Funding Opportunity

Application Information Webinar available by Monday, December 18, 2023
A recorded application information webinar available on CDE's CO-AAP webpage.

## Intent to Apply Due: **Thursday, February 1, 2024**
Completion of the Intent to Apply is strongly encouraged but not required.

Applications Due: **Thursday, February 15, 2024, by 4 pm**
Application will open in GAINS on December 15, 2023, and close on February 15, 2024.

Colorado Academic Accelerator Program

Pursuant to Colorado Revised Statute (C.R.S.) 22-2-146.6

Required
(To Obtain Benefit)
FORM # STP-105
EDAC REVIEWED
12/01/2023 for 2023-2024
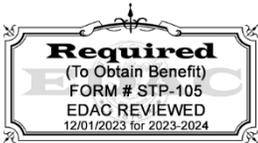
Program Questions:
Anna Young, Out-of-School Time (OST) Manager
(720) 614-8666 | Young_A@cde.state.co.us

Budget/Fiscal Questions:
Tricia Miller, Office of Grants Fiscal Management
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Application Questions:
Mandy Christensen, Grants Program Administration
(303) 957-6217 | Christensen_A@cde.state.co.us

Table of Contents

Note: The following version of the application is intended as a reference document for instructions and grant application planning purposes.

Applications for the CO-AAP program must be submitted through GAINS.
Submission of application materials either in hard copy or via e-mail will not be accepted.

The application window will open in GAINS on December 15, 2023, and close on February 15, 2024, at 4 pm.

More information about GAINS is available on CDE's website.

Accessing GAINS

School District and BOCES Applicants
- Contact your district Local Access Manager (LAM) to receive access to GAINS. Documentation and training on this process for LAMs is available on CDE's GAINS Training webpage.

Charter School Applicants
- Complete the Charter School GAINS Access Request Form

All Other Applicants
- Complete the Non-District Organization GAINS Access Request Form

Introduction and Purpose

The Colorado Academic Accelerator Program (CO-AAP) grant is authorized through the "Math In Pre-kindergarten Through Twelfth Grade" Act (C.R.S. 22-2-146.6).

This grant program seeks to increase students' proficiency and achievement in science, technology, engineering, and math (STEM) through their participation in academic and enrichment activities occurring in funded community learning centers during out-of-school time (OST), such as before school, after school, summer, and the fifth day for schools on a four-day week.

Through their funded community learning centers, eligible entities* will:
- Provide opportunities for free academic enrichment and support activities, which must include providing tutorial services to help students, particularly students who attend high-needs schools*, to meet rigorous state academic standards, specifically in mathematics and science, and to increase student proficiencies and outcomes in mathematics; and
- Offer families of students opportunities for active and meaningful engagement in students' education, including opportunities for mathematics literacy/numeracy and related educational development.

This Request for Applications (RFA) is designed to distribute funds to eligible entities to establish or expand community learning centers that provide the opportunities for students and families listed above during OST.

Only applicants that specifically address the two purposes identified above through their proposed community learning centers offered during OST will be considered for funding.

*See *Appendix H* for Glossary of Terms

Eligible Applicants and Priority Criteria

Eligible Applicants
Only eligible entities may apply for the Colorado Academic Accelerator program. The term "eligible entity" means:
- a local educational provider* (a school district, a Board of Cooperative Educational Services (BOCES), a district charter school, an Institute Charter School);
- community-based organization*;
- Indian tribe or tribal organization*;
- another public or private entity; and
- a consortium* of two or more such agencies, organizations, or entities.

Note: All applicants must have an established presence and relationship in the community they are proposing to serve**.** If a community-based organization applies, the community-based organization must be experienced in out-of-school time (OST) supports and must partner with a local education provider to be an eligible entity (C.R.S. 22-2-146.6).

Ineligible Applicants
Eligible entities, serving as fiscal agents for the proposed community learning centers, may not include in their application any programs, centers, and schools that will be funded by the federal 21st Century Community Learning Centers (CCLC) grant program as of July 1, 2024. Programs, centers, and schools that will be funded through the 21st CCLC federal grant program as of July 1, 2024, are ineligible for the CO-AAP funding opportunity. Eligibility for programs, centers, and schools is determined by school code.

Fiscal agents receiving funds through the 21st CCLC Cohort E2/E3 OST, Expanded Learning Opportunities (ELO), and High-Impact Tutoring grant programs may still apply for this funding opportunity. Programs, centers, and schools funded through these three grant programs may be included in the submitted applications of fiscal agents for this funding opportunity.

Fiscal agents may apply for centers (sites/schools) for **either** this Colorado Academic Accelerator Program (CO-AAP) state funding opportunity, or for the 21st Century Community Learning Centers (CCLC) Cohort 11 federal funding opportunity. If a fiscal agent is planning to apply for both the 21st CCLC and CO-AAP funding opportunities, centers (sites/schools) may not be included in both applications. The current 21st CCLC and CO-AAP grant applications are both due on Thursday, February 15, 2024. CDE created a 21st CCLC and CO-AAP Grant Crosswalk for potential applicants to reference when deciding whether to apply and determining which center(s) to include in an application.

Priority Considerations
Available grant funding will be distributed to eligible entities with school(s) demonstrating need and readiness based on Priority Criteria. CDE will prioritize eligible entities that demonstrate in their applications how the eligible entity will:
1. Adopt one or more intervention strategies*;
2. Use evidence-informed* programs that build student skills in STEM* (particularly mathematics and science);
3. Use digital math accelerator programs*;
4. Serve high-needs students* attending high-needs schools*;
5. Meet the needs of diverse student populations*; and
6. Target students who transition from elementary school to middle school and middle school to high school, as well as students who transition from Pre-Kindergarten to Kindergarten.

Priority points are available in the scoring rubric to support priority areas listed above. Applicants may be eligible to receive priority points for one or more of the priority areas based on information provided in their submitted application as well as data available and verified by CDE. See *Appendix H* for Glossary of Terms and information on priority areas.

Charter Schools
Pursuant to C.R.S. 22-30.5-104 (11), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school's authorizer will be the fiscal agent, if funded.
- A charter school that applies for a grant shall provide to its authorizing district:
  - A copy of the grant application at the time the application is submitted to CDE; and
  - If the charter school receives the grant moneys, a summary of the grant requirements, a summary of how the charter school is using the grant moneys, and periodic reports on the charter school's progress in meeting the goals of the grant as stated in its application.
- If a charter school intends to apply for a grant that the school's authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the school may apply for the grant independently or in collaboration with other charter schools.

Available Funds

Approximately $8 million in state funds is available to award through this funding opportunity for each year of the three-year grant. Grants will be awarded for a three-year term beginning in the 2023-2024 fiscal year (see Duration of Grant section below). Additional grant funding for subsequent years will be contingent upon grantees meeting all grant, fiscal, and reporting requirements. There will be no carryover of funds for any year of the grant.

Award Amounts
Applicants can apply for a maximum $180,000 per year per center. There is no minimum award amount. It is anticipated that approximately 30-40 grantees will receive funds for 100 centers through this competitive funding opportunity.

Cost Per Student
Applicants must base their award requests on an annual cost of up to $3,000 per student, inclusive of school year and summer programs. For example, an applicant may request an award amount of $180,000 per year at each center, and may anticipate serving 60 students throughout the year at a cost per student of $3,000. When calculating the annual cost per student for a center, applicants should take into account all programming costs, including hiring and paying staff, staff professional development costs, fulfilling all administrative grant requirements, purchasing curriculum, materials, and supplies, family engagement activities, student transportation, and so forth. The cost per student and requested award amount must be adequately justified in the submitted application.

Application Limits
Due to the highly competitive nature of this funding opportunity, the number of centers for each individual grant application cannot exceed four. Eligible entities (fiscal agents) may apply for a maximum number of four centers across all submitted CO-AAP applications. A maximum number of four centers will be funded for each eligible entity that is awarded funds through this funding opportunity. It is important to note that services and student target populations to be served cannot be duplicated across proposed centers.

Funding Reductions
Awarded applicants will be responsible for spending awarded funds in accordance with the approved budget and timeline within the grant application. Funding levels deemed to be excessive and unreasonable, or that include unallowable costs, can result in a reduced amount of funds awarded. Awards may be reduced based on inability to meet the goals and performance measures set forth in this grant by the grantees. 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 grantee in advance of the reduction.

Duration of Grant

Planning Period
The first three-month planning period occurring from April 1, 2024, to June 30, 2024 (FY2023-2024) is intended to provide time and funding for awarded applicants (grantees) to better understand current needs of students, engage stakeholders, and design detailed implementation plans. Common activities will include a focus on systems for data collection, needs analysis, identifying staffing needs and hiring staff, and development of interventions in math and science.

For Year 1, which is inclusive of FY2023-24 (April 1, 2024, to June 30, 2024) and FY2024-2025 (July 1, 2024, to June 30, 2025) applicants can apply for a maximum of 10% of their proposed first-year budget to dedicate toward planning. All applicants should budget for planning, regardless of whether they are establishing or expanding community learning centers or out-of-school time (OST) services.

Program Implementation
Starting July 1, 2024 (FY 2024-2025), awarded applicants (grantees) may begin their summer programming for students and families in their community learning centers. Summer programs may occur any time between July 1, 2024, to the beginning of the 2024-2025 academic school year or any time after the 2024-2025 academic school year ends and June 30, 2025. After this initial implementation, grantees are expected to operate their community learning centers during the school year and summer through June 30, 2027. Applicants may reference the chart below to understand the duration of the grant program.

Grant Year	Fiscal Year	Example of Funding Amount	Timeframe
Year 1	FY2023-2024 and FY2024-2025	$100,000 *(up to 10% for planning)*	April 1, 2024 – June 30, 2025
Year 2	FY2025-2026	$100,000 *(100% for implementation)*	July 1, 2025 – June 30, 2026
Year 3	FY2026-2027	$100,000 *(100% for implementation)*	July 1, 2026 – June 30, 2027

Program Requirements & Recommendations

During grant implementation and for the entire duration of the grant, all awarded applicants (grantees) must provide programming for core academics, educational enrichment, and family engagement during the regular school year as well as during the summer.

While additional hours of programming can be offered, grantees are required to adhere to the following:
- No fewer than 24 weeks of programming during the entire calendar year, inclusive of the traditional school year as well as the summer months when school is not in session
- No fewer than 5 hours and no more than 10 hours of programming per week during the school year (can be before school, after school, the weekends, and on the fifth day for four-day school weeks)
- ~~No fewer than 40 hours and no more than 60 hours of programming total during the summer (can be any number of day/hour/week combinations that meet the required hours).~~
- NOTE: At least 40 hours of programming during the summer (can be any number of day/hour/week combinations that meet the required hours).

Programming must include direct services and activities for students as well as family members of participating students. Programming for family members of participating students should be consistent and ongoing and can occur during school hours as well as during out-of-school time hours (weekends, fifth day, holidays, etc.). Programming for students must include tutorial services during the school year and should also include both STEM-focused activities as well as more comprehensive activities during the school year and summer to meet the needs and interests of students and their families and to achieve anticipated student outcomes.

To ensure that community-based organizations (CBOs), if awarded, can access and collect student data to fulfill grant requirements, the participating local education providers (LEPs) must fulfill partnership requirements as well. If the CBO is the funded fiscal agent, the participating LEP (including school districts and schools) must coordinate with the CBO to share data on student performance that is relevant to each student's performance in school in accordance with the federal "Family Educational Rights and Privacy Act of 1974", as amended, and the "Student Data Transparency and Security Act". All participating LEPs in funded CBO applications must agree to assist the Colorado Academic Accelerator Program (CO-AAP) at all participating school(s) with obtaining this data, including SASIDs, for reporting purposes. Additionally, the partnering LEP must coordinate with the funded CBO to:
- Offer access to relevant district or state training focused on STEM and math instruction, including training created pursuant to C.R.S. 22-2-146.5(1); and
- Provide access to district or statewide software licenses for digital math accelerator programs.

To adequately plan and implement the program(s), CDE recommends applicants dedicate and budget for at least a 0.5 FTE program director as well as a dedicated primary fiscal contact. For potential applicants to assess the capacity and readiness for applying for the CO-AAP grant, CDE has created a Readiness Assessment Tool (see *Appendix B*).

Uses of Funds

Planning Period
Initial funding for the three-month planning period, April 1, 2024, through June 30, 2024, should be used to support the development of the community learning center and out-of-school time (OST) program(s), engagement with stakeholders, building of systems to track and report student progress and improvement, recruiting and hiring staff, and providing training for staff. This could include salary, benefits, training, extra duty planning time and other costs associated with establishing the program. A work plan to be completed during the planning period must be submitted with the application. For applicants recommended for funding, CDE may suggest changes to the applicant's submitted work plan during the "required changes" phase of the grant application review period. Funded applicants may propose modifications to their approved work plan during the planning period of Year 1 (April through June 2024).

Program Implementation

Funding starting July 1, 2024, should be spent on implementing planned activities in the proposed community learning center(s) during out-of-school time (OST), inclusive of both school year and summer. Summer programs in Year 1 may occur in either July or August 2024 or June 2025. During the implementation period, eligible entities should use funds to:

- Provide free academic enrichment and support activities, which must include tutoring* programs, with a focus on STEM, particularly for students who are below grade level or struggling in math* and science, children/students with disabilities*, as defined in C.R.S. 22-20-103; and students who are English learners*.
- Facilitate programs to engage communities to support high-needs schools* with high-needs students*;
- Create mentorship programs; and
- Provide other academic or social enrichment opportunities, including experiential mathematics and science activities, to help ensure students can meet the state's rigorous academic standards.

