



COLORADO
Department of Education



Funding Opportunity

Applications Due: Wednesday, March 28, 2018, by 11:59 pm

Application Information Webinar: Monday, February 12, 2018, 11:30 am

Letter of Intent Due: Friday, February 23, 2018, by 11:59 pm

Application Writing Training: Tuesday, March 6, 2018, from 10am-3pm

21st Century Community Learning Centers (21st CCLC) Grant Program

Pursuant to Title IV, Part B of the Elementary and Secondary Education Act (ESEA),
as amended by the Every Student Succeeds Act of 2015

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21st Century Community Learning Centers (21st CCLC) Grant Program

Applications Due: Wednesday, March 28, 2018, by 11:59 pm

Introduction

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

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

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

Priority will be given to those programs serving students that attend high-poverty, low-performing schools.

Purpose

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

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

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

Eligible Applicants

Eligible entities may apply for a three-year grant. The term 'eligible entity' means a local educational agency (public school district), the Charter School Institute, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or

private entity, or a consortium of 2 or more such agencies, organizations, or entities. An intermediary unit, such as a Board of Cooperative Educational Services (BOCES), may apply for and receive a grant. A consortium of organizations and/or districts may apply together. However, one organization/district must be designated as the fiscal agent of the consortium.

Note: 21st Century Community Learning Centers currently receiving 21st CCLC funding as part of Cohort VII are not eligible for this opportunity.

See *Appendix A* for a listing of schools that meet priority eligibility (based on most current available data). Appendix A excludes any eligible schools currently receiving 21st CCLC grant funds. See section Priority Considerations section below for more information on this listing of school and other RFA priorities.

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

Organizations do not have to demonstrate prior experience in providing out-of-school time programs to be eligible to apply for funding. However, an organization that does not have such experience must demonstrate capacity for success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.

To ensure equitable geographic distribution across Colorado, CDE has placed a limit on the number of centers each eligible entity may receive funding for during this grant period. This limit is derived from student enrollment within the district. The guidelines below outline the maximum number of centers that may be awarded to districts and non-district eligible entities according to student enrollment Kindergarten-12th grade membership from CDE October Count 2017, found at www.cde.state.co.us/21stcclc.

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

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

*See eligible applicant section.

Eligibility for Expanded Learning Time (ELT)*:

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

An applicant may apply to use 21st CCLC funds to conduct activities during the school day in a school that previously expanded its school day, week, or year. However, the ELT applicant must submit a plan with the 21st CCLC grant application addressing the Required Components of a Comprehensive ELT Plan provided in *Appendix B*.

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

**See Appendix I for Glossary of Terms*

Priority Considerations

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

- K-12th grade Free and Reduced Lunch rate of 40 percent and above; and
- Schools Identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2017-2018.

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

This RFA includes four additional priority areas for funding. Priority points are available in the scoring rubric to support priority areas. Applicants may apply for one or more of the priority areas; however, applications must describe each priority area activity in the program description to receive bonus points. The following are the priority areas for this grant competition:

1. Serving a school with priority eligibility as determined by the priority list found in *Appendix A*.
2. Rural School Districts as defined by CDE. See Attachment I for definition.
3. High school serving 9-12 grades with an emphasis on research or evidence-based course completion and credit recovery supports, graduation, college, or workforce readiness programs, including apprenticeships.
4. New programs that have not been funded in the last three years, or programs with high quality past performance (within the past three years) as determined by the following:
 - a. All 21st CCLC programmatic and fiscal monitoring findings were resolved.
 - b. Ongoing formally communicated program or fiscal concerns were resolved.
 - c. 21st CCLC funds were expended in an appropriate manner.
 - d. Less than 10% of 21st CCLC funds were reverted back to CDE at year end (above and beyond the previous 15% carryover allowance).

**See Appendix I for Glossary of Terms*

Application Types

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

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

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

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

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

Available Funds and Duration of Grant

The Colorado Department of Education will award approximately \$9.3 million in 21st Century Community Learning Centers funding under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015. Federal law requires awards to be of sufficient size and scope to support high quality, effective programs. Grants will not be made in an amount less than \$50,000, and no more than \$150,000 per year per center. Grants awarded receive funds for a period of three years. Those programs meeting exemplar criteria outlined in *Appendix C: Renewability* will be eligible for an automatic two years of continuation funding upon completion and approval of a brief continuation application.

These funds will be distributed on a competitive basis, giving consideration to applications that include schools in need of Improvement under Title I Section 1116, equitable distribution of grants to different geographic regions within the state, including urban and rural areas, and to schools serving elementary and secondary students. It is anticipated that approximately 62 centers will be supported through grant awards.

A consortium of organizations*, and/or districts may apply together to provide services for centers. Each center in the consortium must receive a minimum of \$50,000 per year for its 21st CCLC program. One organization must be designated as the fiscal agent of the consortium. In addition, an applicant consortium must designate an individual who will be responsible for communication and coordination across all centers within the consortium.

Based on available funding, grant amounts each year will be funded at 100% of the original award, including renewability years 4 and 5 if the subgrantee meets the renewability exemplar criteria found in *Appendix C*. Of note, awards may be reduced based on inability to meet the goals and performance measures set forth in this grant by the subgrantee. This includes participation numbers consistently lower than projected in this application. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction.

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

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

*See *Appendix I for Glossary of Terms*

Use of Funds

21st CCLC funding may be used to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Grant funds must be used to **supplement and not supplant** any federal, state, and local moneys currently being used to provide afterschool programming.

Planning:

Funds used under this program must be used to provide services and cannot be applied retroactively to pay for pre-award planning activities related to the grant. However, subgrantees may use grant funds to support ongoing planning and quality improvement processes throughout the grant period to strengthen the program based on evaluation results.

Required Minimum Hours of Programming:

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

- 1) No less than 12 hours of programming per week (can include Saturdays) for 26 weeks during the traditional school year.
- 2) No less than 75 hours for summer programming. Applicants can meet this hour requirement by providing a three week program, five hours per day, for five days or any other number of day/hour/week combinations that meet the required hours.
- 3) Programming includes students as well as families.
- 4) Applicants writing for the use of 21st CCLC funds for ELT programs must provide ALL students at the school with at least 300 additional program hours before, during, or after the traditional school day programming in accordance with the submitted Comprehensive ELT Plan and a 21st CCLC Summer Program.

Allowable Activities:

Each eligible entity that receives an award under 21st CCLC may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including:

- 1) Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with:
 - a) State academic standards and any local academic standards; and
 - b) Local curricula that are designed to improve student academic achievement;
- 2) Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- 3) Literacy education programs, including financial literacy programs and environmental literacy programs;
- 4) Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
- 5) Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.);
- 6) Essential skills building programs;
- 7) Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- 8) Services for individuals with disabilities;
- 9) Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
- 10) Cultural programs;
- 11) Expanded library service hours;
- 12) Parenting skills programs that promote parental involvement and family literacy;
- 13) Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- 14) Drug and violence prevention programs and counseling programs;
- 15) Arts and music education activities;
- 16) Entrepreneurial education programs;
- 17) Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- 18) Costs associated with tracking and completing the required grant evaluation components (e.g., end-of-year report, performance measures, attendance tracking, State Assigned Student Identifiers of the students served);

- 19) Costs associated with attending orientation meetings, annual conferences, or regional training days hosted by CDE (e.g., mileage, substitute costs, hotel if over 50 miles from event, etc.); and
- 20) Costs associated with attending the U.S. Department of Education’s 21st CCLC Summer Institute (Out-of-state travel: flight, hotel, meals) or other approved conferences directly aligning with 21st CCLC work.

Recommended Activities:

- strategies for increasing school attendance;
- STEM (Science, Technology, Engineering, and Math) materials, training, and/or teachers;
- service-learning*;
- competency-based learning*;
- research-based and evidence-based programs that promote positive youth/adult partnerships;
- health and wellness activities including prevention programs, wrap around programs to engage families and connect them with services, utilizing youth peer specialists and family advocates, and connecting families with the Colorado system of care known as COACT Colorado*;
- connecting with school specialists and youth mental health first aid staff*;
- mandated subgrantee level evaluation with annual evaluation costs not exceeding \$10,000 per center;
- monitoring and improving program quality;
- positive youth development programming and activities;
- ensuring the transportation needs of participating students will be addressed;
- Two Generation (2GEN) and Whole Family Approaches to support adult and early childhood education, employment and training, financial literacy and asset accumulation; and
- professional development for staff working directly with 21st CCLC programs.

**See Appendix I for Glossary of Terms and Additional Information*

ELT Allowable Activities:

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

Funds must be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program may be expended to support religious practices, such as religious instruction, worship, or prayer. Faith-Based Organizations (FBOs) may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. For example, community-based organizations and FBOs are required to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately. Office of Management and Budget (OMB) Uniform Grant Guidance (UGG) provides further guidance regarding these accounting requirements.

**See Appendix I for Glossary of Terms*

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

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

Program Income and Local Match:

Per Uniform Grant Guidance (UGG) 2 C.F.R. § 200.307 , non-Federal entities are encouraged to earn income to defray program costs where appropriate. All program income generated for the 21st CCLC program by the subgrantee must be used to defray costs of the 21st CCLC program. Appropriate internal fiscal controls must be in place to track program income separately. Additional information about program income, including internal fiscal control processes, will be included in the CDE Grant Award Notification letter sent to approved applicants.

An eligible entity may seek matching funding for their 21st CCCL grant. However, applicants awarded under this RFP do not require a match.

Monitoring, Evaluation, and Reporting

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

Program Monitoring:

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

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

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

- **Implementation and Monitoring:** Subgrantees will be required to complete an online implementation rubric prior to the scheduled visit to inform CDE staff of program implementation progress. The implementation rubric measures effectiveness of program implementation and program quality. CDE staff will discuss the results of the implementation rubric during the onsite visit.
- **Quality Monitoring:** CDE staff will use the Out-of-School Time Observation Instrument during the onsite visit to measure program quality and positive youth development. Subgrantees should plan for a 30-minute observation window.

