing the need for out-of-school time services including:
   - core academic support,
   - academic enrichment, and
   - an array of additional services for students and their families in the schools and communities targeted.

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.

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, students experiencing homelessness, students in migrant education, and students in foster care.

TOTAL POINTS: 17 (plus up to 3 additional bonus points)

Section B: Number of Students to be Served

1) Based on the demonstrated need in Section A, identify the sub-populations of students (and, as applicable their families) the proposed program is designed to serve. Include a description of students' grade level, gender, race/ethnicity, special populations, etc.

2) Complete the chart below on the expected number of students and families to be served by 21st CCLC programming during the three-year grant program period.

Center (School) Name	Total Number of Students in the School 17-18 (actual)	Unduplicated 21st CCLC Students 18-19 (projected)	Regular Student Attendees 18-19 (projected)	ADA Student Fall 18 - Spring 19 (projected)	ADA Student Summer 2019 (projected)	Unduplicated Family Members 18-19 (projected)

3) How does the expected number of students and families to be served (as listed in the completed chart) compare with the total number of students in the school and the number of students needing these programs? Response must include numbers and percentages.

4) Describe strategies and activities to encourage and document regular student attendance in the proposed 21st CCLC program and activities. (Regular student attenders are those students who attend at least 30 days of 21st CCLC programming across the program year. Attendance does not have to be consecutive.)

TOTAL POINTS: 21 (plus up to 3 additional bonus points)

Section C: Project Development and Design

1) Describe how parents, students, and the community partners were involved in developing the 21st CCLC grant application and their ongoing collaborative roles in implementing the proposed project.

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.

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.

4) List and describe the respective roles and responsibilities of the partners in:
   a) Planning the program design;
   b) Delivering program services;
   c) Planning for program sustainability after the grant period ends;
   d) Accessibility to develop partnerships; and
   e) If partnership is not included, application explains how partners will be recruited and developed over the duration of the grant.

Section C: Project Development and Design (cont.)

5) Identify specific outreach activities that will be conducted to encourage the participation of the students and their families.

6) Describe how the program connects with family and community resources to leverage continued support of programming.

7) Describe how the facility in which the program will be housed (in all years of the grant) is safe and accessible (ADA), and how students will travel safely to and from the center and home.

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.

TOTAL POINTS: 40 (plus up to 3 additional bonus points)

Section D: Project Implementation

1) Based on the demonstrated need in Section A, provide a clearly detailed project plan for implementation using the table provided below. Provide up to two key research or evidence-based* strategies/activities in each of three areas: 1) core academics, 2) educational enrichment/essential skills, and 3) parent engagement. Complete the chart below for each strategy/activity. At least one strategy/activity should be provide for each of the three areas.

Strategy/ Activity	Research/Evidence-Based Citation	Interim Benchmarks	Timeline (Covering three years)	Person(s) Responsible

2) Describe the program schedule, including the number of hours of programming/ week provided for students and families, and weeks of programming/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 75 hours of summer programming for traditional 21st CCLC programs).

3) 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.

Section D: Project Implementation (cont.)

4) Describe how the proposed 21st CCLC program and activities are aligned with the Unified Improvement Plan of the school(s) from which the center(s) will draw students as well as the relationship of services with federal/state programs and educational reform efforts [e.g., Title I, Part A of ESSA, Early Childhood Education, Migrant Education, Special Education, Homeless Education, Foster Education, Office of Postsecondary Readiness, Expelled and At-Risk Student Services, and Individual Career and Academic Plans (ICAP)].

5) 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.

6) Describe how a Two Generation (2GEN) and Whole Family Approaches will be used in establishing family engagement components at the site level.

TOTAL POINTS: 34 (plus up to 5 additional bonus points)

Section E: Subgrantee Level Evaluation

1) Provide an evaluation plan that demonstrates how the applicant will be accountable for monitoring and reporting on program effectiveness. The plan must include the following:

    a) identify who will be conducting the evaluation activities;

    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;

    d) describe how the data will be used for program monitoring, program improvement, and accountability.