Supplement and Not Supplant

Funding may be used to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular school day. These activities advance student academic achievement and support student success by supplementing, not supplanting current activities. Grant funds must be used to supplement and not supplant* any federal, state, and local funds currently being used to provide out-of-school time programming. Funds must be used solely for the purposes set forth in this RFA.

For a comprehensive list of Allowable, Recommended, Necessary, and Unallowable Grant Costs, see *Appendix D*.

*See *Appendix H* for Glossary of Terms

Reporting and Evaluation

By accepting Colorado Academic Accelerator Program grant funds, awarded applicants agree to participate in all components of the program and fiscal reporting and evaluation efforts listed in this application. See *Appendix F* for more information on reporting and evaluation requirements. In addition to the requirements listed in *Appendix F*, all funded applicants will receive a site visit by CDE program staff during the 2024-2025 school year to ensure fidelity to the implementation of their proposed programs. Applicants must have, or acquire, the capacity to complete all reporting and evaluation requirements for the CO-AAP grant. A full schedule of all program and fiscal evaluation and reporting deadlines will be published on CDE's Colorado Academic Accelerator Program webpage after award notifications are sent for this funding opportunity.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. Therefore, CDE provides a secure, online system known as EZReports to collect PII for this grant program. PII will be collected, used, shared, and stored in compliance with applicable laws and CDE's privacy and security policies and procedures. Aggregated information reported to CDE in relation to grant activities is not confidential and is subject to public request.

Note: Documents submitted as part of the application 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.

Application Assistance and Intent to Apply

Several types of technical assistance are offered to all potential applicants to encourage high-quality applications. Web access links, registration details, dates, and times will be posted on CDE's CO-AAP webpage. All technical assistance opportunities are available at no cost to applicants. Resources include:

- **Online Resources**: CDE's CO-AAP webpage offers links to other helpful websites and resources.

- **Weekly Office Hours**: CDE will be hosting office hours for 30 minutes each week for potential applicants to ask any program/fiscal questions about the funding opportunity and receive updated responses to questions that have been received by CDE. The weekly office hours will be held virtually via Zoom on Thursdays from 9:30-10 am. For dates and access information, visit CDE's CO-AAP webpage. Office Hours discussions will also be recorded and posted to this webpage.
- **Frequently Asked Questions**: CDE will regularly post an ongoing FAQs document based on questions received to CDE's CO-AAP webpage throughout the application window.
- **GAINS Online System Training and Office Hours:** Applicants can access the recorded training and office hours information for GAINS by visiting CDE's GAINS Training webpage.
- **Application Webinar:** The recorded application training webinar will be posted on CDE's CO-AAP webpage.

If interested in applying for this funding opportunity, submit the Intent to Apply by **Thursday, February 1, 2024**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

Submission Process and Deadline

Applications must be completed and submitted through GAINS by **Thursday, February 15, 2024, by 4 pm.** Application materials and resources are available on CDE's Colorado Academic Accelerator Program webpage.

Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Friday, March 15, 2024.**

Note: This is a competitive process – applicants must score at least 150 points out of the 200 possible narrative points to be approved for funding. Applications that score below 150 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying 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 opportunities.

Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria (pages 15-19).

Part I: Application Information & Program Assurances
- ☐ Applicant Information
- ☐ Participating School Information
- ☐ Program Assurances

Part II: Narrative and Budget
- ☐ Priority Area Responses
- ☐ Sections A-E
- ☐ Budget

Part III: Required Attachments
- ☐ Center Expectation: Principal Sign-Off Form (*Attachment A*) – complete for all participating schools
- ☐ Job Description(s) of Key Personnel and/or organizational chart(s)
- ☐ Memorandum(s) of Understanding (MOUs) from identified partner(s) and/or consortium agreement

Applicants will complete their application at GAINS.
Applications will be accepted in GAINS from December 15, 2023, to February 15, 2024.

Part I: Applicant Information and Program Assurances

Lead Applicant	
Program Name:	

Type of Organization
Check box below that best describes your organization or authorizer.
☐ Local Educational Provider* (a school district, a Board of Cooperative Educational Services (BOCES), a district charter school, an Institute Charter School);
☐ Community-Based Organization (CBO)
☐ Indian Tribe or tribal organization
☐ Another public or private entity (Provide additional information: _____)
☐ Consortium of two or more agencies, organizations, or entities (Provide additional information: _____)

Region
Indicate region(s) of Colorado this program will directly impact.

☐ Metro	☐ Northeast	☐ Pikes Peak	☐ Southwest
☐ North Central	☐ Northwest	☐ Southeast	☐ West Central

Authorized Representative Information			
Name:		**Title:**	
Telephone:		**E-mail:**	

Program Contact Information			
Name:		**Title:**	
Telephone:		**E-mail:**	

Fiscal Manager Information			
Name:			
Telephone:		**E-mail:**	

Amount Requested	
Indicate the amount of funding you are requesting for FY2023-2025 (Planning Period, plus Implementation Year 1). Only Year One budgets need to be submitted with this application. Grants will not be made in an amount no more than $180,000 per year per center, inclusive of the three-month planning period for Year 1.	$

Cost Per Student	
Indicate the amount of funding you are requesting per student served at each community learning center. Cost per student is figured by dividing the total annual allocation by the expected student ADA at each center. Cost per student should not exceed $3,000 per student per year at each center.	$

Participating School Information
The principal of each participating school must also review sign the "Center Expectations" form outlining school responsibilities. If awarded, this form must be submitted to CDE by the grantee on an annual basis for all participating schools.

School Name:	[add rows in GAINS as needed]

Program Assurances

Applicants will agree to the below Assurances within the Colorado Academic Accelerator Program application in GAINS. An upload of this document is not required.

1. **Program Data Collection and Reporting:** The grantee will provide the Colorado Department of Education all reporting and evaluation information required in *Appendix F* of the Request for Applications. The grantee will work with and provide requested data and other information listed in *Appendix F* to CDE for within the time frames specified in *Appendix F*. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.

2. **Fiscal Management:** Funds will be used to supplement and not supplant any funds currently being used to provide CO-AAP Grant services and grant dollars will be administered by the appropriate fiscal agent. Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.

3. **Discrimination:** The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.

4. **Subcontracting:** The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

5. **Duplication of Benefits:** Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or "double-dipping." Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose. Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

6. **Fraud, Waste and Abuse:** Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:
   - Embezzlement, bribery, or other public corruption involving federal or state funds;
   - Serious mismanagement involving federal or state programs or funds;
   - Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
   - Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
   - Conflicts of interest-violation of arm's length agreements;
   - Contract and procurement irregularities;
   - Theft or abuse of government property;
   - Employee misconduct; or
   - Ethics violations by officials.

7. **Timely Reporting:** Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113). Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

8. **Conflict of Interest:** The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents/caregivers, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term "potential conflict" means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government's or Colorado Department of Education's satisfaction, such conflict of interest (or apparent conflict of interest). Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112).

9. **Grant Termination:** The Colorado Department of Education may terminate a grant award upon thirty 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.

10. **Project Modifications:** Project modifications and changes in the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant must be captured in GAINS from the following personnel:
   - Applicant Authorized Representative
   - Applicant Fiscal Manager

Note: For Charter School applicants, the above personnel must be from your authorizing district or CSI.

Part II: Narrative and Budget

Responses should be completed in the online application form. Although the system will save your work in progress, applicants may find it useful to compose answers in a separate document and copy them into the form.

Priority Areas

CDE will prioritize eligible entities that demonstrate in their applications how the eligible entity meets any of the following priority areas. Definitions for all terms in the Priority Areas can be found in *Appendix H*, Glossary of Terms.

1) **Intervention Strategies.** List and describe the intervention strategies the applicant will adopt in the program(s) at the proposed community learning center(s). Intervention strategies include:
   a) Identifying students who are below grade level or struggling in math* based on academic assessments;
   b) Notifying parents, guardians, or legal custodians if a student is below grade level or struggling in math;
   c) Providing parents, guardians, or legal custodians with a list of interventions and acceleration strategies to assist with math at home, including a state-advisory list of curricula options*, referrals for math tutoring*, or other intervention opportunities, when applicable;
   d) Publishing math curricula annually, including supplemental curricula or interventions; and
   e) Implementing train-the-trainer* or train-the-parent* plans to improve math achievements for students who are below grade level or struggling in math*, children with disabilities*, or students who are English learners*.

2) **Evidence-Informed Programs.** List and describe the evidence-informed programs the applicant will use in the program(s) at the community learning center(s) that build student skills in STEM (particularly math and science);

3) **Digital Math Accelerator Programs.** List and describe the digital math accelerator program(s) the applicant will use in the program(s) at the community learning center(s) that will accelerate students' success, including student achievement, proficiency, and growth in STEM (particularly math and science).

4) **High-Needs Students.** List and describe the population(s) of high-needs students* the applicant will serve in the program(s) at the community learning center(s). High-needs students are those attending high-needs schools, which are high-poverty, low-performing schools that have not historically had the resources or capacity to provide high-quality math (and science) instruction and enrichment programs, as evidenced by:
   a) A K-12th grade Free and Reduced Lunch rate of 40 percent and above in 2022-23;
   b) Low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those assessments in 2021-22 and/or 2022-23;
   c) Students in disaggregated groups that have low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those disaggregated student groups in 2021-22 and/or 2022-23;
   d) A significant number of students (as determined by applicant) who are below grade level or struggling in math (and science) based on a body of evidence, including local assessments;
   e) A demonstrated need for additional supports and services according to Census Data (by county, community and/or block, such as household income, education, etc.) or other relevant data.

5) **Diverse Student Populations.** Describe how the applicant will serve diverse student population(s)* in the program(s) at the community learning center(s).

6) **Transitions.** Describe how the applicant will target students who transition from Pre-Kindergarten to Kindergarten and/or elementary school to middle school and/or middle school to high school to participate in the program(s) at the community learning center(s).

Section A: Demonstration of Need

1) Describe the needs of students (and families) who will be served in the proposed community learning center(s). Describe how the proposed CO-AAP program(s) will address the needs of students and families, including the need for:
   a) core academic support in math and science;
   b) essential skills/educational enrichment in STEM, particularly in math and science; and
   c) an array of additional services for students and activities to meaningfully engage their families.
   [Not to exceed 500 words]

2) Describe the specific populations of students (and their families) who will be served in the proposed program(s). Include any relevant data, including students' grade level, gender, race/ethnicity, academic performance, English language proficiency, special education eligibility, free/reduced lunch eligibility, and any other relevant data or descriptors.
[Not to exceed 500 words]

3) Identify resources, including other funds, that are currently available for STEM (specifically math and science) education in the regular school day and/or in out-of-school time (OST) programs for the participating school(s). Describe how the proposed program(s) would address unmet need and increase resources to establish or expand access to high-quality, STEM-focused OST activities available within the community.
[Not to exceed 500 words]

Section B: Program Development
1) Describe the applicant's capacity and experience in providing activities to students and their families during out-of-school time (OST), particularly STEM-focused activities. Describe the applicant's established presence and relationship in the community you are proposing to serve. If applicant is a community-based organization (CBO), describe the nature and extent of your organization's established partnership with the local education provider (LEP) for each proposed community learning center.
[Not to exceed 500 words]

2) Provide a detailed work plan to be accomplished during the three-month planning period. The work plan identifies major activities, interim benchmarks, the expected timeline, and the person(s) responsible for each task.

Strategies/Activities	Interim Benchmarks	Timeline	Person(s) Responsible

3) List all key stakeholders and describe their involvement in developing this grant application, designing the proposed program(s) to complement the regular school day, and implementing the evidence-based program(s) in the community learning center(s). Stakeholders must include the students to be served as well as key program leadership and staff. Stakeholders should also include other school and school district leadership/staff, parents and caregivers, and community partners.

   Note: Applicants must include Memorandums of Understanding (MOU) from all major partners listed. A sample MOU can be found in *Appendix I.* If applicant is a community-based organization (CBO), the CBO must have an MOU with all identified partnering local education providers (LEP). If applying as a consortium, a consortium agreement is required.
   [Not to exceed 1,000 words]

Section C: Program Implementation
1) **Evidence-Informed Programs.** Describe the programming proposed for each community learning center for students and their families. Describe how the activities for each community learning center are evidence informed, and include citations of any objective data or studies as well as the documented needs and interests of students and families.

   For student programs, describe how the applicant will create opportunities for free STEM academic enrichment and support activities, particularly in math and science, that will coordinate with the students' school day to contribute to overall student success, including the academic achievement, proficiency, and growth of students.

For family engagement programs, describe how the applicant will offer families of students opportunities for active and meaningful engagement in students' education, including opportunities for math literacy/numeracy and related educational development.
[Not to exceed 1,000 words]

2) **Program Schedule.** Describe the schedule at each community learning center, including:
   a) A sample weekly program schedule, including hours of operation as well as student and family activities; and
   b) The number of hours per week and the total number of weeks of programming provided for students and families during the school year and during the summer.

   Based on the proposed schedule(s), justify the dosage of programming (hours per week and weeks of the year) for students during the school year and during the summer. The justification should include citations of any objective evidence or studies as well as the documented needs and interests of students and families. See "Duration of Grant" section of this RFA for more information, as well as *Appendix J* for an example of a weekly program schedule.
   [Not to exceed 250 words]

3) **Participation Targets.** Complete the chart below on the expected number of students and family members to be served at each community learning center each year during the three-year grant period.