- **Program Compliance and Fiscal Monitoring:** CDE staff will utilize a Monitoring and Quality Improvement (MQI) Tool during onsite visits. The tool has questions that link to federal mandates and indicators to assess program and fiscal compliance of 21st CCLC programs under ESSA.
- **Student and Parent Voice:** CDE may conduct at least one focus group with youth and one focus group with adults served by the program during the onsite monitoring visit. Subgrantees will be asked to recruit potential participants and provide the appropriate space to conduct the focus groups. CDE may periodically request that subgrantees recruit adults and youth served by the program to complete brief online surveys. The youth focus group and surveys will collect information about the youths' attitudes and skills. The adult focus group and survey will collect information on program attitudes.

Prior to an onsite visit, subgrantees may be required to submit additional relevant information that will allow CDE to conduct an efficient and effective visit. A report of findings and recommendations for next steps for program improvement will be available to the 21st CCLC Program Directors approximately 45 days following the onsite monitoring visit.

Federal Evaluation and Reporting:

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

- **Grant and Center Level Process Tracking:** Subgrantees are required to track and report on several subgrant level and center level characteristics on a monthly basis through a data reporting system run through the state office. Data include the number of students and adults served (e.g., parents, guardians, family members), student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details.
- **Teacher Surveys:** All subgrantees are required to collect teacher surveys for each student who attended a program for 30 days or more. The purpose of the survey is to assess student improvements in academic behaviors, academic performance, and school day attendance. Regular classroom teachers should complete the survey for elementary students. A math or English teacher should complete the survey for middle and high school students. Teachers completing the survey should not be serving as 21st CCLC program staff.

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

State Evaluation and Reporting:

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

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

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

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

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

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

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

Local Evaluation:

CDE requires that each subgrantee develop and implement an evaluation plan to highlight their unique program outcomes and impact. The local evaluation should provide evidence that the program provides high quality opportunities for academic enrichment and helps students meet the State and local student academic achievement standards. The local evaluation should also identify program strengths, specific recommendations for program improvement, and recommendations for using evaluation results for program improvement and sustainability. Any evaluation reports generated to highlight the results of these local evaluation efforts should be shared annually with CDE staff. Evaluation results must be made public upon request.

Other Considerations:

Applicants must have, or acquire, the capacity to complete the evaluation requirements. A subgrantee may, but is not required to purchase the services of an external evaluator for grant-funded programs. Evaluation costs include all the costs associated with the evaluation of the program including the cost of the purchase of assessment/survey tools, evaluation and assessment trainings, data collection activities, recording and maintenance of data, the purchase of data collection and evaluation systems, data analysis, CDE reporting, report writing and any other activities related to the evaluation of the 21st CCLC program. Annual evaluation costs cannot exceed more than \$10,000 per center.

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

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 SEES (Student Engagement and Evaluation System) 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.

Application materials for this 21st CCLC 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 16 for students.

Technical Assistance

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

- **Online Resources:** The CDE 21st CCLC website offers links to other helpful online sites and resources. Go to www.cde.state.co.us/21stcclc.
- **Application Training Webinar: Monday, February 12, 2018, 11:30 am-12:30 pm.** Register for this technical assistance via Eventbrite at <https://21stcclcgrantwebinar.eventbrite.com>. If you have questions or issues regarding registration, please email CompetitiveGrants@cde.state.co.us.
- **Application Writing Training: Tuesday, March 6, 2018, 10:00 am-3:00 pm.**
- **Individual Consultation:** Available to applicants in the planning, writing, and revising of applications. Please note, due to the anticipated number of requests, responses will be made in the order of requests received. There may be a high volume of requests closer to the application due date; please allow adequate time for response.

Intent to Apply

If interested in applying for this funding opportunity, please submit the Intent to Apply form via SurveyMonkey at https://www.surveymonkey.com/r/21stCCLCgrant_intent by **Friday, February 23, 2018, by 11:59 pm**.

Those who complete the intent to apply will receive updates on the grant, including registration details for the in-person Application Writing Training (Tuesday, March 6, 2018, 10:00 am-3:00 pm).

Review Process and Timeline

Teams of independent peer reviewers with expertise in the field of afterschool programming will review the eligible submitted applications. This review will be based on the specific criteria listed in this RFA and detailed in the scoring rubric. Applicants will receive notification regarding the status of their application by June 30, 2018.

Note: This is a competitive process – applicants must score at least 158 points out of the 225 possible points in the narrative and bonus point sections to be approved for funding. Applications that score below 158 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Submission Process and Deadline

An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Wednesday, March 28, 2018, by 11:59 pm**. The electronic version should include all required components of the application as one document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us. Application materials and budget are available for download on the CDE website at www.cde.state.co.us/21stcclc.

Submit the electronic copy of the application and electronic budget to
CompetitiveGrants@cde.state.co.us
By: **Wednesday, March 28, 2018, by 11:59 pm**

Application Format

- The total narrative (Sections A-H) of the application cannot exceed **25 pages**. Please see below for the required elements of the application. Note: Applications that exceed 25 narrative pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11", using 12-point font, single-spaced, 1-inch margins, and with numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- The submission of duplicate applications that are identical, except for names and descriptions of the eligible center, will not be accepted. Applications from applicants in the same district or working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible center(s).

Required Elements and Application Checklist

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

Part I: Application Introduction and Required Attachments (Not Scored):

- Cover Page: Information completed in full
- Center Information and Signature Page: Completed and signed by all appropriate parties
- Center Expectations and Principal Signoff Form: Signed by all appropriate parties
- Executive Summary
- Certifications and Assurances: Completed in full and signed by all appropriate parties.
 - Completed and Signed "One Time General Assurances, Requirements, and Certifications Form" (Appendix G)
 - Completed and Signed "GEPA Form" (Appendix H)
 - Completed and Signed "ESEA General Assurances Form" (www.cde.state.co.us/fedprograms/consapp/index)

Part II: Narrative (Scored - Cannot Exceed 25 Pages):

- Narrative addresses all selection criteria
- Narrative meets all formatting requirements
- Each item on the Budget Sheet is completed with accurate totals
- Budget narrative provides a detailed description of the relationship between the activities described in the application and the proposed allocation of grant funds

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

- Comprehensive ELT Plan, if ELT is to be offered
- Performance Measure Worksheets (one in each area, four total)
- Job Descriptions of Key Personnel or Organizational Charts
- Excel Budget Workbook (to be submitted as a separate attachment in Excel format)
- Fiscal Year 2018-2019 Funding Chart (Appendix F)
- Letter(s) of Commitment from collaborating organizations

21st Century Community Learning Centers (21st CCLC) Grant Program

Applications Due: Wednesday, March 28, 2018, by 11:59 pm

Part IA: Cover Page – Applicant Information

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

Lead Local Education Agency (LEA)/BOCES/Organization Information			
Organization Name:		LEA/BOCES Code:	
Mailing Address:		DUNS #:	
Type of Organization			
Check all applicable boxes below that best describe your organization or authorizer.			
<input type="checkbox"/> Public School District	<input type="checkbox"/> Faith-Based Organization		
<input type="checkbox"/> Board of Cooperative Education Services (BOCES)	<input type="checkbox"/> Institute of Higher Education		
<input type="checkbox"/> City/County Government	<input type="checkbox"/> For-Profit Organization		
<input type="checkbox"/> Non-Profit Community-Based Organization	<input type="checkbox"/> Other (explain):		
Region			
Indicate region(s) of Colorado this program will directly impact.			
<input type="checkbox"/> Metro	<input type="checkbox"/> Pikes Peak	<input type="checkbox"/> Southwest	<input type="checkbox"/> North Central
<input type="checkbox"/> West Central	<input type="checkbox"/> Northwest	<input type="checkbox"/> Southeast	<input type="checkbox"/> Northeast
Recipient Schools and Grade Levels to be Served (Elementary, Middle, High)			
List all schools and their grade levels impacted by this funding. Additional rows may be added.			
Authorized Representative Information from Applicant			
Name:		Title:	
Telephone:		E-mail:	
Signature:			
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Signature:			
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
Signature:			
If the Authorized Representative is not an LEA, the following is required from the LEA Partner			
Name:		Title:	
Telephone:		E-mail:	
Signature:			
Amount Requested			
Indicate the amount of funding you are requesting. This amount should match line what is entered on the cover page of the CDE Budget Form. Grants will not be made in an amount less than \$50,000 and no more than \$150,000 per year per center.			\$

Previous Grant Information and Performance	
The following information will be verified by CDE and considered in the funding decision.	
Has the applicant previously received 21st CCLC Grant funding in the past three years for the requested schools? A list of funded schools since 2015 can be found at www.cde.state.co.us/21stcclc .	<input type="checkbox"/> Yes <input type="checkbox"/> No

If previously funded, were there monitoring findings that were unresolved?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If previously funded, were funds expended in an appropriate manner?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If previously funded, were any unspent funds reverted back to CDE?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please enter the year(s) and amount(s) below:			
Year(s):		Amount(s):	
Comments regarding Previous Grant Information and Performance:			

Note: If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part IB: Center Information and Signature Page

Complete and attach after Cover Page (Part IA). If needed, additional copies of this page should be attached in order to include each participating school/center.

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

Consortium Grant	
<input type="checkbox"/>	This is an application from a Consortium*- Complete this Center Information and Signature Page for each center in the consortium.

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

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

Participating School Information	
The principal of <u>each participating school</u> must provide a signature.	
The principal of each participating school must also sign the "Center Expectations and Principal Signoff Form" outlining school responsibilities. This form must be signed and submitted to CDE on an annual basis.	
School Name:	School Code:
Mailing Address:	
Principal Information	
Name:	
Telephone:	E-mail:
Signature:	

Primary Partner Information	
Provide contact information for the Primary Partner for the proposed program.	
Partner Name:	
Mailing Address:	
Contact Information	
Name:	
Telephone:	E-mail:
Signature:	

Center Expectations and Principal Signoff Form

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

21st CCLC Center: _____

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

By accepting 21st CCLC funding at your school, you are committing to actively supporting both the quality and compliance of the program. Research shows that programs with supportive host administrations make a more significant and lasting impact on the school community than those programs that operate in a silo within a building. For more information on 21st CCLC programs, please visit www.cde.state.co.us/21stcclc.