2) Describe the applicant's capacity, or how applicant would acquire the capacity, to complete required evaluation components, as described in the Monitoring section of this RFA and in Appendix E.

    a) If an external evaluator has agreed to evaluate the program, identify that individual and/or organization and provide a description of the qualifications and responsibilities of the evaluator.

    b) If an external evaluation will be contracted, describe how the external contractor will be identified and selected (e.g., required qualifications).

    c) If an external evaluator is not used, applicant must identify a qualified internal staff member to complete the evaluation requirements.

    d) If working with an internal evaluator, identify that individual (or individuals) and provide a description of their qualifications and responsibilities.

Section E: Subgrantee Level Evaluation

3) Describe the evaluation process to complete each required evaluation component described in the Monitoring section of this RFP and in Appendix E, and to measure program progress on each of the identified performance measures. Specify:

   a) feasible and appropriate methods to collect information and frequency of collection;

   b) reliable and valid measures and tools that will be used; and

   c) the process that will be in place to ensure accurate data is collected, maintained, and reported.

4) Describe how proposed program will use formal and informal data to inform program continuous improvement, including but not limited to:If an external evaluator has agreed to evaluate the program, identify that individual and/or organization and provide a description of the qualifications and responsibilities of the evaluator.

   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.

TOTAL POINTS: 22 (no additional bonus points)

Section F: State Performance Measures (PMs)

1) Complete one performance measure (PM) worksheet in the area of "Core Academics."
2) Complete one performance measure (PM) worksheet in the area of "Essential Skills/ Educational Enrichment."
3) Complete one performance measure (PM) worksheet in the area of "Attendance."
4) Complete one performance measure worksheet in the area of "Family Engagement."

Please Note:

- As part of the conditions for the grant, each applicant must develop one performance measure in each of the four main outcome areas found below, that include annual benchmarks for the initial three-year grant period.
- The performance measure must be written as a SMART goal. More information on performance measure development and SMART goals can be found in the Performance Measure Development Guide at www.cde.state.co.us/21stcclc.
- PM Worksheet must be fully completed and submitted to receive points.

*See Appendix D for Performance Measure Worksheets that must be completed and submitted as a part of this application.

TOTAL POINTS: 20 (plus up to 3 additional bonus points)

Section G: Project Leadership and Staffing

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.

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.

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.

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.

TOTAL POINTS: 20 (plus up to 3 additional bonus points)

Section H: Adequacy of Resources

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.

2) Provide a budget narrative that demonstrates the connection of activities to the grant funds request and your overall 21st CCLC program. Be sure to relate how your request for 21st CCLC funding fits into the various sources of funding for your program outlined in the funding chart (Appendix F), and how this funding will enable you to achieve your program objectives.

3) 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.

4) Describe how the commitment of each partner to the successful implementation of the proposed project is relevant and demonstrated.

5) Describe applicant's vision for sustaining center activities after 21st CCLC funding ends. Formal sustainability plans will be required by the end of year two.

6) Provide an overview of the full amount and type of resources that support applicant's work in 21st CCLC by completing the funding chart in Attachment F. Include funding from other federal programs, community donations, corporate support, and in-kind contributions.

TOTAL POINTS: 26 (plus up to 3 additional bonus points)

Technical Assistance Opportunities

Technical Assistance

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

- **Online Resources:** The CDE 21st CCLC website offers links to other helpful online sites and resources. Go to www.cde.state.co.us/21stcclc.

- **Application Writing Training: Tuesday, March 6, 10:00 am-3:00 pm.** *Reimbursement for travel costs based on the applicants internal per diem will be provided (the internal per diem cannot exceed the federal per diem).

- **Weekly Office Hours**- In an effort to ensure that all potential applicants have the same information and are provided consistent responses, one hour webinar "office hours" will be available starting this week. Times and dates will be posted to the website by tomorrow. "Office hour" discussions will be recorded and posted to the website.