Center Name	Total Number of Students in the School (actual)	Unduplicated Students (all year)	Maximum Student Average Daily Attendance (all year)	Unduplicated Family Members (all year)
Total				

   Provide rationale for setting the participation targets in the chart, including how the applicant determined that the numbers were reasonable and achievable based on the total number of students in the school, student needs and interests, and other related factors. Describe strategies and activities to encourage and track student and family member participation to meet all proposed participation targets. For definitions of each participation target, see Glossary of Terms in *Appendix H.*
   [Not to exceed 250 words]

4) **Staffing.** Describe how the community learning center(s) will recruit, retain, and professionally grow high-quality staff, including staff qualified to provide STEM-focused educational and enrichment activities that will accelerate student learning. Describe how the applicant will address a potential turnover in their grant program staff, including what systems the applicant has in place to maintain high-quality programs despite staff turnover.

   Note: Applicants must provide 1) job descriptions of key personnel (such as program director and center coordinator) to include amount of FTE for each position and 2) organizational chart(s). A sample job description can be found in *Appendix L.*
   [Not to exceed 250 words]

5) **Other Program Requirements.** Describe how the applicant, if funded, will fulfill other program requirements, specifically that:
   a) each community learning center is housed in a safe and accessible building;
   b) the transportation needs of participating students will be met (traveling to and from the center(s)); and
   c) information about the program(s) are disseminated to the community in a manner that is understandable, accessible, and ongoing.

[Not to exceed 250 words]

Section D: Program Evaluation
1) Describe how the applicant will fulfill the grant's reporting and evaluation requirements, specifically:
   a) Ongoing program and fiscal monitoring;
   b) Ongoing data collection, tracking, and reporting;
   c) Annual program evaluation; and
   d) Using data, reporting, and evaluation to inform continuous program improvement, including routinely using feedback from students and families to address interests and needs.
   [Not to exceed 250 words]

2) Using the State Performance Measures Guidance in *Appendix E,* copy and paste each of the four State PMs below. For each PM, provide justification for the applicant's PM selection, including any baseline data or other rationale.
   a) Core Academics
   b) Essential Skills/Educational Enrichment
   c) Student Attendance/Engagement
   d) Family Engagement
   [Not to exceed 250 words]

Section E: Program Budget
1) Provide the proposed program cost per student (no more than $3,000 per student per year) and provide justification for the funding level per student. Describe how the funds awarded for the proposed program(s) 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.
   [Not to exceed 250 words]

2) Complete the Budget in GAINS and list all expected program costs for each community learning center. In the Budget Detail, include a brief description of the line item to be funded and the funding calculation to show how amounts were derived. Please use *Appendix G*: Budgeting References and *Appendix K*: Sample Budget Detail as resources to complete the budget.

Evaluation Rubric and Application Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 150 points out of the 200 possible narrative points and all required elements must be addressed. An application that scores below 150 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

Part II: **Narrative and Budget**

Section A:	Demonstration of Need	/30
Section B:	Program Development	/35
Section C:	Program Implementation	/45
Section D:	Program Evaluation	/30
Section E:	Program Budget	/10
	Subtotal:	**/150**
	Priority Points:	**/50**
	Total:	**/200**

Priority Areas To receive priority area points, applicants must respond to the question in the section below that corresponds with the priority area(s) for which they qualify. Responses should include clear and thorough explanations with all applicable data. CDE will then verify responses using available data to assign priority area points to applicants. See definitions and more information on these priority areas in *Appendix H: Glossary of Terms.*	Did Not Meet Criteria	Met Criteria
1) **Intervention strategies.** Applicant listed and described the intervention strategies it will adopt in the program(s) at the proposed community learning center(s).	0	5
2) **Evidence-informed programs.** Applicant listed and described the evidence-informed programs it will use in the program(s) at the community learning center(s) that build student skills in STEM (particularly math and science).	0	5
3) **Digital math accelerator programs.** Applicant listed and described the digital math accelerator program(s) it will use in the program(s) at the community learning center(s) that will accelerate students' success, including student achievement, proficiency, and growth in STEM (particularly math and science).	0	5
4) **High-needs students.** Applicant listed and described the population(s) of high-needs students* it will serve in the program(s) at the community learning center(s), which can include:		
a) Students attending a school with K-12th grade Free and Reduced Lunch rate of 40 percent and above in 2022-23	0	5
b) Students attending a school with Low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those assessments in 2021-22 and/or 2022-23	0	5
c) Students in disaggregated groups that have low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those disaggregated student groups in 2021-22 and/or 2022-23	0	5
d) A significant number of students (as determined by applicant) who are below grade level or struggling in math (and science) based on a body of evidence, including local assessments	0	5
e) Students attending a school with demonstrated need for additional supports and services according to Census Data (by county, community and/or block, such as household income, education, etc.) or other relevant data	0	5
5) **Diverse student populations.** Describe how the applicant will serve diverse student population(s)* in the program(s) at the community learning center(s).	0	5
6) **Transitions.** Describe how the applicant will target students who transition from Pre-Kindergarten to Kindergarten and/or elementary school to middle school and/or from middle school to high school to participate in the program(s) at the community learning center(s).	0	5
Priority Points Total:		**/50**

Section A: Demonstration of Need

1) Applicant described the needs of students (and families) who will be served in the proposed community learning center(s), as well as how the proposed CO-AAP program(s) will address the needs of students and families, including the need for:
   a) core academic support in math and science;
   b) essential skills/educational enrichment STEM activities, particularly in math and science; and
   c) an array of additional services for students and activities to meaningfully engage their families.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in clear, thorough, and exemplary responses for a, b, and c. Applicant provided appropriate objective student data to demonstrate need.	TOTAL
0	3	7	10	

2) Applicant described the specific populations of students (and their families) who will be served in the proposed program(s). Include any relevant data, including students' grade level, gender, race/ethnicity, academic performance, English language proficiency, special education eligibility, free/reduced lunch eligibility, and any other relevant data or descriptors.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full or some relevant data is missing.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information as well as overall and disaggregated data related to academic achievement and growth (CMAS and other relevant data such as NWEA MAPs, DIBELS, etc.).	TOTAL
0	3	7	10	

3) Applicant identified resources, including other funds, that are currently available for STEM (specifically math and science) education in the regular school day and/or in out-of-school time (OST) programs for the participating school(s). Applicant described how the proposed program(s) would address unmet need and increase resources to establish or expand access to high-quality, STEM-focused OST activities available within the community.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, including how program(s) would address unmet need or increase resources.	TOTAL
0	3	7	10	
			Total for Section A	/30

Section B: Program Development

1) Applicant described its capacity and experience in providing activities to students and their families during out-of-school time (OST), particularly STEM-focused activities. Applicant described its established presence and relationship in the community it is proposing to serve. If applicant is a community-based organization (CBO), applicant described the nature and extent of its organization's established partnership with the local education provider (LEP) for each proposed community learning center.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, including its established presence in the community.	TOTAL
0	3	7	10	

2) Applicant provided a detailed work plan to be accomplished during the three-month planning period. The work plan identifies major activities, interim benchmarks, the expected timeline, and the person(s) responsible for each task.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary	TOTAL

			response, including a completed work plan and timeline. Student/family surveys and/or other ways to capture student/family voice is evident.	
0	5	10	15	

3) Applicant listed all key stakeholders and describe their involvement in developing this grant application, designing the proposed program(s) to complement the regular school day, and implementing the evidence-based program(s) in the community learning center(s). Stakeholders must include the students to be served as well as key program leadership and staff. Stakeholders should also include other school and school district leadership/staff, parents and caregivers, and community partners.

Note: Applicants must include Memorandums of Understanding (MOU) from all major partners listed. If applicant is a community-based organization (CBO), the CBO must have an MOU with all identified partnering local education providers (LEP). If applying as a consortium, a consortium agreement is required.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full, or MOU(s) are missing.	Applicant provided the necessary information, and no clarification is required.	Applicant provided a list of all stakeholders and provided an MOU for each major partner.	TOTAL
0	3	7	10	
			Total for Section B	**/35**

Section C: Program Implementation

1) **Evidence-Informed Programs.** Applicant described the programming proposed for each community learning center for students and their families. Applicant described how the activities for each community learning center are evidence-informed and included citations of any objective data or studies as well as the documented needs and interests of students and families.

For student programs, applicant described how it will create opportunities for free STEM academic enrichment and support activities, particularly in math and science, that will coordinate with the students' school day to contribute to overall student success, including the academic achievement, proficiency, and growth of students.

For family engagement programs, applicant described how it will offer families of students opportunities for active and meaningful engagement in students' education, including opportunities for mathematics literacy/numeracy and related educational development.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer each section of the question, or proposed student/family activities lack sufficient evidence.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, including citations of data for evidence-informed student/family programs.	TOTAL
0	5	10	15	

2) **Program Schedule.** Applicant described the schedule at each community learning center, including:
   a) A sample weekly program schedule, including hours of operation as well as student and family activities; and
   b) The number of hours per week and the total number of weeks of programming provided for students and families during the school year and during the summer.

Based on the proposed schedule(s), the dosage of programming (hours per week and weeks of the year) for students during the school year and during the summer is justified, and includes citations of any objective evidence or studies as well as the documented needs and interests of students and families.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full, or the program schedule does not meet minimum requirements.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, including evidence that applicant will meet minimum requirements.	TOTAL
0	3	7	10	

3) **Participation Targets.** Applicant completed the participation targets chart on the expected number of students and families to be served at each community learning center each year during the three-year grant period. Applicant provided rationale for setting the participation targets in the chart, including how the applicant determined that the numbers were reasonable and achievable based on the total number of students in the school, student needs and interests, and other related factors. Applicant described strategies and activities to encourage and track student and family member participation to meet all proposed participation targets.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full, or response requires more evidence/rationale.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response. Targets and justification are reasonable/appropriate.	TOTAL
0	3	7	10	

4) **Staffing.** Applicant described how the community learning center(s) will recruit, retain, and professionally grow high-quality staff, including staff qualified to provide STEM-focused educational and enrichment activities that will accelerate student learning. Applicant described how it will address a potential turnover in their grant program staff, including what systems the applicant has in place to maintain high-quality programs despite staff turnover.

Note: Applicants must provide 1) job descriptions of key personnel (such as program director and center coordinator) to include amount of FTE for each position and 2) organizational chart(s).

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full, or attachments are missing.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response. Applicant included all required job description(s) and organizational chart(s).	TOTAL
0	1	3	5	

5) **Other Program Requirements.** Applicant described how, if funded, it will fulfill other program requirements, specifically that:
   a) each community learning center is housed in a safe and accessible building;
   b) the transportation needs of participating students will be met (traveling to and from the center(s)); and
   c) information about the program(s) are disseminated to the community in a manner that is understandable, accessible, and ongoing.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in clear, thorough, and exemplary responses for a, b, and c.	TOTAL
0	1	3	5	
			Total for Section C	**/45**

Section D: Program Evaluation

1) Applicant described how it will fulfill the grant's reporting and evaluation requirements, specifically:
   a) Ongoing program and fiscal monitoring;
   b) Ongoing data collection, tracking, and reporting;
   c) Annual program evaluation; and
   d) Using data, reporting, and evaluation to inform continuous program improvement, including routinely using feedback from students and families to address interests and needs.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in clear, thorough, and exemplary responses for a, b, c, and d.	TOTAL
0	1	3	15	

2) Applicant copied and pasted each of its four State PMs from *Appendix E.* For each PM, applicant provided justification for the applicant's PM selection, including any baseline data or other rationale.
   a) Core Academics
   b) Essential Skills/Educational Enrichment
   c) Student Attendance/Engagement
   d) Family Engagement

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	For each PM, applicant provided the completed PM and accompanying rationale (including baseline data if available), and justification is reasonable and appropriate.	TOTAL
0	3	7	15	
			Total for Section D	**/30**

Section E: Program Budget

1) Applicant listed the proposed program cost per student (no more than $3,000 per student per year) and provided justification for the funding level per student. Applicant described how the funds awarded for the proposed program(s) 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.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, but some clarification is required, or some expenditures do not seem appropriate, reasonable, aligned with program design, or supplemental.	The requested amount and type of expenditures are appropriate, reasonable, and aligned with program design. It is evident that requested funds will be supplemental.	TOTAL
0	1	3	5	

2) Applicant completed the Budget in GAINS and listed all expected program costs for each community learning center. In the Budget Detail, applicant included a brief description of the line item to be funded and the funding calculation to show how amounts were derived.

Budget not fully completed in GAINS	Budget fully completed in GAINS	TOTAL
0	5	
	Total for Section E	**/10**

Attachment A: Center Expectations: Principal Sign-off Form

This form must be submitted by the applicant/fiscal agent on behalf of all participating centers (schools/sites) for which the applicant is applying, and, if awarded CO-AAP funds, the funded applicant (grantee) will resubmit this form for each participating school or on an annual basis or whenever there is a new principal or superintendent.

Center/School Name: _____

Program Director: _____   **Center Coordinator:** _____

Principal Name: _____   **E-mail:** _____   **Phone:** _____

Superintendent Name: _____   **E-mail:** _____   **Phone:** _____

The applicant hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the applicant agrees that the Program Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept Colorado Academic Accelerator Program grant funding agree to the following assurances:

1) **Designating a Primary Contact**: All Colorado Academic Accelerator Programs should have a primary contact within the administration of the host school to support ongoing alignment and coordination between the school and the program. It is the expectation that the principal and/or superintendent of each participating school plays a leadership role in collaborating with programs. While a designated contact may be appointed, the responsibility for school collaboration lies in the Principal role.