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

- **Designating a Primary Contact:** 21st CCLC programs should have a primary contact within the administration of the host school to support ongoing alignment and coordination between the school and the program. [Please indicate this contact person on the Designated Contact line below.](#)
- **Access to Student Data:** The federal government requires 21st CCLC subgrantees to report on multiple data points for students attending the program, including performance, attendance, and demographic data. Funded centers report regularly to CDE on these data points, which in turn reports aggregated and non-personally identifiable information to the U.S. Department of Education. In addition, each funded grant application has a specific set of performance measures, determined by the subgrantee, which is reported on annually to CDE. By signing this form, you agree not to include any student or educator personally identifiable information in this application.
- **Access to Appropriate Program Space:** Safe and appropriate space is essential for successful programming. This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the 21st CCLC program be given priority usage over other programs, host centers are expected to reasonably accommodate the space needs of the program.
- **Alignment with the School Day:** Programs are expected to align with and augment the learning that happens for students during the traditional school day. Programs can support the learning goals of specific students or reinforce the educational priorities within a building. This happens most effectively through intentional coordination between the 21st CCLC program and day school staff.
- **Recruitment and Outreach:** 21st CCLC programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued 21st CCLC funding is contingent on meeting these participation expectations. For that reason, it is essential that host centers support ongoing recruitment of students and outreach to the community about the program.
- **Sustainability:** The 21st CCLC program is intended to be seed money, providing several years of funding to support the building of a culture of extended day or out-of-school time engagement of students within a building, with the intention of sustaining the program after the grant ends. Programs may seek alternative funding, utilize volunteers or other day school staff, or leverage existing funding streams to support the program. Sustainability should be an ongoing conversation throughout the grant period between all stakeholders, including host administrators.
- **Participation in CDE Monitoring Visits:** During each grant period, CDE is required to conduct onsite monitoring of the compliance and quality of funded programs. These visits include program observations, a review of fiscal grant management, and meetings with key stakeholders of the program, including host administrators.

Designated Contact: _____ **E-mail:** _____ **Phone:** _____

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

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

Principal Signature (mandatory): _____ **Date:** _____

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

21st Century Community Learning Centers (21st CCLC) Grant Program

Applications Due: Wednesday, March 28, 2018, by 11:59 pm

Application Scoring

CDE Use Only

Part I:	Application Introduction	No Points
Part II:	Narrative	
	Section A: Demonstration of Need	/17
	Section B: Number of Students to be Served	/21
	Section C: Project Development and Design	/40
	Section D: Project Implementation	/34
	Section E: Subgrantee Level Evaluation	/22
	Section F: State Performance Measures (PMs)	/20
	Section G: Project Leadership and Staffing	/20
	Section H: Adequacy of Resources	/26
	Subtotal:	/200
	Section Bonus Points (if applicable)	/25
	Total:	/225
	Priority Area Points (if applicable)	/70
	Total:	/295

PRIORITY AREA POINTS:

CDE will indicate whether this application met the priority area criteria section of the RFP.

This application includes:

30 Points	20 Points	10 Points	10 Points
Serving a school with 40% FRL and identified as a Comprehensive and Targeted Support School under ESSA. All schools in the application must be on the priority list in Appendix A to receive this set of priority points. <input type="checkbox"/>	Rural (See qualifying definition under Glossary of Terms: Appendix I) <input type="checkbox"/>	A high school serving 9-12 grades with an emphasis on research or evidence-based course completion and credit recovery support, graduation, college or workforce readiness programs, including apprenticeships. <input type="checkbox"/>	New subgrantee or past subgrantee (in the last 3 years) that meets high quality past performance standards (See "Priority Considerations" section of RFP) <input type="checkbox"/>

Total Priority Area Points:

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

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Selection Criteria and Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Pages and Assurances

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

Executive Summary

Provide a brief description (no more than one page) of the applicant’s program to be funded by 21st CCLC Grant. This summary does not count toward the 25-page narrative page limit.

Part II: Narrative (200 Points + 25 possible bonus points)

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 158 points (percentage – 70%) out of the 225 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

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

Section A: Demonstration of Need	Not Addressed or Met No Criteria (information not provided)	Met One Criterion (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
1) Provide an analysis of objective data, including citations of data sources, establishing the need for out-of-school time services including: <ul style="list-style-type: none"> • core academic support, • academic enrichment, and • an array of additional services for students and their families in the schools and communities targeted. 	0	3	5
2) Identify what resources are currently available for out-of-school time programs and outline describe the gaps or weaknesses in out-of-school-time services, infrastructure, or opportunities, including the nature and magnitude of those gaps and weaknesses.	0	3	5
3) Explain whether the target population in this proposed application includes students (and families of students) who may be at risk for academic failure and include supports to serve students at highest risk of dropping out as evidenced by CDE instructional program areas. This includes students with disabilities, students with limited English proficiency, students experiencing homelessness, students in migrant education, and students in foster care.	0	4	7
Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole: <ul style="list-style-type: none"> • Analysis of data shows a clear understanding of data and current need for developing or expanding core academic support, academic enrichment out-of-school time programs, and other services for students and families. • Community service gaps were clearly identified through using multiple data points. 	Please award between 0 and 3 points for this section:		
Reviewer Comments:			
TOTAL POINTS			/17

Section B: Number of Students to be Served	Not Addressed or Met No Criteria (information not provided)	Met One Criterion (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
1) Based on the demonstrated need in Section A, identify the sub-populations of students (and, as applicable their families) the proposed program is designed to serve. Include a description of students' grade level, gender, race/ethnicity, special populations, etc.	0	3	5
2) Complete the chart below on the expected number of students and families to be served by 21st CCLC programming during the three-year grant program period.	0	1	2
3) How does the expected number of students and families to be served (as listed in the completed chart) compare with the total number of students in the school and the number of students needing these programs? Response must include numbers and percentages.	0	4	7
4) Describe strategies and activities to encourage and document regular student attendance in the proposed 21st CCLC program and activities. (Regular student attenders are those students who attend at least 30 days of 21st CCLC programming across the program year. Attendance does not have to be consecutive.)	0	4	7

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

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

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

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

Family Members: Family members of students served in the 21st CCLC program

<p>Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> • A clear relationship exists between the demonstrated need in Section A, and the identified sub-populations of students (and, as applicable their families) and services being proposed. • A detailed description of services and activities appropriate for different ages and grade levels is provided. • The number of students to be served justifies the level of funding requested. • The number of families to be served is an appropriate number based on the student numbers projected. 	Please award between 0 and 3 points for this section:
Reviewer Comments:	
TOTAL POINTS	/21

Section C: Project Development and Design	Not Addressed or Met No Criteria (information not provided)	Met One Criterion (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
<p>1) Describe how parents, students, and the community partners were involved in developing the 21st CCLC grant application and their ongoing collaborative roles in implementing the proposed project.</p> <p>Note: The federal statute requires each applicant to give notice to the community of its intent to submit an application and to provide for public availability and review of the application and any waiver request after submission.</p>	0	3	5
<p>2) Describe how the proposed program will coordinate with the students' school day. Description should include how the sharing of expertise, continuity of expectations, coordinated emphasis on academic outcomes, and the facilitation of joint use of the school facility will occur.</p>	0	3	5
<p>3) Detail the proposed collaboration with partners, including external organizations, community-based organizations, and other public or private organizations, and federal, state, and local programs, as appropriate. If such a partnership is not appropriate, the application must explain why.</p> <p>Note: The federal statute requires that each applicant identify and partner with external organizations, if available, in the community. However, points should not be deducted from an application if the applicant demonstrates that it is unable to partner with an external organization in reasonable geographic proximity and of sufficient quality to meet the requirements of 21st CCLC. More information on external organizations can be found in <i>Appendix I</i>.</p>	0	3	5
<p>4) List and describe the respective roles and responsibilities of the partners in:</p> <ol style="list-style-type: none"> Planning the program design; Delivering program services; Planning for program sustainability after the grant period ends; Accessibility to develop partnerships; and If partnership is not included, application explains how partners will be recruited and developed over the duration of the grant. 	0	3	5
<p>5) Identify specific outreach activities that will be conducted to encourage the participation of the students and their families.</p>	0	3	5
<p>6) Describe how the program connects with family and community resources to leverage continued support of programming.</p>	0	3	5
<p>7) Describe how the facility in which the program will be housed (in all years of the grant) is safe and accessible (ADA), and how students will travel safely to and from the center and home.</p>	0	3	5
<p>8) Describe how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.</p>	0	3	5
<p>Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> Parents, students, and the community partners were intricately involved in developing the 21st CCLC grant application. Ongoing collaborative roles are well defined. Applicant demonstrates a strong, detailed program coordination with the core school day. Respective roles and responsibilities of the partners are clearly and appropriately delineated. Partnerships are strong and well-integrated into the program design. Outreach activities and information to students and families is appropriate, understandable, and accessible, with successful past examples provided, as appropriate. 	<p>Please award between 0 and 3 points for this section:</p>		

Reviewer Comments:

TOTAL POINTS

/40

Section D: Project Implementation					Not Addressed or Met No Criteria (information not provided)	Met One Criterion (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)										
<p>1) Based on the demonstrated need in Section A, provide a clearly detailed project plan for implementation using the table provided below. Provide up to two key research or evidence-based* strategies/activities in each of three areas: 1) core academics, 2) educational enrichment/essential skills, and 3) parent engagement.</p> <p>Complete the chart below for each strategy/activity. At least one strategy/activity should be provide for each of the three areas. See Glossary of Terms in <i>Appendix I</i>.</p> <table border="1" data-bbox="105 699 1154 798"> <thead> <tr> <th>Strategy/Activity</th> <th>Research/Evidence-Based Citation</th> <th>Interim Benchmarks</th> <th>Timeline (Covering three years)</th> <th>Person(s) Responsible</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>					Strategy/Activity	Research/Evidence-Based Citation	Interim Benchmarks	Timeline (Covering three years)	Person(s) Responsible						0	4	7
Strategy/Activity	Research/Evidence-Based Citation	Interim Benchmarks	Timeline (Covering three years)	Person(s) Responsible													
<p>2) Describe the program schedule, including the number of hours of programming/week provided for students and families, and weeks of programming/year to be provided during the regular school year and as applicable, during the summer break (a minimum of 12 hours per week for 26 weeks during the regular school year and 75 hours of summer programming for traditional 21st CCLC programs).</p> <p>Note: If writing for ELT, specify the significant expanded learning time offered in your program during the school day, week, or year. (300 hours minimum for ALL students.)</p>					0	3	5										
<p>3) Describe whether the activities proposed in this application are currently accessible to students. Describe how the proposed activities would expand accessibility to high-quality services available in the community.</p>					0	3	5										
<p>4) Describe how the proposed 21st CCLC program and activities are aligned with the Unified Improvement Plan of the school(s) from which the center(s) will draw students as well as the relationship of services with federal/state programs and educational reform efforts [e.g., Title I, Part A of ESSA, Early Childhood Education, Migrant Education, Special Education, Homeless Education, Foster Education, Office of Postsecondary Readiness, Expelled and At-Risk Student Services, and Individual Career and Academic Plans (ICAP)].</p>					0	3	5										
<p>5) Describe how a Positive Youth Development (PYD) approach will be used when working with youth, families, and other community members. Address each of the five principles of PYD and provide a specific example of each principle in addressing opportunities for youth and fostering positive relationships. For information on the five principles of PYD, see Glossary of Terms in <i>Appendix I</i>.</p>					0	4	7										
<p>6) Describe how a Two Generation (2GEN) and Whole Family Approaches will be used in establishing family engagement components at the site level. For more information on these approaches, see Glossary of Terms in Appendix I.</p>					0	3	5										
<p>Up to 5 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> Strategies/Activities have clear and appropriate research or evidence-based citations. 						<p>Please award between 0 and 5 points for this section:</p>											