- **Running FAQ-** CDE 21st CCLC staff will add questions and response during this webinar and during office hours to a 21st CCLC FAQ and will update it frequently.

- **Questions and response to date...**

Application Writing Training

Join the CDE for an in-depth training session to learn how to plan and write a competitive application for the federal 21st Century Community Learning Centers (CCLC) grant.

Topics to be covered include CDE's competitive process, exploration of grant components and requirements, and general tips for planning and writing your proposal.

When: Tuesday, March 6, 2018 from 10 am-3 pm

Where: Lowry Conference Center

RSVP: By Friday, February 23, 2018 via Eventbrite: https://21stcclcappwritingtraining.eventbrite.com

21st CCLC
Request for Application
FAQ

Q. What is the difference between subgrantees vs. centers/sites/schools?

A. Under the law, the state provides grants to fiscal agents described in the "eligible applicants" section of the RFP on page 3. Once funded, these entities are called subgrantees. A subgrantee runs an approved program at "center," usually at school. A center is also referred to as a site.

Q. Does the fiscal agent need to be a school district? Can other community agencies, such as Family Resource Center apply?

A. No, fiscal agent does not need to be a district. It can be any entity described on page 3 of the RFP under the "eligible applicants" section. However, whichever entity is applying as the fiscal agent for the grant, it must have an established DUNS # with the federal government and have an active status on SAM.gov.

21st CCLC FAQ (cont.)

Q. Can an applicant apply for more than one center at more than one school, or must it choose one?

A. Multiple centers can be included in one grant. You can submit one grant that includes more than one eligible school. Remember that each grant has to address the needs of students and has to be specific to students from a school or schools. You **cannot** submit "copycat" grants.

Q. What is the maximum amount of grants that a district can apply for?

A. While the RFP has limits on the number of centers that can be funded (see page 4 of RFP), it does not have a cap on the number of applications that can be submitted by an eligible entity. Applications will be scored by an objective review panel and those receiving the highest scores up to the "district" and "non-district entities" limit will be considered for funding.

Q. If applicants can apply for funding for more than one center, would they need to complete totally separate applications for each center?

A. A single application can be for multiple eligible schools in a district. However, applicants need to adhere to the 25 page narrative limit.

21ˢᵗ CCLC FAQ (cont.)

Q. Can one application request funding for multiple priority schools-how are those priority points assigned?

A. One application may serve more than one priority school in a district. Remember, information on all the schools for which the applicant is applying must be included in the application. Of note, all schools in the application must be on the priority list in Appendix A in order to receive the 30 priority points assigned to priority schools.

Q. What is the different between "district" and "non-district entity" when looking at the table on page 4 of the RFP that addresses equitable geographical distribution?

A. A district is a public school district in Colorado. A non-district entity is another eligibility entity listed on page 3 of the RFP. That entity must collaborate with the local district associated with for which the applicant is seeking funding.

Q. In developing the RFP were there considerations other than student population for the equitable distribution tables on page 4? What other considerations were taken into account?

A. One of the overarching priorities in developing this RFP was to align Colorado's 21ˢᵗ CCLC grant program with the new requirements under the Every Student Succeeds Act (ESSA). To ensure equitable distribution of grants to meet the needs of students statewide and fulfill requirements under ESSA, CDE staff researched what other states are doing to ensure equitable access under ESSA. The model outlined in the Colorado RFA is based on models discussed at national meetings hosted by the U.S. Department of Education and used in other states to ensure compliance and equity.

Further, the Colorado 21ˢᵗ CCLC office assessed the current makeup of grants in Cohort VII, as well as statewide needs for out of school time programs. The results showed that currently 43 out of 44 centers are from urban centers in Colorado, with 39 of the 44 from the Denver Metropolitan area. An assessment will be made in future RFAs to determine what future models will best ensure ongoing equitable distribution of 21ˢᵗ CCLC grants.

Questions?

Questions?

For Program Questions:

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