2) **Access to Student Data:** The state law authorizing Colorado Academic Accelerator Program (C.R.S. 22-2-146.6) requires CDE to report on multiple data points for students attending the program, including student academic achievement and demographic data. To report this data, CDE requires that all funded applicants collect and report individual State Assigned Student Identifiers (SASIDs) into a secure online data management system called EZReports. SASIDs are needed for every student served in the program(s) so that CDE may report student engagement, dropout rates, graduation rates, absenteeism rates, and mobility rates. Funded centers report regularly to CDE on these data points, which in turn reports aggregated and non-personally identifiable information to the Colorado State Legislature. In addition, each funded grant application has a specific set of Performance Measures, determined by the grantee, which is reported on annually to CDE. If a community-based organization (CBO) is the funded fiscal agent, the participating local education provider (LEP, including school district(s) and school(s)) must coordinate with the CBO to share data on student performance that is relevant to each student's performance in school in accordance with the federal "Family Educational Rights and Privacy Act of 1974", as amended, and the "Student Data Transparency and Security Act". By signing this form, you agree to assist the Colorado Academic Accelerator Program at all participating school(s) with obtaining this data, including SASIDs, for reporting purposes.

3) **Access to Appropriate Program Space:** Safe, appropriate, and easily accessible space for programming is essential for successful programming and is a requirement of the Colorado Academic Accelerator Program. This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school time (OST) hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the Colorado Academic Accelerator Program be given priority usage over other programs, host schools are expected to reasonably accommodate the space needs of the program.

4) **Access to and coordination of CO-AAP programs:** If a local education provider (LEP), in partnership with a community-based organization (CBO), receives a grant to become a community learning center, the LEP must provide free academic enrichment and support programs, mentorship programs, remedial education programs, and tutoring services that align with the state's rigorous academic standards.

5) **Access to and coordination of training and licenses:** All participating LEPs must coordinate with CBOs, as the funded fiscal agent, to offer access to relevant district or state training focused on STEM and mathematics instruction, including training created pursuant to C.R.S. 22-2-146.5(1), and to provide access to district or statewide software licenses for digital math accelerator programs. Having access to the same training and/or instructional materials and resources as the school-day teachers at participating schools will ensure better alignment with the school day in funded CO-AAP community learning centers.

6) **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 the school building. This happens most effectively through intentional coordination between the Colorado Academic Accelerator Program and day school staff and leadership.

7) **Recruitment and Outreach:** Colorado Academic Accelerator Programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued CO-AAP 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.

8) **Sustainability:** The Colorado Academic Accelerator 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.

9) **Participation in CDE Site Visits:** During the three-year grant period, CDE will visit each center (site/school) at least one time. This visit will include program observations, a review of fiscal grant management, and meetings with key stakeholders of the program, including host administrators.

Please confirm your commitment to supporting the Colorado Academic Accelerator Program in your building and/or district by signing below.

Principal Signature: **Date:**

Appendix A: Academic Assessment References

State Averages for Math By Student Group and Academic Year

This list contains publicly available information and can be referenced when determining whether the applicant is serving a high-needs school and/or serving high-needs students, which are prioritized for the CO-AAP funding opportunity. Please see "Priority Considerations" section in this RFA for more details.

Measurement by Student Group	2021-22 State Average	2022-23 State Average
All Students		
CMAS Math Proficiency (Elementary/Middle)	32%	33%
CMAS Math Median Percentile Growth (Elementary/Middle)	50	50
PSAT/SAT Math Proficiency (High)	38%	40%
CMAS Math Median Percentile Growth (High)	50	49
White Students		
CMAS Math Proficiency (Elementary/Middle)	42%	44%
CMAS Math Median Percentile Growth (Elementary/Middle)	51	52
PSAT/SAT Math Proficiency (High)	50%	52%
CMAS Math Median Percentile Growth (High)	53	53
Black Students		
CMAS Math Proficiency (Elementary/Middle)	16%	17%
CMAS Math Median Percentile Growth (Elementary/Middle)	49	46
PSAT/SAT Math Proficiency (High)	20%	22%
CMAS Math Median Percentile Growth (High)	45	45
Latino Students		
CMAS Math Proficiency (Elementary/Middle)	15%	16%
CMAS Math Median Percentile Growth (Elementary/Middle)	47	46
PSAT/SAT Math Proficiency (High)	19%	21%
CMAS Math Median Percentile Growth (High)	42	44
Male Students		
CMAS Math Proficiency (Elementary/Middle)	33%	35%
CMAS Math Median Percentile Growth (Elementary/Middle)	50	50
PSAT/SAT Math Proficiency (High)	40%	42%
CMAS Math Median Percentile Growth (High)	54	51
Female Students		
CMAS Math Proficiency (Elementary/Middle)	30%	31%
CMAS Math Median Percentile Growth (Elementary/Middle)	50	50
PSAT/SAT Math Proficiency (High)	36%	38%
CMAS Math Median Percentile Growth (High)	51	48
English learners		
CMAS Math Proficiency (Elementary/Middle)	6%	7%
CMAS Math Median Percentile Growth (Elementary/Middle)	49	47
PSAT/SAT Math Proficiency (High)	3%	5%
CMAS Math Median Percentile Growth (High)	37	41
Students Receiving Special Education		
CMAS Math Proficiency (Elementary/Middle)	8%	9%
CMAS Math Median Percentile Growth (Elementary/Middle)	40	43
PSAT/SAT Math Proficiency (High)	8%	9%
CMAS Math Median Percentile Growth (High)	35	40
Students Eligible for Free or Reduced Lunch		
CMAS Math Proficiency (Elementary/Middle)	14%	15%
CMAS Math Median Percentile Growth (Elementary/Middle)	46	46
PSAT/SAT Math Proficiency (High)	19%	20%
CMAS Math Median Percentile Growth (High)	42	44

Standard Academic Assessments by Grade Level with Score Ranges

This list contains academic assessments that are administered for various grade levels and subjects, as well as score ranges for each assessment by grade level. This list can be referenced when creating Performance Measures for the CO-AAP application. Please see Appendix E *for more details. For more information on CMAS score ranges, please refer to the* Colorado Measures of Academic Success.

Test	Grade administered	Subject	Score range
CMAS	Grades 3rd-8th	Math	650-850
CMAS	5th and 11th grades	Science	650-850
NWEA MAPS	K-2nd	Math	<159-188
NWEA MAPS	2nd-5th	Math	176-229+
NWEA MAPS	6th-12th	Math	211-229+
NWEA MAPS	3rd-5th	Science	95-300

Appendix B: Applicant Readiness Assessment Tool

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

	TOPIC/AREA	QUESTION	RATING
1	Priority	The school(s) and student(s) proposed to be served are considered high needs and/or meet other priority criteria within the Request for Application (RFA) for this grant program.	
2	Planning	At least one individual is able to set aside 50-100 hours to lead a team through planning, research, intentional program design during April 2024 through June 2024.	
3	Stakeholder Engagement	Key stakeholders (including school leadership/staff, families/caregivers, students, and community partners) have been engaged to discuss the readiness and capacity of the lead applicant to design and implement a comprehensive STEM-focused out-of-school time program (OST) at the school(s).	
4	Youth Voice & Choice	Youth have been directly consulted and involved in the planning and designing of the STEM-focused out-of-school time (OST) program at the proposed school(s).	
5	Needs Assessment	Based on stakeholder engagement and available data, there is a demonstrated need for a STEM-focus OST program, including during the summer, in the community to support overall student learning and improvement in math and science.	
6	Readiness	The proposed school(s)/center(s) are ready to help develop and maintain a full comprehensive community learning center, using the most effective evidence-based practices to meet high expectations around student learning.	
7	Partnerships/Collaboration	Partnerships and collaborations are in place or have been considered for the program planning and implementation periods of this three-year grant, including with students/families, school/district leadership and staff, and community partners.	
8	School Leadership	The school principal and other school leaders are committed to being active participants and collaborators of the program throughout the life of the grant. If the school experiences turnover in leadership, there is a plan in place to ensure continuity of buy-in from the school for the grant program.	
9	Implementation	If awarded, the applicant has a dedicated staff member to lead the implementation of the program design (CDE recommends at least a 0.5 FTE program director, who could also serve as center coordinator). The applicant has read and understands all program and fiscal implementation requirements and is ready to implement if awarded.	
10	Organizational Capacity	The applicant has a strong organizational structure that has the capacity to support the project including hiring new staff (a director, site leaders, many other new staff).	
11	Fiscal Capacity	The organization understands all fiscal reporting requirements listed in the grant application and has the capacity to take on increased financial grant management responsibilities over time.	
12	Data/Evaluation	The organization understands all monitoring, evaluation, and reporting requirements listed in the grant application and has the capacity to take on increased evaluation (data) responsibilities over time.	

13	**High-Quality Staff**	High-quality staff, including school-based teachers and staff, community professionals, educators, and others, are interested and available to work in the program during the school year and for summer learning programs. There is a plan in place to reduce staff turnover and maximize staff capacity (through professional learning opportunities) throughout the life of the grant.	
14	**Space & Resources**	Full access to appropriate and adequate space in the school and/or community including classrooms, gyms, multi-purpose rooms, cafeterias, libraries, and access to technology and the outdoors that can be used as part of the program.	
15	**Transportation**	Applicant has a plan in place to ensure transportation to and from the center for students and families, including collaborating with school/district staff to organize and pay for transportation. Transportation should not be a burden or a barrier to participate.	
		TOTAL RATING:	

Ratings:

45-60 points	75% or more of total	We are ready to apply for the Colorado Academic Accelerator Program (CO-AAP) grant!
30-44 points	50%-75% of total	We may be ready, but we should consult with stakeholders, partners, and leadership to address areas with low scores before applying.
Below 30 points	Below 50% of total	We are not ready and should possibly consider applying in the future instead.

Appendix C: Colorado Revised Statute Pertaining to the Colorado Academic Accelerator Program

C.R.S. 22-2-146.6 - Colorado academic accelerator grant program - report - rules – definitions

(1) As used in this section, unless the context otherwise requires:

(a) "Colorado academic accelerator grant program" or "grant program" means the Colorado academic accelerator grant program created in subsection (2) of this section.

(b) "Community-based organization" means a public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segments of a community and provides educational or related services to individuals in the community.

(c) "Community learning center" means an entity that assists students to meet the rigorous state academic standards by providing students with free academic enrichment and support activities and a broad array of other activities during nonschool hours, periods when school is not in session, or during extended learning hours.

(d) "Eligible entity" means a local education provider, a community-based organization, an Indian tribe or tribal organization, another public or private entity, or a consortium of two or more agencies, organizations, or entities.

(e) "Evidence-informed" means a program or practice in mathematics that relies on peer-reviewed evidence to establish a basis for accelerating learning. "Evidence-informed" includes evidence-informed curricula, interventions, and assessment options.

(f) "Local education provider" means a school district, a charter school authorized by a school district pursuant to part 1 of article 30.5 of this title 22, a charter school authorized by the state charter school institute pursuant to part 5 of article 30.5 this title 22, or a board of cooperative services created and operated pursuant to article 5 of this title 22 that operates more than one public school.

(g) "STEM" means the combination of the disciplines of science, technology, engineering, and mathematics.

(2)(a) There is created in the department the Colorado academic accelerator grant program. The purpose of the grant program is to create community learning centers that:

> **(I)** Provide opportunities for free academic enrichment and support activities, which must include providing tutorial services to help students, particularly students who attend high-needs schools, as determined by the department, to meet rigorous state academic standards, specifically in STEM and mathematics, and to increase proficiencies in mathematics outcomes; and

> **(II)** Offer families of students opportunities for active and meaningful engagement in students' education, including opportunities for mathematics literacy and related educational development.

(b) The department shall administer the grant program. An eligible entity that receives grant money pursuant to this section shall use the grant money toward meeting the purposes set forth in subsection (2)(a) of this section. Eligible entities are selected for a grant that runs for a period of three years. If a community-based organization applies, the community-based organization must be experienced in out-of-school supports and shall partner with a local education provider as an eligible entity.

(c) The department shall implement a timeline for the grant program, which must include the following:
> **(I)** The date the department shall announce the grant program and begin accepting applications from eligible entities;

> **(II)** The date by which an eligible entity must submit an application;

> **(III)** The date the department shall begin distributing grant money to the grantees; and

> **(IV)** The dates an eligible entity shall submit a report to the department summarizing the use of funds pursuant to this section, including data on the academic improvement of students in mathematics disaggregated by race, ethnicity, gender, grade level, disability, socioeconomic status, geographic location, and English language learner status.

(3)(a) The department shall prioritize eligible entities that:

(I) Adopt intervention strategies described in section 22-32-118.6 or 22-30.5-526.5;

(II) Use evidence-informed programs that build student skills in STEM and mathematics;

(III) Use digital math accelerator programs;

(IV) Serve high-needs students, as determined by the department;

(V) Target students who transition from elementary school to middle school and middle school to high school;

(VI) Have an established presence and relationship in the community; and

(VII) Have demonstrated in the application how the eligible entity will meet the needs of diverse student populations.

(b) The department shall review the applications submitted pursuant to subsection (2)(c)(II) of this section.

(c) The department shall not use more than five percent of state funds to administer the grant program, including, but not limited to:

(I) Monitoring and evaluating grant program activities; and

(II) Providing training and technical assistance.