<ul style="list-style-type: none"> • Clear accountability for ongoing implementation activities of the strategies/activities provided is outlined on the Implementation Chart. • Timeline to accomplish the strategies/activities on the Implementation Chart is reasonable and realistic. • Strong and diversified partnerships with other educational federal/state-funded programs clearly exist and are well defined. • PYD response clearly and appropriately addresses all five principles of PYD. 	
Reviewer Comments:	
TOTAL POINTS	
/34	

Section E: Subgrantee Level Evaluation	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One Criterion <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
1) Provide an evaluation plan that demonstrates how the applicant will be accountable for monitoring and reporting on program effectiveness. The plan must include the following: <ol style="list-style-type: none"> identify who will be conducting the evaluation activities; describe the measures and tools that will be used; describe how the data on students and adults served by the program will be collected; and describe how the data will be used for program monitoring, program improvement, and accountability. 	0	4	7
2) Describe the applicant’s capacity, or how applicant would acquire the capacity, to complete the required evaluation components, as described in the Monitoring section of this RFA and in <i>Appendix E</i> . <ol style="list-style-type: none"> If an external evaluator has agreed to evaluate the program, identify that individual and/or organization and provide a description of the qualifications and responsibilities of the evaluator. If an external evaluation will be contracted, describe how the external contractor will be identified and selected (e.g., required qualifications). If an external evaluator is not used, applicant must identify a qualified internal staff member to complete the evaluation requirements. If working with an internal evaluator, identify that individual (or individuals) and provide a description of their qualifications and responsibilities. 	0	3	5
3) Describe the evaluation process to complete each required evaluation component described in the Monitoring section of this RFP and in <i>Appendix E</i> , and to measure program progress on each of the identified performance measures. Specify: <ol style="list-style-type: none"> Feasible and appropriate methods to collect information and frequency of collection; reliable and valid measures and tools that will be used; and the process that will be in place to ensure accurate data is collected, maintained, and reported. 	0	3	5
4) Describe how proposed program will use formal and informal data to inform program continuous improvement, including but not limited to: <ol style="list-style-type: none"> Monitoring student academic progress; Addressing student interests and needs; Reviewing attendance data to inform programming hours; Monitoring students’ essential skills development; and Achievement of program goals. 	0	3	5

Reviewer Comments:	
Total:	/22

Section F: State Performance Measures (PMs)	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One Criterion <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
<p>As part of the conditions for the grant, each applicant must develop one performance measure in each of the four main outcome areas found below, that include annual benchmarks for the initial three-year grant period.</p> <p>The performance measure must be written as a SMART goal. More information on performance measure development and SMART goals can be found in the Performance Measure Development Guide at www.cde.state.co.us/21stcclc.</p> <p>See <i>Appendix D</i> for Performance Measure Worksheets that must be completed and submitted as a part of this application.</p>			
<p>1) Complete one performance measure (PM) worksheet in the area of “Core Academics.” (See <i>Appendix D</i>). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of core academics.</p> <p>Core Academics: To help students meet the challenging State academic standards, 21st CCLC programs will provide academic activities in core academic subjects such as reading and mathematics (e.g., tutoring). This performance measure can include academic supports such as literacy, mathematics, science, and social studies activities.</p> <p>Note: PM Worksheet must be fully completed and submitted to receive points.</p>	0	3	5
<p>2) Complete one performance measure (PM) worksheet in the area of “Essential Skills/Educational Enrichment.” (See <i>Appendix D</i>). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of essential skills/education enrichment.</p> <p>Essential Skills/Educational Enrichment: To reinforce and complement the regular academic program, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, career exploration, and competency based learning.</p> <p>Note: PM Worksheet must be fully completed and submitted to receive points.</p>	0	3	5

<p>3) Complete one performance measure (PM) worksheet in the area of “Attendance” (See <i>Appendix D</i>). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of attendance.</p> <p>Attendance: To decrease chronic absenteeism and increase school attendance, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing school engagement. This performance measure can include activities proven to decrease chronic absenteeism and increase school attendance.</p> <p>Note: PM Worksheet must be fully completed and submitted to receive points.</p>	0	3	5
<p>4) Complete one performance measure worksheet in the area of “Family Engagement.” (See <i>Appendix D</i>). Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of family engagement.</p> <p>Family Engagement: To increase active and meaningful engagement in their children’s education, 21st CCLC program will provide services, programs, and activities for families of students served by community learning centers (e.g., including opportunities for literacy and related educational development). This performance measure can include Parent/Family Activities that provide educational opportunities for parents and families to reengage in their students’ education. Parent/Family activities include ESL, parenting classes, Culturally Responsive activities, and engaging parents/families in student outcomes.</p> <p>Note: PM Worksheet must be fully completed and submitted to receive points.</p>	0	3	5
<p>Up to 5 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> Completed “Core Academic PM Worksheet” should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of core academics as described in question F1. Completed “Essential Skills/Academic Enrichment PM Worksheet” should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of essential skills/academic enrichment as described in question F2. Completed “Attendance PM Worksheet” should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of attendance as described in question F3. Completed “Family Engagement PM Worksheet” should include measurement of the PM that is relevant, realistic, and demonstrates impact in the area of family engagement as described in question F4. 	<p>Please award between 0 and 5 points for this section:</p>		
<p>Reviewer Comments:</p>			
TOTAL POINTS			/20

<p>Section G: Project Leadership and Staffing</p>	<p>Not Addressed or Met No Criteria (information not provided)</p>	<p>Met One Criterion (requires additional clarification)</p>	<p>Met All Criteria (concise and thoroughly developed, high quality response)</p>
<p>1) Describe the capacity of program leadership (Program Director, Center Coordinator(s), Fiscal Officer, and Data Analyst) to provide effective program implementation, including oversight of major planning elements, such as curriculum and instructional approaches, professional development, and ongoing monitoring of program effectiveness.</p>	0	3	5

<p>2) Describe how the program will recruit and retain high quality staff, including but not limited to experience and professional preparation in providing educational and related activities that will enhance the academic performance, achievement, and positive youth development of students.</p> <p>Must attach job descriptions of key personnel such as program director and center coordinator and organizational charts as an addendum to receive maximum points.</p>	0	3	5
<p>3) Describe the professional activities planned for staff that will promote academic growth and consistency in proposed programming, including but not limited to:</p> <ol style="list-style-type: none"> Regular staff meetings; Professional development; and Staff evaluation. 	0	3	5
<p>4) If the eligible entity plans to use volunteers in activities carried out through the community learning center, provide a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. If no volunteers will be used, explain why.</p>	0	3	5
<p>Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> Staff evaluation response shows a comprehensive approach to ensuring high quality, high functioning staff, with clear expectations and accountability for performance. 			<p>Please award between 0 and 3 points for this section:</p>
<p>Reviewer Comments:</p>			
TOTAL POINTS			/20

<p>Section H: Adequacy of Resources</p> <ul style="list-style-type: none"> Complete and submit the Electronic Budget Spreadsheet found at: www.cde.state.co.us/21stcclc. This electronic budget spreadsheet does not count toward the page limit. The Budget Narrative is included in the page limit. Complete and submit a 21st CLCC Funding Chart found in <i>Appendix F</i>. This funding chart does not count toward the page limit. 	<p>Not Addressed or Met No Criteria (information not provided)</p>	<p>Met One Criterion (requires additional clarification)</p>	<p>Met All Criteria (concise and thoroughly developed, high quality response)</p>
<p>1) Describe how the costs of the proposed project (as presented in the submitted budget and budget narrative) are reasonable and the budget is sufficient.</p>	0	3	5
<p>2) Provide a budget narrative that demonstrates the connection of activities to the grant funds request and your overall 21st CCLC program. Be sure to relate how your request for 21st CCLC funding fits into the various sources of funding for your program outlined in the funding chart (<i>Appendix F</i>), and how this funding will enable you to achieve your program objectives.</p>	0	2	3
<p>3) Describe how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds.</p> <p>If writing for ELT, describe in detail how use of funds will be delineated from the use of other funding sources.</p>	0	3	5
<p>4) Describe how the commitment of each partner to the successful implementation of the proposed project is relevant and demonstrated.</p> <p>Note: Applicant must include commitment letters from all partners listed in order to receive maximum points.</p>	0	3	5

<p>5) Describe applicant’s vision for sustaining center activities after 21st CCLC funding ends. Formal sustainability plans will be required by the end of year two.</p> <p>To receive maximum points, if applicant is a past 21st CCLC subgrantee, discuss experience in sustaining previous 21st CCLC funding. If applicant has not received 21st CCLC funding, discuss approach to sustainability as a newly awarded subgrantee.</p>	0	3	5
<p>6) Provide an overview of the full amount and type of resources that support applicant’s work in 21st CCLC by completing the funding chart in <i>Attachment F</i>. Include funding from other federal programs, community donations, corporate support, and in-kind contributions.</p>	0	2	3
<p>Up to 3 additional bonus points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> • The budget and the budget narrative specifically detail the proposed use of funds in relation to the state Performance Measures, goals, design, and scope of project activities. • A detailed connection between proposed expenditures and proposed activities in the implementation plan is outlined. • The funding chart shows diversified funding to support the program from multiple sources and partnerships. 	<p>Please award between 0 and 3 points for this section:</p>		
<p>Reviewer Comments:</p>			
<p>TOTAL POINTS</p>			<p>/26</p>

Appendix A: New 21st CCLC Priority Schools

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

- K-12th grade Free and Reduced Lunch rate of 40 percent and above; and
- Schools identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2017-2018

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

District Number	District Name	School Number	School Name
20	ADAMS 12 FIVE STAR SCHOOLS	210	VANTAGE POINT
20	ADAMS 12 FIVE STAR SCHOOLS	9682	WOODGLEN ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	22	LESTER R ARNOLD HIGH SCHOOL
30	ADAMS COUNTY 14	186	ALSUP ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	2308	DUPONT ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	4516	KEARNEY MIDDLE SCHOOL
30	ADAMS COUNTY 14	4536	KEMP ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	5982	MONACO ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	6534	HANSON ELEMENTARY SCHOOL
30	ADAMS COUNTY 14	7500	ROSE HILL ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	213	AXL ACADEMY
180	ADAMS-ARAPAHOE 28J	219	APS ONLINE SCHOOL
180	ADAMS-ARAPAHOE 28J	458	AURORA ACADEMY CHARTER SCHOOL
180	ADAMS-ARAPAHOE 28J	464	AURORA HILLS MIDDLE SCHOOL
180	ADAMS-ARAPAHOE 28J	1458	AURORA CENTRAL HIGH SCHOOL
180	ADAMS-ARAPAHOE 28J	1470	CENTURY ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	3471	GLOBAL VILLAGE ACADEMY AURORA
180	ADAMS-ARAPAHOE 28J	4646	KENTON ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	5298	LOTUS SCHOOL FOR EXCELLENCE
180	ADAMS-ARAPAHOE 28J	6869	PEORIA ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	7932	SIXTH AVENUE ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	8078	SOUTH MIDDLE SCHOOL
180	ADAMS-ARAPAHOE 28J	8858	TOLLGATE ELEMENTARY SCHOOL OF EXPEDITIONARY LEARNING
180	ADAMS-ARAPAHOE 28J	9059	VASSAR ELEMENTARY SCHOOL
180	ADAMS-ARAPAHOE 28J	9140	VIRGINIA COURT ELEMENTARY SCHOOL
1620	AGUILAR REORGANIZED 6	58	AGUILAR ELEMENTARY SCHOOL
1620	AGUILAR REORGANIZED 6	66	AGUILAR JUNIOR-SENIOR HIGH SCHOOL
100	ALAMOSA RE-11J	368	ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE
50	BENNETT 29J	770	BENNETT ELEMENTARY SCHOOL
480	BOULDER VALLEY RE 2	1842	COLUMBINE ELEMENTARY SCHOOL
480	BOULDER VALLEY RE 2	4496	JUSTICE HIGH CHARTER SCHOOL
1750	BRANSON REORGANIZED 82	978	BRANSON SCHOOL
3146	BRIGGSDALE RE-10	1008	BRIGGSDALE ELEMENTARY SCHOOL
2395	BRUSH RE-2(J)	1094	BRUSH MIDDLE SCHOOL
2395	BRUSH RE-2(J)	1096	BRUSH HIGH SCHOOL
2395	BRUSH RE-2(J)	1438	BEAVER VALLEY ELEMENTARY SCHOOL
490	BUENA VISTA R-31	1508	CHAFFEE COUNTY HIGH SCHOOL
1500	BURLINGTON RE-6J	1150	BURLINGTON MIDDLE SCHOOL
190	BYERS 32J	2356	ELEVATE ACADEMY
2810	CENTER 26 JT	51	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY
8001	CHARTER SCHOOL INSTITUTE	2837	EARLY COLLEGE OF ARVADA
8001	CHARTER SCHOOL INSTITUTE	4699	NEW AMERICA SCHOOL - THORNTON
8001	CHARTER SCHOOL INSTITUTE	6219	NEW AMERICA SCHOOL - LOWRY
130	CHERRY CREEK 5	3988	HIGHLINE COMMUNITY ELEMENTARY SCHOOL
130	CHERRY CREEK 5	4276	INDEPENDENCE ELEMENTARY SCHOOL
130	CHERRY CREEK 5	7116	PONDEROSA ELEMENTARY SCHOOL
130	CHERRY CREEK 5	9108	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL

9000	COLORADO SCHOOL FOR THE DEAF AND BLIND	1924	COLORADO SCHOOL FOR THE DEAF AND BLIND
1010	COLORADO SPRINGS 11	269	ACHIEVE ONLINE
1010	COLORADO SPRINGS 11	871	THE BIJOU SCHOOL
1010	COLORADO SPRINGS 11	1625	MCAULIFFE ELEMENTARY
1010	COLORADO SPRINGS 11	2400	EARLY COLLEGE HIGH SCHOOL
1010	COLORADO SPRINGS 11	2528	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER
1010	COLORADO SPRINGS 11	3218	FREMONT ELEMENTARY SCHOOL
1010	COLORADO SPRINGS 11	5146	LIFE SKILLS CENTER OF COLORADO SPRINGS
1010	COLORADO SPRINGS 11	8457	JACK SWIGERT AEROSPACE ACADEMY
170	DEER TRAIL 26J	2136	DEER TRAIL ELEMENTARY SCHOOL
170	DEER TRAIL 26J	2140	DEER TRAIL JUNIOR-SENIOR HIGH SCHOOL
880	DENVER COUNTY 1	40	RIDGE VIEW ACADEMY CHARTER SCHOOL
880	DENVER COUNTY 1	67	ACADEMY OF URBAN LEARNING
880	DENVER COUNTY 1	418	ASHLEY ELEMENTARY SCHOOL
880	DENVER COUNTY 1	520	BARNUM ELEMENTARY SCHOOL
880	DENVER COUNTY 1	650	BEACH COURT ELEMENTARY SCHOOL
880	DENVER COUNTY 1	1076	BROWN INTERNATIONAL ACADEMY
880	DENVER COUNTY 1	1295	COLLEGIATE PREPARATORY ACADEMY
880	DENVER COUNTY 1	1489	COMPASSION ROAD ACADEMY
880	DENVER COUNTY 1	1748	COLORADO HIGH SCHOOL CHARTER
880	DENVER COUNTY 1	1816	COLUMBIAN ELEMENTARY SCHOOL
880	DENVER COUNTY 1	2115	DSST: STAPLETON MIDDLE SCHOOL
880	DENVER COUNTY 1	2129	DENVER CENTER FOR INTERNATIONAL STUDIES AT FAIRMONT
880	DENVER COUNTY 1	2183	DENVER CENTER FOR INTERNATIONAL STUDIES
880	DENVER COUNTY 1	2188	DENVER CENTER FOR 21st LEARNING AT WYMAN
880	DENVER COUNTY 1	2209	DCIS AT MONTBELLO
880	DENVER COUNTY 1	2641	EXCEL ACADEMY
880	DENVER COUNTY 1	2652	ELLIS ELEMENTARY SCHOOL
880	DENVER COUNTY 1	2726	EMILY GRIFFITH HIGH SCHOOL
880	DENVER COUNTY 1	2757	HIGH TECH EARLY COLLEGE
880	DENVER COUNTY 1	3000	FLORENCE CRITTENTON HIGH SCHOOL
880	DENVER COUNTY 1	3655	GREENLEE ELEMENTARY SCHOOL
880	DENVER COUNTY 1	4494	DENVER JUSTICE HIGH SCHOOL
880	DENVER COUNTY 1	4507	KIPP NORTHEAST DENVER MIDDLE SCHOOL
880	DENVER COUNTY 1	4730	KIPP DENVER COLLEGIATE HIGH SCHOOL
880	DENVER COUNTY 1	4782	HALLETT ACADEMY
880	DENVER COUNTY 1	5578	MARRAMA ELEMENTARY SCHOOL
880	DENVER COUNTY 1	5621	MONARCH MONTESSORI
880	DENVER COUNTY 1	5844	CONTEMPORARY LEARNING ACADEMY
880	DENVER COUNTY 1	6002	MONTCLAIR ELEMENTARY SCHOOL
880	DENVER COUNTY 1	6508	OMAR D BLAIR CHARTER SCHOOL
880	DENVER COUNTY 1	7188	MONTBELLO CAREER AND TECHNICAL HIGH SCHOOL
880	DENVER COUNTY 1	7694	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL
880	DENVER COUNTY 1	7698	SCHMITT ELEMENTARY SCHOOL
880	DENVER COUNTY 1	8006	SMITH ELEMENTARY SCHOOL
880	DENVER COUNTY 1	8054	HENRY WORLD SCHOOL
880	DENVER COUNTY 1	8145	SUMMIT ACADEMY
880	DENVER COUNTY 1	8422	SWANSEA ELEMENTARY SCHOOL
880	DENVER COUNTY 1	8888	TRAYLOR ACADEMY
880	DENVER COUNTY 1	8995	VISTA ACADEMY
880	DENVER COUNTY 1	9050	VALVERDE ELEMENTARY SCHOOL
880	DENVER COUNTY 1	9496	CASTRO ELEMENTARY SCHOOL
880	DENVER COUNTY 1	9639	STRIVE PREP - SMART ACADEMY
2055	DOLORES RE-4A	2204	DOLORES ELEMENTARY SCHOOL
900	DOUGLAS COUNTY RE 1	3863	HOPE ONLINE LEARNING ACADEMY ELEMENTARY
900	DOUGLAS COUNTY RE 1	3995	HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL
1520	DURANGO 9-R	3571	DURANGO BIG PICTURE HIGH SCHOOL
910	EAGLE COUNTY RE 50	5742	HOMESTAKE PEAK SCHOOL
2520	EAST OTERO R-1	4841	LA JUNTA INTERMEDIATE SCHOOL
2520	EAST OTERO R-1	5015	LA JUNTA JR/SR HIGH SCHOOL
120	ENGLEWOOD 1	1514	CHARLES HAY WORLD SCHOOL