(d) The department shall ensure eligible entities use evidence-informed curricula and interventions in mathematics as identified by the department pursuant to section 22-2-146.5, including any state-purchased curricula or digital software focused on mathematics.

(4)(a) Eligible entities shall use grant funds for free academic enrichment and support activities and tutoring programs with a focus on STEM and mathematics, particularly for students who are below grade level or struggling in mathematics; children with disabilities, as defined in section 22-20-103; and students who are English language learners.

(b) Eligible entities may use grant funds to:
(I) Facilitate programs to engage communities to support high-needs schools, as determined by the department;

(II) Create mentorship programs; and

(III) Provide other academic or social enrichment opportunities, including experiential mathematics activities, to help ensure students can meet the state's rigorous academic standards.

(c) If a local education provider receives a grant to become a community learning center, the local education provider shall provide free academic enrichment and support programs, mentorship programs, remedial education programs, and tutoring services that align with the state's rigorous academic standards.

(d)(I) If a local education provider in partnership with a community-based organization receives a grant to become a community learning center, the local education provider shall provide free academic enrichment and support programs, mentorship programs, remedial education programs, and tutoring services that align with the state's rigorous academic standards. The local education provider shall coordinate with the community-based organization to share data on student performance that is relevant to each student's performance in school in accordance with the federal "Family Educational Rights and Privacy Act of 1974", 20 U.S.C. sec. 1232g, as amended, and the "Student Data Transparency and Security Act", created in article 16 of this title 22.

(II) The local education provider shall coordinate with community-based organization instructors to:

(A) Offer access to relevant district or state training focused on STEM and mathematics instruction, including training created pursuant to section 22-2-146.5 (1); and

(B) Provide access to district or statewide software licenses for digital math accelerator programs.

(5) The state board may promulgate rules for the implementation of this section.

(6)(a) On or before July 1, 2024, the department shall contract with a third-party evaluator, in accordance with the "Procurement Code", articles 101 to 112 of title 24, to review, evaluate, and draft a report summarizing the following:

(I) The impact of the grant program on financial savings for parents;

(II) Data on student engagement, dropout rates, graduation rates, chronic absenteeism, and mobility rates;

(III) Student academic improvement in mathematics, including data disaggregated by race, ethnicity, gender, grade level, disability, socioeconomic status, geographic location, and English language learner status; and

(IV) The disaggregated data of eligible entities submitted to the department pursuant to subsection (2)(c)(IV) of this section.

(b) The department shall collect the data reported to the department by eligible entities pursuant to subsection (2)(c)(IV) of this section and by the third-party evaluator pursuant to this subsection (6).

(7)(a) Notwithstanding section 24-1-136 (11)(a)(I), on or before January 1, 2025, and each January 1 thereafter, the department shall submit the report described in subsection (6) of this section to the education committees of the house of representatives and the senate, or their successor committees, the governor, and the state board.

(b) Beginning January 2025, the department shall report on the information collected pursuant to subsection (7)(a) of this section at the department's annual hearing held pursuant to the "SMART Act", part 2 of article 7 of title 2.

(8) The department and eligible entities shall report data pursuant to this section in compliance with the federal "Family Educational Rights and Privacy Act of 1974", 20 U.S.C. sec. 1232g, as amended, and the "Student Data Transparency and Security Act", created in article 16 of this title 22.

(9) For the 2023-24 budget year, the general assembly shall appropriate twenty-four million five hundred thousand dollars to the department. The department shall have the authority to spend funds continuously through the 2026-27 budget year for the purposes of this section. Any unexpended funds that remain at the end of the 2026-27 budget year revert back to the general fund. *C.R.S. § 22-2-146.6*

Added by 2023 Ch. 190,§ 4, eff. 5/15/2023.

C.R.S. 22-32-118.6 **Intervention strategies - students at risk of dropping out - legislative declaration**
(1) The general assembly finds that research shows there are certain behaviors such as truancy, low academic achievement, and misbehavior that results in suspension or expulsion that, when exhibited by a student, are clear indications that the student is at increased risk of dropping out of school before graduation. These behaviors are often noticeable as early as grades six through nine and, even at this relatively early stage of a student's academic career, are accurate predictors of whether the student will graduate or drop out of high school.

The general assembly further finds that interventions with students who demonstrate these behaviors in these middle grades can be very successful in enabling the student to refocus his or her efforts, improve in academic achievement, and successfully graduate from high school. Therefore, it is the intent of the general assembly that school districts and public schools focus attention on the data collected for students in these middle grades, identify students who require interventions, and provide the appropriate interventions to assist students in graduating from high school.

(2)(a) Each school district board of education shall consider adopting procedures by which the schools of the school district, including charter schools, that include any of grades six through nine shall review the relevant data for students in those grades and identify students who are demonstrating behaviors that indicate the student is at greater risk of dropping out of school. The behaviors may include, but need not be limited to, low academic achievement, truancy, insubordinate behavior, and disengagement.

(b) The procedures may specify that, after a school identifies a student as being at increased risk of dropping out of school, the school shall provide appropriate interventions that are designed to assist the student in improving his or her academic performance and behavior and in increasing his or her overall level of engagement in school. Interventions may include, but need not be limited to, counseling, tutoring, parent engagement, and developmental education services.

(c) If a school district board of education adopts procedures pursuant to this subsection (2), the school district shall notify a student's parents as soon as possible after the school district identifies the student as being at greater risk of dropping out of school. The

school district shall provide to the student's parents a description of the interventions that the school district intends to implement for the student, if any. The parent may approve or reject the described interventions. If the parent rejects the interventions, the school district shall not implement the interventions. The parent may terminate the interventions at any time after the school district begins providing the interventions.

(d) A parent may contact the school district in which his or her student is enrolled to request interventions pursuant to this subsection (2) if the parent determines that the student is at greater risk of dropping out of school.
C.R.S. § 22-32-118.5

L. 2012: Entire section added, (HB 12-1013), ch. 23, p. 59, § 1, effective August 8.

C.R.S. 22-30.5-526.5 **Intervention strategies - improving mathematics outcomes – definitions**
(1) As used in this section, unless the context otherwise requires:

(a) "Train-the-parent" means a training framework to help a parent, guardian, or legal custodian assist the parent's child in understanding mathematics concepts.

(b) "Train-the-trainer" means a training framework that develops educators into subject matter experts who can teach other educators about mathematics.

(2) Each institute charter school is strongly encouraged to adopt procedures by which the institute charter school provides supports to students in pre-kindergarten through twelfth grade and students' families to improve mathematics outcomes. Procedures may include:

(a) Identifying students who are below grade level or struggling in mathematics based on academic assessments administered pursuant to section 22-7-1006.3;

(b) Notifying the parents, guardians, or legal custodians if a student is below grade level or struggling in mathematics;

(c) Providing parents, guardians, or legal custodians with a list of interventions and acceleration strategies to assist with mathematics at home, including a state-advisory list of curricula options described in section 22-2-146.5, referrals for mathematics tutoring, or other intervention opportunities, when applicable;

(d) Publishing mathematics curricula annually, including supplemental curricula or interventions; and

(e) Implementing train-the-trainer or train-the-parent plans to improve mathematics achievements for students who are below grade level or struggling in mathematics; children with disabilities, as defined in section 22-20-103; or students who are English language learners.

(3) If an institute charter school adopts procedures pursuant to this section, a parent, guardian, or legal custodian may contact the institute charter school in which the parent's, guardian's, or legal custodian's student is enrolled to request additional mathematics interventions created by the department pursuant to section 22-2-146.5 if the parent, guardian, or legal custodian determines the student needs additional intervention support.

Added by 2023 Ch. 190,§ 3, eff. 5/15/2023.

Appendix D: Allowable, Recommended, Necessary and Unallowable Grant Costs

All program expenses included in the proposed application and budget must be reasonable, appropriate, and allocable to the Colorado Academic Accelerator Program grant.

Allowable and Recommended Grant Activities for Students and Families
- Academic enrichment learning programs that are aligned with (1) rigorous state academic standards and any local academic standards and (2) local curricula that are designed to improve student academic achievement, proficiency, and growth;
- Provide other academic or social enrichment opportunities, including experiential math activities, to help ensure students can meet the state's rigorous academic standards;
- High-impact tutoring programs* that will help students meet the challenging state academic standards and increase students' proficiency, growth and achievement in STEM, particularly math and science;
- Remedial education activities focused on promoting students' proficiency, growth and achievement in STEM, particularly math and science;
- Programs that build skills in science, technology, engineering, and mathematics (STEM) that foster innovation in learning by supporting nontraditional STEM education teaching methods;
- Mentorship programs*, inclusive of students being mentored by older students, supportive adults, school-based staff, and/or community members;
- Adoption of the Train-the-Trainer* Framework so that educators and out-of-school time staff can become subject matter experts in math (and science) to improve academic achievements for students who are below grade level or struggling in math (and science).
- Activities for active and meaningful engagement of family members in their students' education, including opportunities for math literacy/numeracy and related educational development that incorporate Two Generation (2Gen) and Whole Family Approaches as well as the "Train-the-Parent"* Framework;
- Family engagement activities to support adult and early childhood education, employment and training, financial literacy, and asset accumulation;
- Activities that promote Career and Technical Education, Postsecondary and Workforce Readiness, and Work-Based Learning, including internships, externships, and apprenticeships 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 in STEM;
- Digital math accelerator programs* such as the Zearn* Math platform that is free to all Colorado schools and school districts through the 2024-25 school year;
- Arts integration in STEM activities, also known as STEAM;
- STEM-related literacy education programs, including financial literacy/personal finance programs and environmental literacy programs;
- Fifth year, dual, or concurrent enrollment programs as well as credit recovery and credit attainment programs;
- Design Thinking, project-based learning, competency-based learning, and service-learning programs;
- STEM-focused team projects and competitions, such as Robotics;
- STEM-focused educational field trips (with prior CDE approval).

Other Necessary Grant Costs
- Tutorial services for students;
- Additional time for teacher collaboration and common planning outside of the school day;
- Curriculum/activity materials for students and training materials for teachers and OST staff;
- Ensuring the transportation needs of participating students will be met (traveling to and from programs), inclusive of hiring and pay bus drivers, adding bus routes, chartering vehicles, buying public transportation passes, paying for shared ride services, etc. as determined by the school district or organization to be allowable;
- Daily snacks for students during scheduled programming and food during family engagement events;
- Staff salaries and benefits for program delivery, program support, grant management and administration;
- Costs associated with tracking and completing the required grant reporting and evaluation components (not to exceed 5% of total proposed budget);
- Costs associated with attending site visits and state-mandated training days hosted by CDE; and

- Professional development for staff working directly with CO-AAP-funded programs (not to exceed 5% of proposed budget, PD costs above $1,000 need to have prior CDE approval).

Unallowable Grant Costs
- Capital equipment or capital improvements such as upgrades or improvements to buildings, utilities or information technology infrastructure, or construction;
- Maintenance of facilities;
- Gift cards, gift certificates, cash awards, gas for students' personal vehicles, personal gifts, door prizes, etc.;
- Financial aid for students or staff, such as waiving of fees, paying tuition, scholarships, etc.;
- Credentialing of staff toward a degree or professional certification or license;
- Expenditures not directly related to services outlined in the original application;
- Non-grant related transportation costs (i.e., daily commuting); and
- Professional development for non-grant-related staff, meaning staff who are not involved in carrying out grant supported activity.

Appendix E: State Performance Measures Guidance

All applicants must set State Performance Measures in the following areas:
1. Core Academics in Math and Science
2. Essential Skills/Educational Enrichment
3. Student Attendance/Engagement
4. Family Engagement

State Performance Measures are set at the grant level for all proposed community learning center(s). Funded applicants (also known as grantees) will be required to submit an annual end-of-year report on the progress they have made on their specific performance measures and validate their responses with data (including percentages and numbers). CDE tracks and evaluates performance measures each year of the initial three-year funding period.

Subgrantees must be able to demonstrate that they are at least making progress on each performance measure. CDE will collaborate with awarded applicants (also known as grantees) to finalize performance measures prior to receiving a grant award. Changes to performance measures can be made by subgrantees in consultation with CDE during the grant period, but all changes require review and approval by CDE to take effect.

Instructions: Use the four tables below to create your performance measures in each of the four areas. For each performance measure, one option is to be selected from the list of options. The options are already written as SMART Goals (specific, measurable, achievable, relevant, and time-based) and should not be modified other than the applicant placing their information into the brackets of the provided option. Copy and paste the content that you create from the options into the online application.

Performance Measure #1: Core Academics

To help students meet the challenging state academic standards, programs funded through CO-AAP will provide academic support and enrichment activities in STEM, particularly math and science (e.g., high-impact tutoring, credit recovery, etc.).

Adapt the below Core Academics in Math and Science Performance Measure; enter information into the brackets specific to your proposed program(s).   *If CMAS data is available for students to be served, refer to that data before others. Students in grades 3, 4, 5, 6, 7, and 8 take CMAS for math and students in grades 5, 8, and 11 take CMAS for science.*   *If you are serving more than one grade level please include the assessment(s) for each grade level. Please refer to* **Appendix A** *for more information about academic assessments, including standard assessments by grade and state averages for CMAS Math proficiency and growth.*
By the end of each year of the grant, *[insert percentage (must be at least 50 percent)]* of participating students will demonstrate *[growth OR proficiency OR growth and proficiency]* in *[math OR both math and science]* as measured by objective data from [CMAS, NWEA MAPS, or other summative assessments as approved by the state office].
Example 1:   By the end of each year of the grant, 85% of participating students (5th through 8th grade) will demonstrate growth and proficiency in both math (CMAS - all grades) and science (CMAS in 5th and 8th grades; NWEA MAPS in 6th and 7th grades).
Example 2:   By the end of each year of the grant, 90% of participating students (K through 4th grade) will demonstrate growth and proficiency in both Math and Science as measured by objective data obtained through teacher/program leader curriculum evaluations and other summative assessments (contingent upon approval by the state office).