120	ENGLEWOOD 1	1652	CLAYTON ELEMENTARY SCHOOL
1570	ESTES PARK R-3	2792	ESTES PARK MIDDLE SCHOOL
1110	FALCON 49	3475	GOAL ACADEMY
2405	FORT MORGAN RE-3	5180	LINCOLN HIGH SCHOOL
1150	FREMONT RE-2	3002	FLORENCE HIGH SCHOOL
1195	GARFIELD RE-2	7356	RIFLE MIDDLE SCHOOL
1195	GARFIELD RE-2	7388	RIVERSIDE SCHOOL
3120	GREELEY 6	52	HEIMAN ELEMENTARY SCHOOL
3120	GREELEY 6	54	BELLA ROMERO ACADEMY OF APPLIED TECHNOLOGY
3120	GREELEY 6	3880	HEATH MIDDLE SCHOOL
3120	GREELEY 6	4425	JEFFERSON JUNIOR/SENIOR HIGH
3120	GREELEY 6	5752	MEEKER ELEMENTARY SCHOOL
3120	GREELEY 6	6774	MARTINEZ ELEMENTARY SCHOOL
3120	GREELEY 6	7700	SCOTT ELEMENTARY SCHOOL
3120	GREELEY 6	8467	SALIDA DEL SOL ACADEMY
3120	GREELEY 6	8965	UNION COLONY PREPARATORY SCHOOL
1360	GUNNISON WATERSHED RE1J	3690	GUNNISON ELEMENTARY SCHOOL
2760	HAYDEN RE-1	2522	HAYDEN VALLEY ELEMENTARY SCHOOL
1540	IGNACIO 11 JT	4252	IGNACIO ELEMENTARY SCHOOL
1420	JEFFERSON COUNTY R-1	33	MC LAIN HIGH SCHOOL
1420	JEFFERSON COUNTY R-1	34	MC LAIN COMMUNITY HIGH SCHOOL
1420	JEFFERSON COUNTY R-1	109	ARVADA K-8
1420	JEFFERSON COUNTY R-1	724	BELMAR ELEMENTARY SCHOOL
1420	JEFFERSON COUNTY R-1	6237	NEW AMERICA SCHOOL
1420	JEFFERSON COUNTY R-1	8834	THOMSON ELEMENTARY SCHOOL
2862	JULESBURG RE-1	4369	DESTINATIONS CAREER ACADEMY OF COLORADO
10	MAPLETON 1	9036	VALLEY VIEW K-8
2000	MESA COUNTY VALLEY 51	1520	CHATFIELD ELEMENTARY SCHOOL
2000	MESA COUNTY VALLEY 51	1686	CLIFTON ELEMENTARY SCHOOL
2000	MESA COUNTY VALLEY 51	2224	DOS RIOS ELEMENTARY SCHOOL
2000	MESA COUNTY VALLEY 51	2392	EAST MIDDLE SCHOOL
2000	MESA COUNTY VALLEY 51	7236	R-5 HIGH SCHOOL
2740	MONTE VISTA C-8	6036	BILL METZ ELEMENTARY SCHOOL
2035	MONTEZUMA-CORTEZ RE-1	609	BATTLE ROCK CHARTER SCHOOL
2035	MONTEZUMA-CORTEZ RE-1	5436	MANAUGH ELEMENTARY SCHOOL
2035	MONTEZUMA-CORTEZ RE-1	5836	MESA ELEMENTARY SCHOOL
2035	MONTEZUMA-CORTEZ RE-1	6026	MONTEZUMA-CORTEZ HIGH SCHOOL
2035	MONTEZUMA-CORTEZ RE-1	8133	SOUTHWEST OPEN CHARTER SCHOOL
2180	MONTROSE COUNTY RE-1J	6366	NORTHSIDE ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	6466	OAK GROVE ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	7106	POMONA ELEMENTARY SCHOOL
2180	MONTROSE COUNTY RE-1J	9149	VISTA CHARTER SCHOOL
550	NORTH CONEJOS RE-1J	1276	CENTAURI MIDDLE SCHOOL
3050	OTIS R-3	6582	OTIS ELEMENTARY SCHOOL
1550	POUDRE R-1	612	BAUDER ELEMENTARY SCHOOL
1550	POUDRE R-1	678	BEATTIE ELEMENTARY SCHOOL
1550	POUDRE R-1	3760	CENTENNIAL HIGH SCHOOL
1550	POUDRE R-1	7127	POUDRE COMMUNITY ACADEMY
2690	PUEBLO CITY 60	822	BESSEMER ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	1488	CHAVEZ/HUERTA K-12 PREPARATORY ACADEMY
2690	PUEBLO CITY 60	1504	GOODNIGHT ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	2394	EAST HIGH SCHOOL
2690	PUEBLO CITY 60	3206	HEROES MIDDLE SCHOOL
2690	PUEBLO CITY 60	3976	HIGHLAND PARK ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	4376	RISLEY INTERNATIONAL ACADEMY OF INNOVATION
2690	PUEBLO CITY 60	5916	MINNEQUA ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	6770	PARK VIEW ELEMENTARY SCHOOL
2690	PUEBLO CITY 60	8030	HEROES ACADEMY PREK-5
2700	PUEBLO COUNTY 70	5990	70 ONLINE
2700	PUEBLO COUNTY 70	9130	VINELAND ELEMENTARY SCHOOL
1180	ROARING FORK RE-1	8038	SOPRIS ELEMENTARY SCHOOL

40	SCHOOL DISTRICT 27J	1021	BRIGHTON HERITAGE ACADEMY
123	SHERIDAN 2	8123	SOAR ACADEMY
740	SIERRA GRANDE R-30	7880	SIERRA GRANDE K-12 SCHOOL
580	SOUTH CONEJOS RE-10	248	GUADALUPE ELEMENTARY SCHOOL
470	ST VRRAIN VALLEY RE 1J	1844	COLUMBINE ELEMENTARY SCHOOL
470	ST VRRAIN VALLEY RE 1J	3192	THUNDER VALLEY PK-8
470	ST VRRAIN VALLEY RE 1J	6404	NORTHRIDGE ELEMENTARY SCHOOL
470	ST VRRAIN VALLEY RE 1J	6498	OLDE COLUMBINE HIGH SCHOOL
470	ST VRRAIN VALLEY RE 1J	7584	SANBORN ELEMENTARY SCHOOL
1560	THOMPSON R2-J	1323	CARRIE MARTIN ELEMENTARY SCHOOL
1560	THOMPSON R2-J	8918	TRUSCOTT ELEMENTARY SCHOOL
1560	THOMPSON R2-J	9228	WALT CLARK MIDDLE SCHOOL
3140	WELD COUNTY S/D RE-8	3066	FORT LUPTON MIDDLE SCHOOL
70	WESTMINSTER PUBLIC SCHOOLS	3792	HARRIS PARK ELEMENTARY SCHOOL
70	WESTMINSTER PUBLIC SCHOOLS	3931	HIDDEN LAKE HIGH SCHOOL
70	WESTMINSTER PUBLIC SCHOOLS	5834	MESA ELEMENTARY SCHOOL
70	WESTMINSTER PUBLIC SCHOOLS	7305	IVER C. RANUM MIDDLE SCHOOL
990	WIDEFIELD 3	9560	DISCOVERY HIGH SCHOOL

Appendix B: Comprehensive ELT Plan Requirements

ELT is the time that a local educational agency (LEA) or school extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year. An applicant may apply to use 21st CCLC funds to conduct activities during the school day in a school that previously expanded its school day, week, or year. However, the ELT applicant must submit a plan with the 21st CCLC grant application addressing the Required Components of a Comprehensive ELT Plan listed below.

Required Components of a Comprehensive ELT Plan:

- 1) Explain how the 21st CLCC programs and activities are included as part of an expanded learning program that provides ALL students in the school at least 300 additional program hours before, during, or after the traditional school day.
- 2) Describe in detail the specific programming and provide a copy of the recommended school schedule.
- 3) Explain how 21st CLCC ELT programs and activities supplement but do not supplant regular school day requirements and how the activities are allowable under the 21st CCLC program and do not violate the prohibition against supplanting other federal, state, local, or non-federal funds.
- 4) Describe how professional development will be used to increase capacity for teachers.
- 5) Confirm how 21st CCLC ELT programs and activities are carried out by entities that meet the eligibility requirements listed in this RFA.
- 6) Identify specific measurable outcomes to be tracked on an annual basis (these should be included in the Performance Measure worksheets for scoring).
- 7) Provide detailed budget for expenses to be used during nontraditional 21st CCLC hours of operation.

An LEA might partner with a non-school entity, such as a Community-Based Organization (CBO) or Faith-Based Organization (FBO), to apply for a 21st CCLC subgrant to support ELT. Alternatively, a non-LEA eligible entity might apply for a 21st CCLC subgrant after partnering with an LEA to provide academic or enrichment activities in schools during an expanded school day. The following list offers examples of strategies that have demonstrated success for developing and strengthening such partnerships:

- LEAs involve community partners early in the planning to analyze data and share ideas on ways to achieve student success.
- All partners are part of a management team responsible for maintaining ongoing communication, identifying and agreeing to clear expectations and roles assigned to each partner, and supporting the policies and procedures of the schools in which ELT is taking place.
- Subgrantee partners coordinate and, when appropriate, establish agreements with other organizations that are working with the same schools and students.
- All partners commit to identifying adequate funding and in-kind resources to sustain support for ELT.
- All partners jointly establish program direction and priorities, including planning, budgeting, training, and aligning program staff, communicating across the partnership, and continuously improving program services.
- All partners coordinate to promote school and community safety, reinforce health and wellness programming, and provide necessary student supports.
- All partners share information, data, performance measures, and evaluation strategies that guide project management, resource allocation, and service delivery while maintaining data privacy requirements.
- All partners develop a plan that addresses the interactions with families to strengthen positive family engagement that reinforces learning in multiple settings.

Subgrantees, including LEAs, Community-Based Organizations (CBOs) and other eligible entities, must meet all 21st CCLC requirements when using program funds to support ELT. For additional information, please see the 21st CCLC Frequently Asked Questions (FAQ) at www2.ed.gov/programs/21stcclc/21stcclc-elt-faq.pdf.

Appendix C: Renewability Exemplar Criteria for Funding in Years Four and Five

Based on funding available, grant amounts each year will be funded at 100% of the original award, including renewability years four and five if the subgrantee meets the following renewability exemplar criteria. Of note, awards may be reduced based on inability to meet the attendance goals, services/activities, and performance measures set forth in this grant application by the Subgrantee, or based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction.

Exemplar Criteria - Program:

- Subgrantee is serving at least 75% of students and families projected in the approved application (averaged across the three-year grant period).
- Key program staff have attended all mandatory state meetings and additional trainings, as appropriate.
- At least 75% of State Performance Measures approved in the subgrantee application are “met” or “exceeded” across the three-year grant period. Subgrantees must report a minimum of “making progress” on all four State Performance Measures.
- Subgrantee is fulfilling the requirements of the funded program as specified in the approved project application
- All programmatic findings or ongoing formal program concerns have been addressed by the subgrantee. Formal program concerns will be communicated with the subgrantee in writing.
- Program is able to demonstrate successful evaluation results across the three-year grant period.
- All submissions of required program reports are accurately completed and received by the submission date.
Reports include:
 - 21st CCLC End of Year Reporting Survey and Continuation Plan;
 - Sustainability Report (due at the end of year two); and
 - Subgrantee program evaluation reports as outlined in Section E and in the Monitoring and Evaluation section of the approved grant application.

Exemplar Criteria - Fiscal:

- Less than 10% of 21st CCLC funding per center is reverted to CDE at the end of each fiscal year.
- Funding drawdowns are completed in a timely manner (must be done at least quarterly).
- Funding must be spent according to the subgrantee’s approved budget.
- Budget revisions are requested prior to the annual budget revision deadline of March 31st.
- Budget revision requests are submitted to CDE when the annual amount exceeds 10% for budget categories found on the budget summary worksheet page of CDE’s 21st CCLC budget.
- All fiscal findings or ongoing fiscal concerns have been addressed by the subgrantee. Formal fiscal concerns will be communicated with subgrantee in writing.
- Compliance of federal and state statutes and assurances as found on *Appendix G and Appendix H* of the RFA.
- All submissions of required fiscal reports are accurately completed and received by the submission date. Reports include:
 - 21st CCLC annual budget and funding chart;
 - Interim Financial Reports (due on a quarterly basis);
 - Annual Financial Report (due to CDE on the last working day of September each year); and
 - Documents pertaining to fiscal monitoring and desk review.

Appendix D: 21st CCLC State Performance Measures and Worksheets

Attach at least one performance measure worksheet in each area to the application.

For the 2016-2019 grant period, each subgrantee is required to create one performance measure with outcomes in each of the areas listed below for a total of four performance measures which will be tracked and evaluated each year of the three-year funding period:

- 1) Academic Supports/Activities Outcome
- 2) Essential Skills/Academic Enrichment Outcome
- 3) Attendance Outcome
- 4) Parent and Family Engagement Outcome

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

Core Academics Worksheet:

<p>Core Academics: To help students meet the challenging State academic standards, 21st CCLC programs will provide academic activities in core academic subjects such as reading and mathematics (e.g., tutoring). This performance measure can include academic supports such as literacy, mathematics, science, and social studies activities.</p>	
1. Identify the result you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
<p>3. What data and instruments will you use to measure the results? Approved methods for measuring progress on core academic performance measures include the following:</p> <ol style="list-style-type: none"> a. Student academic records of grades or GPA; b. Formal assessments (e.g., Elementary: DIBELS, Galileo, NWEA’s MAP, State Assessment. Middle School: AIMS web, Galileo, State Assessment. High School: Galileo, Scholastic Aptitude Test, State Assessment); and c. Credit recovered and/or attained during OST hours. <p>Note: Other possible methods not listed above must be approved by CDE staff.</p>	
4. What are the targets that you expect to meet during each of the next three years of the grant period?	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure .	

Example of Core Academic Performance Measure: More than 90% of regular student attendees who receive continuous academic supports (e.g., tutoring) will demonstrate an average increase of 5% of academic growth each year for an overall growth of 15% over the course of three years, as measured by CMAS.

Essential Skills/Educational Enrichment Worksheet:

<p>Essential Skills/Educational Enrichment: To reinforce and complement the regular academic program, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, career exploration, competency-based learning.</p>	
1. Identify the result you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
3. What data and instruments will you use to measure the results? Approved methods for measuring improvement in enrichment/essential skills include the following: <ul style="list-style-type: none"> a. Self-report surveys (student, parent/guardian, school teacher, program staff); b. Systematic observations (parent/guardian, school teacher, program staff); c. Interviews or focus groups (student, parent/guardian, school teacher, program staff); and d. Formal portfolios or competency assessments (e.g., rubric) <p>Note: Other possible methods not listed above must be approved by CDE staff.</p>	
4. What are the targets that you expect to meet during each of the next three years of the grant period?	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure .	

Example of Essential Skills/Educational Enrichment: Each year, 90% students who complete the essential skills building program will show a significant increase in critical-thinking skills, problem-solving skills, and leadership skills as measured by a pre and post student survey.

Attendance Worksheet:

<p>Attendance: To decrease chronic absenteeism and increase school attendance, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing school engagement. This performance measure can include activities proven to decrease chronic absenteeism and increase school attendance.</p>	
1. Identify the result you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
3. What data and instruments will you use to measure the results? Approved methods for measuring progress in school attendance include the following: <ul style="list-style-type: none"> a. School teacher surveys; and b. School attendance records (e.g., Baseline to year-end school attendance comparison to themselves, comparison to peers). 	

Note: Other possible methods not listed above must be approved by CDE staff.	
4. What are the targets that you expect to meet during each of the next three years of the grant period?	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure.	

Example of Attendance Performance Measure: Each year of the grant, at least 80% of students attending the program will decrease the number of absences by at least 10% as measured by comparing the individual student’s end-of-year attendance rate each year to their baseline rate at the time the student entered the program.

Family Engagement Worksheet:

Family Engagement: To increase active and meaningful engagement in their children’s education, the 21st CCLC program will provide services, programs, and activities for families of students served by community learning centers (e.g., including opportunities for literacy and related educational development). This performance measure can include Parent/Family Activities that provide educational opportunities for parents and families to reengage in their students’ education. Parent/Family activities include ESL, Parenting classes, Culturally Responsive activities, and engaging parents/families in student outcomes.	
1. Identify the result you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
3. What data and instruments will you use to measure the results? Approved methods for measuring progress in family engagement include the following: <ul style="list-style-type: none"> a. Completion of specialized program (e.g., ESL, High School Equivalency Prep, College Prep) b. Self-report parent/guardian survey on delivered program c. Parent/guardian interviews or focus groups on delivered programs d. School records/reporting of Parent’s/guardian’s participation in school day activities e. Community partner records/reporting on parent/guardian follow-up on referrals to services Note: Other possible methods not listed above must be approved by CDE staff.	
4. What are the targets that you expect to meet during each of the next three years of the grant period?	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure .	

Example of Family Engagement Performance Measure: Each year, at least 50% of parents/caregivers who attended a specialized program (e.g., parenting classes, college preparation class) will report an increased capacity to support their student as evidenced by comparing survey responses administered at program enrollment (baseline), at program completion, and again three months-post program completion.

Appendix E: State-Level Evaluation

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

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

Appendix F: 21st CCLC Program Funding Chart

An Excel version of the 21st CCLC Funding Chart is available to download at www.cde.state.co.us/21stcclc.

21st Century Community Learning Centers Funding Chart Budgeted for Fiscal Year 2018-2019								
PROGRAM CATEGORIES	21st CCLC	Title I, Part A	Other Education Funding Sources	Private, Foundation, or Community Grants	Service Organizations or Community Groups	Other Funding Sources	Community Partnerships	In-Kind Donations
Instructional Program								
Salaries (0100)								
Employee Benefits (0200)								
Purchased Professional and Technical Services (0300)								
Other Purchased Services (0500)								
Travel, Registration and Entrance (0580)								
Supplies (0600)								
Other (0800)								
Support Program								
Salaries (0100)								
Employee Benefits (0200)								
Purchased Professional and Technical Services (0300)								
Other Purchased Services (0500)								
Travel, Registration and Entrance (0580)								
Supplies (0600)								
Total:	\$	\$	\$	\$	\$	\$	\$	\$
Please use the space below if you would like to provide additional information on the funding sources listed above.								

Appendix G: Assurances and Certifications

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

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

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

Dated this _____ day of _____, 2018.

The Board of Directors of: _____ (legal name)

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

Signature of President of Board

Printed Name

Signature of Authorized Representative

Printed Name

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

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

Organization Name: _____ FEIN Number: _____

Mailing Address: _____

Contact Person: _____ Phone Number: _____

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

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

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

- The recipient hereby assures that they will comply with the following Federal Assurances, Regulations, and Attachments, including 1, 3, 8, 9, 10, 11, 12, 13, 14, E-3, E4, and E5 found at www.cde.state.co.us/cdefisgrant/federalattachments.
- The recipient hereby assures that they will comply with all Federal Regulations, including CFR Part x; EDGAR as applicable; and 2 CFR as applicable, found at www.cde.state.co.us/cdefisgrant/federalattachments.

- A completed and submitted ESEA General Assurances Form found at: www.cde.state.co.us/fedprograms/consapp/index.
- The recipient hereby assures that they will comply with GEPA, completing the GEPA form in *Appendix H*.
- The recipient hereby assures that they will comply with federal and state statutes as applicable.
- The recipient hereby assures that they will comply with the 21st CCLC assurances under Title IV, Part B of the ESEA, as amended by ESSA, found below.
- The recipient hereby assures that they will comply with the CDE administrative requirements of Colorado's 21st CCLC Grant Program, found below.