Provide rationale: Please provide the objective data used to guide these decisions (e.g., current math or science scores, disaggregated by groups of interest). What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years?

Performance Measure #1: Core Academics

Performance Measure #2: Essential Skills/Educational Enrichment

To reinforce and complement students' learning during the regular school day, community learning centers funded through CO-AAP will provide additional services, programs, and activities aimed at increasing students' essential skills in STEM, particularly math and science. This performance measure can include educational enrichment activities that support essential skills and performance-based activities that support learning in STEM through enriching opportunities that participants would not otherwise receive.

Please select at least one skill from the below list of Essential Skills required in the Colorado Academic Standards and math and science proficiency skills:

- creativity skills
- innovation skills
- critical-thinking skills
- problem-solving skills
- communication skills
- collaboration skills
- analyzing data
- conceptual understanding
- procedural fluency
- strategic competence
- adaptive reasoning
- productive disposition

View the Colorado Academic Standards Colorado Essential Skills Guidance.

Adapt the below Essential Skills/Educational Enrichment Performance Measure by entering the information into the brackets specific to your proposed program(s).
By the end of each year of the grant, as a result of participating in STEM activities, *[percentage (must be at least 50 percent)]* of student attendees will improve their *[insert Essential Skill(s) from list above]* in *[math OR both math and science]* across both the school year and summer programs, as measured by the CO-AAP Essential Skills Student Improvement Survey completed by the math and/or science teachers of participants.
Example: By the end of each year of the grant, as a result of participating in STEM activities, 80% of student attendees will improve their critical-thinking skills and adaptive reasoning skills in math & science from pretest to post-test, as measured by the CO-AAP Essential Skills Student Improvement Survey completed by the math and/or science teachers of participants.
Provide rationale: What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years?
Performance Measure #2: Essential Skills/Educational Enrichment

Performance Measure #3: Student Attendance/Engagement

To increase school attendance and student engagement, community learning centers funded through CO-AAP will provide additional services, programs, and activities aimed at increasing school-day attendance rates of students and/or increasing the engagement of students during the school day and/or during the provided out-of-school time program(s).

Choose an option and adapt the Student Attendance/Engagement Performance Measure by entering the information into the brackets specific to your proposed program(s).
Option 1: Student Attendance In each year of the grant, as a result of their participation in the CO-AAP community learning center, *[percentage (must be at least 50 percent)]* of student attendees will increase their school-day *attendance* by *[number/percentage],* as measured by end-of-year school district attendance data from the previous school year to the current school year.
Option 1: Example In each year of the grant, as a result of their participation in the CO-AAP community learning center, 75% of student attendees will increase their school-day attendance by two percentage points (for example, from 88% to 90%), as measured by end-of-year school district attendance data from previous school year to the current school year.
Option 2: Student Engagement In each year of the grant, as a result of their participation in the CO-AAP community learning center, *[percentage (must be at least 50 percent)]* of student attendees will increase their school-day *engagement* by *[number/percentage/indicator]* as measured by teacher survey results at the end of the school year.
Option 2: Example In each year of the grant, as a result of their participation in the CO-AAP community learning center, *60%* of student attendees will increase their school-day *engagement* on at least one indicator (such as being attentive in class or getting along with other students) as measured by teacher survey results at the end of the school year.
Provide rationale. What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years?
Performance Measure #3: Student Attendance/Engagement

Performance Measure #4: Family Engagement

To increase active and meaningful engagement in their children's education, community learning centers funded through CO-AAP will provide services, programs, and activities for parents and caregivers of students served. This performance measure can include parent/family activities that provide educational opportunities for parents/ guardians to re-engage in their students' education in STEM, particularly math and science. Parent/family activities include activities designed with the Two-Generation (2Gen) Approach* or Whole Family Approach*, culturally responsive activities, and engaging parents/families in student outcomes.

Adapt the below Family Engagement Performance Measure by entering the information into the brackets specific to your proposed program(s).
Option #1: Increasing active and meaningful engagement in their student's learning In each year of the grant, *[number/percentage]* of *[parents/caregivers/family members]* who attended *[name of a program or activity]* will increase *[insert outcome such as their engagement in their student's learning or capacity to support their student's learning]* as measured by *[insert indicator such as a structured interviews or surveys]* at *[insert timeline such as the end-of-year].*

Option #1: Example In each year of the grant, 50% of parents/caregivers who attended five or more STEM nights throughout the school year will report an increase in their capacity to support their student's STEM learning, as measured by post-event surveys at the end of the year.
Option #2: Increasing their own capacity/skills/learning In each year of the grant, *[number/percentage]* of *[parents/caregivers/family members]* will report a *[percentage, rating, etc.]* increase in *[skill, capacity, support, caregiving]* as measured by *[insert indicator such as a post-reflective survey]* at *[insert timeline such as the end of the year]*.
Option #2: Example In each year of the grant, 80% of families will report an increase in their financial literacy skills as measured by a survey given to program participants after completion of the 12-week financial literacy course in the fall and spring semesters.
Provide rationale. What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders did you work with to select and develop this performance measure? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years?
Performance Measure #4: Family Engagement

Appendix F: Reporting and Evaluation

Program Planning
Program Planning Report – due June 30, 2024
- All funded applicants (grantees) are required to submit the following to CDE annually by June 30, 2024 to report the progress of their planning period from April 1, 2024 to June 30, 2024. Grantees will report the following in the Program Planning Report:
    - A detailed work plan with a timeline and asset map for program implementation in Year 1;
    - All planned intervention strategies, evidence-informed activities/curricula, tutorial services and/or digital math accelerator programs/math-focused software to be implemented for students and their families during program implementation (aligned with the approved grant application and budget);
    - Progress on establishing data collecting, tracking, and evaluation processes;
    - All planned training, on-boarding, and professional development opportunities for staff;
    - All partnerships and collaborations and what role they will play in program implementation;
    - The projected impact of the grant on financial savings for families of the students to be served during program implementation.
- Funding for FY2024-25 will be contingent on the submission of this report and approval by CDE.

Program Implementation
Ongoing Program Reporting
- All funded applicants (grantees) are required to track and report on several characteristics on a monthly basis using EZReports, the statewide data collection system. Data include State Assigned Student Identification numbers (SASIDs) for all participating students, the number of students and adults served, student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details.
- This data will be used in the aggregate to report to the Colorado State Legislature on an annual basis. All data entered into EZReports must be complete and accurate for each year of funding.

Annual Program Evaluation – due July 31 each year of program implementation (through 2027)
- Funded applicants (grantees) are required, at minimum, to submit the following to CDE annually by July 31 for each year of program implementation (2025-2027):
    - Data on the academic improvement of students in math, disaggregated by race, ethnicity, gender, grade level, disability, socioeconomic status, geographic location, and English language learner status;
    - The intervention strategies, evidence-informed activities/curricula, and/or digital math accelerator programs/math-focused software implemented in the program(s);
    - The impact of the program on financial savings for parents/caregivers;
    - Disaggregated (where appropriate) data concerning student outcomes linked to chosen performance measures and program goals (e.g., number of students served improving in academics, attendance, behavior, etc.);
    - Any changes to grant descriptions, planned activities, or staffing;
    - Progress made on meeting State Performance Measures;
    - The number of students and family members served by the program(s); and
    - Successes and challenges in program implementation.
- This data will be used in the aggregate to report to the Colorado State Legislature on an annual basis. All data submitted in the annual evaluation must be complete and accurate for each year of funding.

Fiscal Reporting
- Funded applicants (grantees) are required to submit interim and annual financial reports each year of the grant:
    - **Annual Financial Report** for the planning period is due on September 30, 2024, and program implementation **Annual Financial Reports** are due September 30 each year of the grant (through 2027).
    - **Interim Financial Reports** are due on September 30, 2024 (for expenses incurred during the April 1, 2023-June 30, 2024 planning period), and February 1 each year for the remainder of the three-year grant.

Appendix G: Budgeting References

Program Codes

Program codes allow funded applicants (also known as subgrantees) to charge costs, instructional and support, directly to the state CO-AAP grant. Program codes include:

- **Instructional Program** refers to direct instructional services to students. These can be provided by a classroom teacher, interventionist, etc.
- **Support Program** refers to services that facilitate and enhance the instructional programs. Examples are school counselors, parent liaisons, transportation, community services, curriculum design, assessment, etc.
- **Administration** refers to any activity required for administering the grant, but not working with students directly. Business services are included in this function. There are no negotiated indirect cost rates for state grants. All applicants may budget for administrative costs and include them in their proposed budget. There is no maximum on how much administration costs can be; however, direct administrative costs must be reasonable, appropriate, and allocable to the CO-AAP grant, and costs must proportionate to the overall budget request. CDE will review and approve all administrative costs.

Object Codes

Object codes describe the service or commodity obtained as a result of the specific expenditure. The following object codes are included in the 21st CCLC budget. (Note: The list provided has been simplified for convenience of filling out the 21st CCLC budget. A complete list of all object codes can be found in the [Chart of Accounts](.)

0100 Salaries.
Amounts paid for personal services to both permanent and temporary school district employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district.
· Regular employees and substitutes
· Extra Duty

0200 Employee Benefits.
Amounts paid by the school district on behalf of employees; generally, these amounts are not included in the gross salary, but are in addition to that amount.
· Insurance
· Retirement

0300 Purchased Professional and Technical Services.
Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc.
· Curriculum improvement services
· Counseling and guidance services
· Contracted instructional services
· Data processing services
· Employee training and developing services: Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity.

0500 Other Purchased Services.

Amounts paid for services rendered by organizations or personnel not on the payroll of the school district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

· Expenditures for transporting students to and from school and other activities
· Contracted Field trips
· Communications
· Advertising
· Printing
· Service providers

0580 Travel, Registration, and Entrance.
Expenditures for transportation, meals, lodging, and other expenses associated with travel for the school district. Payments for per diem in lieu of reimbursements for subsistence (room and board) are also charged here. Travel costs associated with field trips are coded here, including if provided by district-operated transportation services or if contracted or chartered.

· Within and outside of the state (out-of-state travel requires prior approval by CDE)
· Mileage reimbursement

0600 Supplies.
Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district's capital assets, as evaluated by the district's capital assets policy, may be coded as supply items, or may be coded as 0735, Non-Capital Equipment. Items that contribute to a district's capital assets must be coded as equipment items in the 0700 series.

· Electronic Media: Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. Software costs below the capitalization threshold should be reported here. Licenses and fees for services such as subscriptions to research materials over the Internet should be reported under 0530 Communications.
· Food for Parent Engagement activities

0640 Books and Periodicals.
Expenditures for books, textbooks, and periodicals prescribed and available for general use, including library and reference books. This category includes the cost of workbooks, textbook binding, or repairs, as well as textbooks which are purchased to be resold or rented. Also recorded here are costs of binding or other repairs to school library books.

0730 Equipment.
Expenditures for the initial and replacement items of equipment, such as machinery, furniture, fixtures, and vehicles. Machinery, furniture, and fixtures (including teacher desks, chairs, and file cabinets), technology equipment, and other equipment that are used for instructional purposes should be charged to appropriate instructional programs.

The district's capital asset policy establishes criteria for when an equipment item must be capitalized and included on the district's property inventory records. (Typically, this is a $5,000 threshold.)

· (0734) Technology Equipment. Expenditures for computers and other technology equipment. Examples are computers, laser printers, CD ROM equipment, VCRs, Software, etc.

Note: Capitalized equipment must be coded with an object 0730 through 0734 or 0736 through 0739. Equipment that does not meet the criteria for capitalization (usually below a dollar amount requiring capitalization) may be coded with object 0735 or in the object 0600 Supplies series.

0735 Non-Capital Equipment.
Expenditures for items classified as equipment but costing less than the district policy for capital assets inventory. Alternatively, non-capital equipment may be coded as a supply to an object in the 0600 series.

Rolling of the Bold

The Chart of Accounts is designed to meet legal and regulatory requirements and generally accepted accounting principles while providing as much flexibility as possible for the local school district. For instance, code structure and definitions allow for varying degrees of detail depending upon local district reporting needs.

Codes, which are necessary to meet legal and regulatory requirements and generally accepted accounting principles are REQUIRED. These required codes are shown in BOLD PRINT throughout the CDE published Chart of Accounts document. CDE will aggregate data upon receipt of electronic data files by "rolling" unbold code data into appropriate bold code data. When the Fund, Location, Program, Object, Source, Balance Sheet, Job Classification is not BOLD and ends in zero, it rolls to itself. When the Fund (or Location, Program, Object, Source, Balance Sheet, Job Classification) is not BOLD and does not end in zero, it rolls to the first Fund (or Location, Program, Object, Source, Balance Sheet, Job Classification) ending in zero. (Example – Funds 32 through 38 would roll to Fund 30)

A salary position code is required if the object code selected is "0100 Salary." These codes are cross-referenced to the job class codes in the Chart of Accounts. The common titles and descriptions in the Chart of Accounts eliminate ambiguity and facilitate statewide evaluation. Not all salary positions contained in the Chart of Accounts are included in the Consolidated Application; only those that are allowable costs.