21st CCLC assurances under Title IV, Part B of the ESEA, as amended by ESSA:

21st CCLC Assurances	Source
A. Any eligible entity that receives an award under this part from the State will align the activities provided by the program with the challenging State academic standards.	ESEA Title IV, Part B, 4203(c)(3)(E)
B. Any such eligible entity that receives an award under this part from the State identifies and partners with external organizations, if available, in the community.	ESEA Title IV, Part B, 4203(c)(3)(F)
C. Funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs.	ESEA Title IV, Part B, 4203(a)(9)
D. The program will take place in a safe and easily accessible facility.	ESEA Title IV, Part B, 4204 (b)(2)(A)(i)
E. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H) (which includes partnerships between an LEA, a community-based organization, and other public entity or private entity, if appropriate) , in compliance with applicable laws relating to privacy and confidentiality.	ESEA Title IV, Part B, 4204 (b)(2)(D)(i)
F. The proposed program was developed and will be carried out in alignment with the challenging State academic standards and any local academic standards.	ESEA Title IV, Part B, 4204 (b)(2)(D)(II)
G. The program will primarily target students who attend schools eligible for schoolwide programs under section 1114 of ESEA and the families of such students.	ESEA Title IV, Part B, 4204 (b)(2)(F)
H. Funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.	ESEA Title IV, Part B, 4204 (b)(2)(G)
I. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.	ESEA Title IV, Part B, 4204 (b)(2)(L)
J. The LEA has engaged in timely and meaningful consultation with private school officials regarding the provision of equitable 21 st CCLC activities and services to private school children.	§ 1112(c)(2), § 1117(a)(1)(A), § 1117(b)

The following are required of subgrantees that are awarded funds and participate in the 21st CCLC grant program:

21st CCLC Administrative Grant Program and Fiscal Requirements
1. Community learning centers must offer services exclusively during non-school hours or periods when school is not in session, including before school, afterschool, evenings, weekends or during school breaks. Exception: If applying under the ELT option, services may be offered during the school day (see section on Application Types and <i>Appendix B</i>).
2. Section 4204(b)(2)(H) of Title IV, Part B, of ESSA requires districts applying for local grants to provide a description of the partnership between a local educational agency, a community-based organization (CBO), and other public or private organizations, if appropriate. If the local applicant is another public or private organization (e.g., an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.
3. The proposed community learning center may be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school.
4. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families, if those students are part of the target population.
5. Orientation, Annual Conference, and Regional Trainings: New subgrantees are required to attend a one-time grant orientation. In each year of the grant period, all subgrantees are required to participate in an annual conference to discuss implementation

issues and access technical assistance, as well as two regional training days. Substitute time and travel expenses to support participation in these sessions should be built into the project budget.
6. A state contracted 21st CCLC subgrantee data collection system is expected to be finalized by September 1, 2018. Applicants must submit participation data through this system.
7. The application must provide assurances of specific state and federal requirements. See Assurances and Certifications in <i>Appendix G</i> and <i>Appendix H</i> .
8. As required by federal law, school districts submitting applications must consult with all private schools in their attendance areas to provide the opportunity for staff at those schools to participate in an equitable basis of this program. Private schools that choose to participate should be involved in the program’s development as well as its implementation and need only participate at levels equivalent to their public school counterparts in a given district. Applicants will be required to produce for CDE written documentation of private school notification and consultation through the private school notification template. This template is not required to be submitted with the application materials but must be completed and on file to submit to CDE upon request and during the initial technical assistance visit and each subsequent year of the awarded grant. The private school notification template can be found at www.cde.state.co.us/21stcclc .
9. Subgrantees must designate a primary program and fiscal contact that will be responsible for submitting all required reports and requests for funds. Changes in these key personnel must be communicated to CDE prior to change occurring.
10. Applicants that are requesting the use of 21st CCLC funds to partially fund ELT programming must provide in the grant application a comprehensive ELT plan* that includes strategies/interventions that are proposed for all students and proposed new school schedule. See Appendix B for ELT Plan components.
11. The applicant will provide the Colorado Department of Education such information as may be required to determine if the subgrantee is making satisfactory progress toward achieving the goals of the grant program within periods specified by the state office (e.g., State Assessment by State Assigned Student IDs, Federal Reporting System). By accepting grant funds, applicants agree to participate in the federal and state evaluation of the Colorado 21st CCLC program, as well as provide individual student data by SASID.
12. The school district will provide Free and Reduced Lunch data to the applicant and utilize the federal Afterschool Snack Program, if applicable.
13. The applicant will successfully follow the required annual 21st CCLC Evaluation mandates outlined in the Monitoring section of this RFA and in <i>Appendix E</i> .
14. Maintain appropriate fiscal and program records that are made available for fiscal audits of funds under this program, conducted by the recipient agencies annually as a part of their regular audit and by CDE as part of their regular monitoring cycle. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.
15. During each year of the grant period, subgrantees will participate in an annual subgrantee training to discuss implementation issues and access technical assistance. In addition, new subgrantees and new program leadership in previously funded 21st CCLC programs will attend a grant program orientation.
16. If utilizing an external evaluator, the annual contract will not exceed \$10,000 per center.
17. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
18. The applicant will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
19. The applicant will complete and submit to CDE a 21st CCLC sustainability plan by the end of the second year of funding. The sustainability plan template is found at www.cde.state.co.us/21stcclc .
20. The applicant shall remain in sound fiscal standing throughout the grant period.
21. The applicant will follow procurement policies and procedures as it would for any non-federal funds and comply with Uniform Grants Guide (UGG) §200.322
22. Non-Federal entities are encouraged to earn income to defray program costs where appropriate. All program income generated for the 21st CCLC program by the subgrantee must be used to defray costs of the 21st CCLC program. Appropriate internal fiscal controls must be in place to track program income separately. Additional information about program income, including internal fiscal control processes, will be included in the CDE Grant Award Notification letter sent to approve applicants. Uniform Grant Guidance (UGG) 2 C.F.R. § 200.307

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

21st CCLC Program report templates, reporting surveys, fiscal documents, and other required submissions from subgrantees under this program can be found at www.cde.state.co.us/21stcclc.

Appendix H: GEPA Statement

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

Describe and Accept

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

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

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

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

Note: You must indicate that the applicant organization is taking steps to ensure equity and participation in federally funded programs by describing the steps the applicant organization is taking to remove existing barriers and accepting the terms of the statement below in order to complete the application.

The applicant agrees to take these steps to ensure equitable access to and participation in 21st CCLC programs.

Signature of President of Board

Printed Name

Signature of Authorized Representative

Printed Name

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

Appendix I: Glossary of Terms

Academic Enrichment: Extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. Such activities might include: chess clubs, to foster critical thinking skills, persistence and other positive work habits; theatre programs, to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making; book clubs, to encourage reading and writing for pleasure; cooking programs, to foster application of reading, writing, math and science skills; poetry contests, to encourage reading, writing and speaking; woodworking programs, to encourage planning, measurement, estimation and other calculation skills; and computer clubs, including newspaper publishing, to promote writing, editing and use of technology.

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

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

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

Consortium: Group of two or more eligible entities, which can include community based organizations and school districts. A consortium of organizations*, and/or districts may apply together to provide services for centers. One organization must be designated as the fiscal agent of the consortium. In addition, an applicant consortium must designate an individual who will be responsible for communication and coordination across all centers within the consortium.

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

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

ELT (Program Type): Programs with targeted interventions that can include: teacher articulation and professional development, instructional supports for students, application of available technology and resources, competency-based learning, service-learning and internships that occur either within the confines of regular school day or an extended school day combined with programming held outside the academic calendar year (traditionally occurs between June-August) and separately from any regularly scheduled summer school session. A summer program is required for all funded 21st CCLC centers.

External Organization: The term external organization means: (A) a non-profit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or (B) in the case of a community where there is no such organization, a non-profit organization in the community that enters into a written

agreement or partnership with an organization described in (A) of this definition to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities.

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

Hours of Programming: The number of program hours offered to students participating in 21st CCLC programming. Hours of operation should be relatively consistent across the school year. Traditional 21st CCLC Programs must offer a minimum of 12 student contact hours per week (which may include Saturdays) for 26 weeks during the regular school year. All 21st CCLC programs must also offer a minimum of 75 hours of annual summer school programming. Applicants writing for the use of 21st CCLC funds for ELT programs must provide ALL students at the school with at least 300 additional program hours before, during, or after the traditional school day programming in accordance with the submitted Comprehensive ELT Plan and a 21st CCLC Summer Program.

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

Positive Youth Development is guided by the following five principles:

1. **Strengths-Based:** Taking a holistic approach that focuses on the inherent strengths of an individual, family, or community, then building upon them.
2. **Inclusive:** Addressing the needs of all youth by ensuring that our approach is culturally responsive.
3. **Engaging Youth as Partners:** Ensuring the intentional, meaningful, and sustained involvement of youth as equitable partners in the programs, practices, and policies that seek to impact them.
4. **Collaborative:** Creating meaningful partnerships within and across sectors to effectively align our work.
5. **Sustainable:** Addressing long-term planning through funding, training, capacity building, professional development, and evaluation in order to ensure ongoing support and engagement of youth.

Programs That Promote Parental Involvement and Family Literacy: These activities specifically target adult family members of youth participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.

Regular Attendees: Refers to students who have attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the attendance reporting period.

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

Rural and Small Rural Designation: A Colorado school district is determined to be rural giving consideration to the size of the district, the distance from the nearest large urban/urbanized area, and having a student enrollment of 6,500 students or less. Small rural districts are those districts meeting these same criteria and having a student population of

less than 1,000 students. A list of public school districts meeting this definition can be found at www.cde.state.co.us/ruraledcouncil/rural_definition_spreadsheet.

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

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

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

Two-Generation (2GEN) Approach: This approach is designed to address the needs of children and their parents together (whole family) in a way that supports a family's full potential and puts each individual of the family on a path to permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2Gen approach. 2GEN programs provide services to both child and adults (whole family) simultaneously and track outcomes for both. Examples include: financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care and education and supportive services.

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

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

For more information:

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

Traditional 21st CCLC (Program Type): Programs that provide significant expanded learning opportunities for students and their families to assist students in meeting or exceeding state and local education standards in core academic subjects in a safe and healthy environment. These programs are offered during Out-of-School Time, before school, afterschool, during school breaks, and summer.

Tutoring: These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

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

Whole Family Approach: This approach is built on the understanding that conditions that affect the family will impact child development, as will the direct experiences of a child (taken from [Ascend at the Aspen Institute](#)).

In developing and implementing programs and service delivery, the whole family's needs with explicit efforts to link services for children and parents are considered. Whole Family strategies are integral to the Two-Generation approach, described in this *Glossary of Terms*. Elements of a Whole Family Approach:

- Serve two (or more) generations
- Promote responsive parenting and family life
- Develop and strengthen leadership skills
- Assume partnership /responsibility
- Include both mothers and fathers
- Partner with agencies to provide access to:
 - education
 - economic supports
 - social / mental health services.