Budget Considerations
Allowable Technology
 "Small and Attractive Items," e.g. cell phones, tablets, that have a useful life of more than one year, referenced in the Uniform Grants Guidance (2 CFR Part 200) as Computing Devices could be coded as "Supplies;" however, CDE recommends these items be coded as 0735 Non-Capital Equipment and inventoried and tracked from acquisition through disposition. CDE recommends using 0600 Supplies only for those items that are consumed within one year.

A physical inventory of equipment(including Small and Attractive Items) should be taken and the results reconciled with the property records at least bi-annually. LEAs determine their own capitalization threshold.

A control system should be developed to ensure adequate safeguards to prevent loss, damage, or theft of equipment (including Small and Attractive Items). Any loss, damage, or theft should be investigated.

Food
Snacks for students attending programs funded by the Colorado Academic Accelerator Program (CO-AAP) is a requirement. Generally, food may be offered to family members that attend CO-AAP-funded programming if essential to the programming or event and if the programming or event is held during a regular mealtime.

Appendix H: Glossary of Terms

Academic Achievement: Achievement reflects the extent to which students have met the learning objectives described in the relevant academic content standards for a given content area and grade level. The academic achievement indicator reflects average scores (i.e., mean scale scores) on English Language Arts, Math, and Science state assessments in tested grades (Colorado Measures of Academic Success, or CMAS). More information at https://www.cde.state.co.us/accountability/achievement.

Academic Enrichment: Extra learning opportunities that provide students with ways to practice their academic skills through engaging, experiential activities. Such activities might include: robotics clubs, to foster critical thinking skills, persistence and other essential skills; cooking programs, to foster application of reading, writing, math and science skills; career and technical education programs, to encourage positive work habits, planning, estimation and other calculation skills; and computer clubs, to promote the use of technology.

Academic Growth: The change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which is determined using multiple measures. One measure is the results of statewide assessments (CMAS), but growth may also include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels. Measures may also include gains in progress towards postsecondary and workforce readiness, and progress toward academic and functional goals included in an individualized education program and/or progress made towards student academic growth objectives. More information at https://www.cde.state.co.us/educatoreffectiveness/sb-studentgrowth.

Academic Proficiency: The demonstration of progress or advancement in knowledge, skill, or competency. For the purposes of CO-AAP, proficiency in math and science can be measured by CMAS as well as a body of evidence. Regarding science, proficiency is related to developing transferable skills–such as asking questions, constructing explanations, and analyzing data–that empower students to be critical thinkers and productive citizens. Regarding math, there are five "strands" of mathematical proficiency:
1. Conceptual Understanding: Comprehension of mathematical concepts, operations, and relations,
2. Procedural Fluency: Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately,
3. Strategic Competence: Ability to formulate, represent, and solve mathematical problems,
4. Adaptive Reasoning: Capacity for logical thought, reflection, explanation, and justification, and
5. Productive Disposition: Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

Discover more information on math proficiency and science proficiency from CDE's Standards and Instructional Support office.

Academic Support and Enrichment: Extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities.

Average Daily Attendance (ADA): The number of students, who will attend programming at the CO-AAP-funded community learning center(s) on any given day on average. To determine the ADA, divide the total monthly attendance by the number of program days in the month.

Below grade level or struggling in math: For purposes of math acceleration under "Math In Pre-kindergarten Through Twelfth Grade" (HB 23-1231), "Below grade level or struggling in math" means there is a gap between the student's current level of math achievement in one or more math standards and that expected of all students in that grade at that time as determined by a body of evidence. When assessing a student's content knowledge, a standard is only an area of concern if a student is consistently struggling (Struggling in terms of needing intervention, not productive struggle). Areas of concerns will fall into one of five standards (as defined by the Colorado Academic Standards):
- Number and Quantity
- Algebra and Functions
- Data, Statistics, and Probability
- Geometry
- Mathematical Practices

Schools and districts are encouraged to use a body of evidence to inform their determination of whether a student is below grade level or struggling in math, what their strengths are, and where they need support. This body of evidence may include a range of data and may look different across grade levels. A useful tool in diagnosing where a student is struggling could be the National Research Council's (NRC) defined five **"strands"** of mathematical proficiency (see "proficiency" definition in this *Glossary of Terms*).

Centers: The location where the majority of the grantee's student and family activities occur. A grantee can have one or multiple centers.

Children/students with disabilities: Those persons from 3 to 21 years of age who, by reason of one or more of the following conditions, are unable to receive reasonable benefit from general education: Autism spectrum disorders;A hearing impairment, including deafness; A serious emotional disability; An intellectual disability; Multiple disabilities; An orthopedic impairment; Other health impairment; A specific learning disability; A speech or language impairment; Traumatic brain injury; A visual impairment, including blindness; and Deaf-blindness. Children/students with disabilities also includes those persons from birth through two years of age who have been determined to be an infant or a toddler with a disability, or those persons from three through eight years of age who have been determined to be children experiencing developmental delays (C.R.S. 22-20-103).

CMAS: The Colorado Measures of Academic Success (CMAS) is Colorado's standards-based assessment designed to measure student growth and achievement according to the Colorado Academic Standards (CAS). A very small number of students with the most significant cognitive disabilities may take the Colorado Alternate (CoAlt) assessment based on the Extended Evidence Outcomes (EEOs) of the CAS. The CMAS and CoAlt assessments are collaboratively developed by the Colorado Department of Education (CDE), the Colorado educator community, and Colorado's assessment contractor, Pearson. Use assessment results data to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

Colorado Academic Accelerator Program (CO-AAP): The grant program authorized by the Math in Pre-Kindergarten Through Twelfth Grade law for this funding opportunity, C.R.S. 22-2-146.6.

Community-based Organization: One of the categories of eligible entities for the CO-AAP Grant. A public or private nonprofit organization of demonstrated effectiveness that (a) is representative of a community or significant segments of a community; and (b) provides educational or related services to individuals in the community (20 USC § 7801(5)).

Community Learning Centers: A school-based or school-linked supervised program providing informal but structured meeting places and coordination for student programs, community activities, adult education, child care, information and referral and other community-based services. A center is the location where the majority of the subgrantee's activities occur. A subgrantee can have one or multiple centers and centers do not necessarily have to be operated within a school building.

Consortium: One of the categories of eligible entities for the CO-AAP Grant. A 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 LEP 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, also known as a Memorandum of Understanding (MOU), 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 a daily basis across the entire program year, inclusive of school year and summer programs. When calculating the annual cost per student for a center, applicants should take into account all programming costs, including hiring and paying staff, staff professional development costs, fulfilling all administrative grant requirements, purchasing curriculum, materials, and supplies, family engagement activities, student transportation, and so forth. For example, an applicant may request an award amount of $180,000 per year per center, and may anticipate serving 60 students throughout the year at a cost per student of $3,000. The cost per student and requested award amount must be adequately justified in the submitted application.

Digital math accelerator programs: Online, digital, and/or virtual platforms used for student learning in math. Examples include but are not limited to Zearn, Khan Academy, MAP Accelerator, Smart Lab Learning, and so forth. As a state, Colorado has invested in Zearn. Zearn is the online math learning platform that is provided at no cost to schools and school districts statewide that opt-in to participate, as well as for use in the community learning centers funded by the CO-AAP grant. See "Zearn" in this Glossary of Terms for more information, and [Learn more about Zearn Math in Colorado](#).

Diverse student populations: Also known as "disadvantaged, marginalized, and/or historically underserved students", students who are excluded from social, economic and/or educational opportunities enjoyed by other youth in their community due to numerous factors beyond their control. Youth identified in these categories may feel or are underserved, disregarded, ostracized, harassed, persecuted, or sidelined in the community. Examples of youth who are in these categories are students of color, students who identify as Black Indigenous People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) students, students with disabilities, and English learners. Diverse student populations also include highly mobile students , which are children or youth who at any time during the academic year were homeless, as defined in section 22-1-102.5, C.R.S; were in non-certified kinship care, as defined in section 19-1-103, C.R.S; were students in out-of-home placement, as defined in section 22-32-138(1)(h), C.R.S.; or were migrant children, as defined in section 22-23-103, C.R.S.

Eligible entities: The term "eligible entity" means, with respect to a part, a public entity, a private entity, or an entity that is a combination of public and private entities, that is eligible to directly receive grant amounts under such a part. For the CO-AAP funding opportunity, an eligible entity is a local education provider (a school district, a Board of Cooperative Educational Services (BOCES), a district charter school, an Institute Charter School), a community-based organization (CBO), an Indian tribe or tribal organization, another public or private entity; and a consortium of two or more such agencies, organizations, or entities. Eligible entities will be selected for a grant that runs for a period of three years. If a community-based organization applies, the community-based organization must be experienced in out-of-school supports, and shall partner with a local education provider/local education agency as an eligible entity.

English learners: A student who is linguistically diverse and who is identified using the state-approved English language proficiency assessment as having a level of English language proficiency that requires English language development instruction to achieve standards in grade-level content in English (C.R.S. 22-24-103(4)).

Evidence-Informed: A program or practice that relies on peer-reviewed evidence to establish a basis for accelerating learning, which includes evidence-informed curricula, intervention, acceleration strategies and assessment options (C.R.S. 22-2-146. (b)). Unlike evidence-based practice, practice knowledge and intervention decisions regarding evidence-informed practice are enriched by previous research but not limited to it. In this way, evidence-informed practice is more inclusive than evidence-based practice (McSherry, 2007).

Family members/families: Family members (parents, caregivers, guardians, siblings, aunts, uncles, grandparents, etc.) of students served in the CO-AAP program(s) who may also participate in program(s) at the community learning center(s).

Grantee: The name of the funded eligible entity, also known as the awarded applicant, that acts as the fiscal agent for the grant.

High-Impact Tutoring: A form of teaching, one-on-one or in a small group, towards a specific goal (such as accelerating student learning in math and science) that leads to substantial learning gains for students by supplementing (but not replacing) students' classroom experiences and responding to individual needs and complements students' existing curriculum. We recognize high-impact tutoring programs as those that either have directly demonstrated significant gains in student learning through state-of-the-art research studies or have characteristics that have proven to accelerate student learning. These characteristics of high-impact tutoring programs currently include: substantial time each week of required tutoring, sustained and strong relationships between students and their tutors, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to assure quality interactions.

High-need schools: High-poverty, low-performing schools that have not historically had the resources or capacity to provide high-quality math (and science) instruction and enrichment programs, as evidenced by:
1. A K-12th grade Free and Reduced Lunch rate of 40 percent and above in 2022-23;
2. Low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those assessments in 2021-22 and/or 2022-23;
3. Students in disaggregated groups that have low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those disaggregated student groups in 2021-22 and/or 2022-23;
4. A significant number of students (as determined by applicant) who are below grade level or struggling in math (and science) based on a body of evidence, including local assessments;
5. A demonstrated need for additional supports and services according to Census Data (by county, community and/or block, such as household income, education, etc.) or other relevant data.

   State average scores for CMAS Math and PSAT/SAT Math by student group for 2021-22 and 2022-23 can be found in *Appendix A* of this RFA.

High-need students: Students who attend high-needs schools, as defined in this *Glossary of Terms* above.

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

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

Intervention strategies: Each school district board of education shall consider adopting procedures by which the schools of the school district, including charter schools, that include any of grades six through nine shall review the relevant data for students in those grades and identify students who are demonstrating behaviors that indicate the student is at greater risk of dropping out of school. The behaviors may include, but need not be limited to, low academic achievement, truancy, insubordinate behavior, and disengagement. The procedures may specify that, after a school identifies a student as being at increased risk of dropping out of school, the school shall provide appropriate interventions that are designed to assist the student in improving his or her academic performance and behavior and in increasing his or her overall level of engagement in school. Interventions may include, but need not be limited to, counseling, tutoring, parent engagement, and developmental education services. Procedures may include:
(a) Identifying students who are below grade level or struggling in mathematics based on academic assessments administered pursuant to section 22-7-1006.3; Notifying the parents, guardians, or legal custodians if a student is below grade level or struggling in mathematics;(c) Providing parents, guardians, or legal custodians with a list of interventions and acceleration strategies to assist with mathematics at home, including a state-advisory list of curricula options described in section 22-2-146.5, referrals for mathematics tutoring, or other intervention opportunities, when applicable;(d) Publishing mathematics curricula annually, including supplemental curricula or interventions; and(e) Implementing train-the-trainer or train-the-parent plans to improve mathematics achievements for students who are below grade level or struggling in mathematics; children with disabilities, as defined in section 22-20-103; or students who are English language learners. If a school district board of education adopts procedures pursuant to this subsection (2), the school district shall notify a student's parents[/caregivers] as soon as possible after the school district identifies the student as being at greater risk of dropping out of school. The school district shall provide to the student's parents[/caregivers] a description of the interventions that the school district intends to implement for the student, if any. The parent may approve or reject the described interventions. If the parent rejects the interventions, the school district shall not implement the interventions. The parent may terminate the interventions at any time after the school district begins providing the interventions. A parent may contact the school district in which his or her student is enrolled to request interventions pursuant to this subsection (2) if the parent determines that the student is at greater risk of dropping out of school. (C.R.S. 22-32-118.6 and C.R.S. 22-30.5-526.5**).**

Local education provider: One of the categories of eligible entities for the CO-AAP Grant. A local education provider (LEP) can be a Colorado school district, a Board of Cooperative Educational Services (BOCES), a district charter school, an Institute Charter School.

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

Mentorship/mentoring programs: Establish mentoring programs built on strong relationships among students, mentors, schools, and families. Supportive mentorship relationships can promote resilience and increase mental health and academic development. The National Partnership for Student Success provides technical assistance on establishing high-quality mentoring programs. Additional information on the benefits of high-quality mentoring, along with key components of productive mentoring relationships, are available from youth.gov, the National Mentoring Resource Center, and the National Center on Safe Supportive Learning Environments.

Other public or private entity: One of the categories of eligible entities for the CO-AAP Grant. For the purpose of this grant program, these entities must be based in Colorado and have an education-related focus to serve and support students and their families in core academic, educational enrichment/essential skills, and family engagement.

Out-of-School Time (OST) Program: A supervised program that young people regularly attend when school is not in session. OST is inclusive of before-school and afterschool programs, programs in the summer, and fifth day programs (if a district is on a four-day school week). OST programs can occur on a school campus or facilities, and can include a variety of academic programs (e.g., reading or math focused programs), specialty programs (e.g., sports teams, STEM, arts enrichment), and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs, YMCAs).

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. STEM is "an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering and mathematics in context that make connections between school, community, work, and the global enterprise, enabling the development of STEM literacy and with it the ability to compete in the new economy" (Tsupros, Kohler, & Hallinen, 2009). High-quality STEM programs are designed to inspire and encourage students by engaging them in 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. To best align with evidence-based practices in science, STEM activities should include centering the science and engineering practices that are authentic to the culture of science. The science and engineering practices are also a part of the Colorado Academic Standards for science.

"Train-the-parent": A training framework, authorized by the Math in Pre-Kindergarten Through Twelfth Grade law, to help a parent, guardian, or legal custodian assist the parent's child in understanding mathematics concepts (C.R.S. 22-32-118.6(a)).

"Train-the-trainer": A training framework, A training framework, authorized by the Math in Pre-Kindergarten Through Twelfth Grade law, that develops educators into subject matter experts who can teach other educators about mathematics (C.R.S. 22-32-118.6(b)).

Tutorial Services: Tutoring 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. For CO-AAP-funded community learning center(s) to accelerate student learning in STEM, particularly math and science, tutorial services should follow the high-impact/high-dosage tutoring model. Learn more about this tutoring model.

Two-Generation (2Gen) Approach: This approach is designed to address the needs of children and their parents,caregivers, and/or family members 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. For more information, visit *Pioneering 2Gen Approaches in Colorado* and The Colorado Guide to 2Gen, and See *Whole Family Approach*, described in this *Glossary of Terms*. There are five core principles that underlie the 2Gen approach:
1. Measure and account for outcomes for both youth and their parents, caregivers, 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

Unduplicated Student: Students attending programming at the CO-AAP-funded community learning center(s) at least once during the attendance reporting 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, caregivers, and/or family members 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:
1. Serve two (or more) generations

2. Promote responsive parenting and family life
3. Develop and strengthen leadership skills
4. Assume partnership/responsibility
5. Include all parents/caregivers/family members
6. Partner with agencies to provide access to education, economic supports, and social/mental health services

Zearn: Zearn is the online math learning platform that is provided at no cost to schools and school districts statewide that opt-in to participate, as well as for use in the community learning centers funded by the CO-AAP grant. Zearn Math is a K–8 math learning platform that Colorado educators can use across instructional times, including out-of-school time, to help all students catch up and move forward in math. Zearn includes free high-quality instructional materials, ongoing training for educators, and out-of-school time tutoring resources for K-8 students. Learn more about Zearn Math in Colorado.

Appendix I: Sample Memorandum of Understanding (MOU) Template

This is intended to be an example for applicants and should be modified according to applicant's proposed CO-AAP programs as well as applicant's specific protocols, processes, documents, etc. for entering partnership agreements.

Colorado Academic Accelerator Program
2023 Memorandum of Understanding
Between
the _____
and the
_____

I. Introduction
This section describes the need, the organizations involved, and why these organizations need to work together. Questions to consider in this section include:
1. Why is the MOU being created?
2. What agencies are participating?
3. Why is this MOU necessary?

This MOU is necessary and has been created to address:
- Item 1: Description
- Item 2: Description
- Item 3: Description

II. Purpose
This portion should briefly explain the goals of the MOU and how and when it will be utilized. Questions to consider in this section include:
1. What are the various goals of the MOU (be specific)?
2. How will these goals be carried out (be specific)?
3. When will these goals be carried out (be specific)?

The goals of this MOU include:
- Goal 1: Description
- Goal 2: Description
- Goal 3: Description

Goal 1 will be carried out by (how and when)

Goal 2 will be carried out by (how and when)

Goal 3 will be carried out by (how and when)

III. Roles and Responsibilities
To better collaborate, both sides must understand what each other needs to succeed. Understanding expectations from the beginning will lead to a more aligned and successful experience. Questions to consider in this section include:
1. Which duties will each organization take the lead on and which duties will be carried out collaboratively?
2. Which resources that need to be shared does only one party possess?
3. What do both organizations' staff need (resources, training, etc.) to effectively carry out the MOU objectives?

Individual roles and responsibilities include:
Organization 1:
- Role and responsibility 1
- Role and responsibility 2
- Role and responsibility 3

Organization 2:
- Role and responsibility 1
- Role and responsibility 2
- Role and responsibility 3

Shared roles and responsibilities include:
- Role and responsibility 1
- Role and responsibility 2
- Role and responsibility 3

IV. Oversight and Terms of Agreement
The MOU should be considered a working document – this section in particular. Questions to consider in this section include:
1. How will both sides measure success?
2. When will both sides amend the MOU if circumstances change?
3. How will initiatives at the local, state, and federal level be incorporated into the MOU?

The MOU goals will have been successfully carried out when:
- Goal 1 indicator(s) of success
- Goal 2 indicator(s) of success
- Goal 3 indicator(s) of success

The MOU will be amended by:
- First check-in date
- Second check-in date

The MOU will be amended when:
- Stipulation one
- Stipulation two

Other Terms of Agreement:
- Agreement one
- Agreement two

Agreed:

Organization 1 Representative   Date

Organization 2 Representative   Date

Appendix J: Sample Weekly Schedule

This is intended to be an example for applicants and should be modified according to applicant's proposed CO-AAP programs. All programming is inclusive of program check in/attendance, snack, transitions, and dismissal/pick up.

School Year Schedule:
11 weeks in Fall 2025 (September through December Holiday Break), 12 weeks in Spring 2026 (February to End of Year)

Day of the Week	Time	Activity	Hours
Monday	3:30-5:30 pm	STEM Monday Funday (2 hours after school)	2
Tuesday	6:45-7:45 am, 3:30-4:30 pm	Tutoring (1 hour before school, 1 hour after school)	2
Wednesday	3:30-5:30 pm	STEM Club (2 hours after school)	2
Thursday	6:45-7:45 am, 3:30-4:30 pm	Tutoring (1 hour before school, 1 hour after school)	2
Friday	N/A	No typical programming during the school year	0
Once a month	6:00-8:00 pm	Family STEM Nights (Monday night for 2 hours, not included in regular weekly hours of programming)	2
		Total	8

Summer Schedule:
1 week at the end of the school year – June 2-6, 2025

Day of the Week	Time	Activity	Hours
Monday	8:00 am-4:00 pm	Math Monday Funday	8
Tuesday	8:00 am-4:00 pm	Let's put the "A" in STEAM!	8
Wednesday	8:00 am-4:00 pm	STEM Career Exploration	8
Thursday	8:00 am-4:00 pm	Science Thursday	8
Friday	8:00 am-4:00 pm	Field Trip Friday	8
Friday evening	4:00-7:00 pm	Family STEM Night	3
		Total	43

Appendix K: Sample Budget Detail

This is intended to be an example for applicants and should be modified according to applicant's proposed CO-AAP programs. The budget below corresponds with the weekly schedule in Appendix J.

Budget Object	Total Cost	Description/Budget Narrative
Support - Salaries (0100)	$28,800.00	Alphabet K-8 - Program Director (0.5 FTE) - $40/hour x 720 hours annually approximately 400 hours direct oversight during operation of school year programs; 200 hours for advertising, interviewing, planning, coordinating classes and trainings, developing partnerships, budgeting and oversight of data collection; 120 hours for planning and oversight of summer program-salaried part time position (intention is to hire from instructional staff to build capacity; and sustainability of programming; benefits covered by school district)
Inst. - Salaries (0100)	$24,000.00	Alphabet K-8 - Before/Afterschool Tutoring Program: Salaries for 8 tutors, $30/hour, 20 weeks x 5 hours weekly (4 hours before and afterschool on Tuesdays & Thursdays plus 1 hour preparation each week)
Inst. - Employee Benefits (0200)	$7,200.00	Alphabet K-8 - Before/Afterschool Tutoring Program: Benefits (30%)
Inst. - Salaries (0100)	$7,200.00	Alphabet K-8 - STEM Club: Salaries for 4 advisors (1 each for K-1st, 2nd-3rd, 4th-6th, 6th-8th), $30/hour, 20 weeks x 3 hours weekly (2 hours afterschool on Wednesdays plus 1 hour preparation each week)
Inst. - Employee Benefits (0200)	$2,160.00	Alphabet K-8 - STEM Club: Benefits (30%)
Inst. - Other Purchased Services (0500)	$6,000.00	Alphabet K-8 - STEM Monday Funday: Contracts with 4 providers for school year (fall and spring each 10 weeks) - Mad Science (K-8, $160/class for 10 weeks), Sticky Fingers (K-8, $200/class for 10 weeks), Math Hoops (10 weeks, grades 4-8, free), Math & Movement (K-3, can be used all year, approximately $2,400 inclusive of teacher training) **Please note, CDE approves services and not vendors.**
Inst. - Supplies (0600)	$1,200.00	Alphabet K-8 - STEAM and tutoring supplies for school year: approximately $30/student for 40 students. Supplies include workbooks, notebooks, lab books, cooking supplies, Math & Movement supplies, headphones, writing implements, paper, etc.
Inst. - Supplies (0600)	$1,200.00	Alphabet K-8 - STEAM supplies for summer: approximately $30/student for 40 students. Supplies include Makerspace materials such as Ozobots, Robotics kits, art supplies, 3D printer supplies, etc. **Please note, CDE approves services and not vendors.**
Inst. - Non-Capitalized Equipment (0735)	$800.00	Alphabet K-8 - Two 3D printers ($400 each) for use in STEM Club for engineering and coding, and Summer to support Makerspace, anticipated to be used by all 40 students in school year and summer.
Inst. - Salaries (0100)	$12,600.00	Alphabet K-8 - Summer Program: Salaries for 4 staff (could be teachers) x $30/hour x 4 weeks x 21 hours weekly (Monday-Friday, 4 hours daily plus 1 hours preparation each week); Salaries for 2 paras x $15/hour x 4 weeks x 21 hours
Inst. - Employee Benefits (0200)	$3,780.00	Alphabet K-8 - Summer Program: Benefits (30%)
Inst. - Salaries (0100)	$2,520.00	Alphabet K-8 - Family Engagement: Salaries for teachers and/or other staff to plan and deliver monthly family STEM nights (approximately 6 staff x $30/hour x 2 hours/month x 7 months)
Inst. - Employee Benefits (0200)	$756.00	Alphabet K-8 - Family Engagement: Benefits (30%)
Inst. - Supplies (0600)	$10,500.00	Alphabet K-8 - Family Engagement Events: One family engagement event a month, inclusive of food and supplies for family participants. Approximately $50/per family x 30 families x 7 events (3 each semester in the school year and 1 summer event).

Inst. - Supplies (0600)	$2,000.00	Alphabet K-8 - Family Engagement Supplies: At-home STEAM learning kits and books for parents/caregivers to encourage in-person participation at events and subsequent helping their students learn better at home. Approximately $20/per family x 40 families.
Inst. - Other Purchased Services (0500)	$400.00	Alphabet K-8 - Translation services: $40/hour x 10 hours for whole year
Support - Purchased Professional & Technical Services (0300)	$3,840.00	Alphabet K-8 - District Transportation Driver Hourly Rate - $16/hour x 10 hours/week x 24 weeks
Support - Purchased Professional & Technical Services (0300)	$4,800.00	Alphabet K-8 - District Food Services - Food--$5/student x 40 Students x 24 weeks
TOTAL:	**$119,756.00**	
COST PER STUDENT:	**$2,993.90**	

Appendix L: Sample Job Description Template

This is intended to be an example for applicants and should be modified according to applicant's proposed programs as well as applicant's specific protocols, processes, documents, etc. for hiring individuals.

Position Type: Afterschool Programs/Site Leader (or program coordinator, program specialist, etc.)

Date Posted: x/x/2023

Location:

Closing Date:

MINIMUM HOURLY RATE: MAXIMUM HOURLY RATE:
STANDARD HOURS PER WEEK: 20
FTE: 0.5 (recommended for one center)

MONTHS PER YEAR:

YOUR ORGANIZATION is...

SUMMARY: Lead and support participants in the OST programs...

ESSENTIAL DUTIES AND RESPONSIBILITIES: To perform this job successfully, an individual must...

1. ...
2. Perform other job-related duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:
As the district/school/eligible entity deems appropriate.

LICENSES, REGISTRATIONS or CERTIFICATIONS:
Criminal background check required for hire.
As the district/school/eligible entity deems appropriate.

SALARY INFORMATION:
As the district/school/eligible entity deems appropriate.

BENEFITS INFORMATION:
As the district/school/eligible entity deems appropriate.