

Funding Opportunity

Applications Due: **Monday, July 10, 2023, by 11:59 pm**

Application Information Webinar: **Thursday, May 18, 2023, at 9 am**

[Intent to Apply](https://app.smartsheet.com/b/form/64b02dc84ea24183b281359450f16893) Due: **Monday, June 26, 2023, by 11:59 pm**

Program Office Hours: **Posted on the** [**ELO Program Webpage**](https://www.cde.state.co.us/standardsandinstruction/elo)

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| ESSER Expanded Learning Opportunities (ELO):  Summer Grant Program  Pursuant to the American Rescue Plan of 2021 |



**Program Questions:**

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

**Applications for the ESSER Expanded Learning Opportunities Summer Grant must be submitted through the**

[**online application form**](https://app.smartsheet.com/b/form/40c3cd3829e541f0b332a19e83c70a34)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

**ESSER Expanded Learning Opportunities Summer Grant Program**

**Applications Due: Monday, July 10, 2023, by 11:59 pm**

# Introduction

Significant interruptions to in-person learning due to the COVID-19 pandemic have led to potentially devastating and long-lasting negative impacts on student achievement, impacting every part of Colorado society. These negative impacts on student achievement are not equal; students furthest from privilege are at risk of the most opportunity loss. Research suggests that while all students may fall behind as much as seven months because of interruptions to in-person learning due to the COVID-19 pandemic, students who are identified as most in need may fall behind as much as ten months, exacerbating already entrenched inequities. Responding to learning opportunity loss and the widening of opportunity gaps could be the greatest challenge our state faces over the next few years, and the state has an urgent and immediate need to provide additional support to ensure students are well prepared for the future.

As Colorado students and families continue to recover from the impacts of the COVID-19 pandemic, the Colorado Department of Education seeks to support and empower students and families across the state through a coordinated, comprehensive, and consistent community approach. The pandemic has exposed and exacerbated the academic and personal challenges many students face. Helping them overcome those challenges requires not only the efforts of educators during the school day but also the efforts of student-centric afterschool and summer programming.

As such, the Colorado Department of Education (CDE) is creating a grant program that will support districts and community-based organizations (CBOs) in creating new or expanding existing expanded learning opportunities (ELOs). This program will be funded under the Elementary and Secondary School Emergency Relief (ESSER III) state reserve.

# Purpose and Program Activities

The ESSER Expanded Learning Opportunities (ELO) Summer Grant Program exists to distribute funds to qualified applicants, pursuant to the American Rescue Plan requirements for the state education agency to reserve 1% of the state set aside to fund evidence-based comprehensive afterschool programs and an additional 1% to fund evidence-based summer enrichment programs, to create expanded learning opportunities that address students’ academic and personal needs, ensure families can continue to engage in and support their students’ learning, and ultimately continue to strengthen schools and communities during COVID-19 recovery.

This funding opportunity seeks to accelerate student learning and strengthen student engagement in that learning by:

1. Providing students with comprehensive out-of-school time programs, during the summer, that build upon a student’s school-day instruction to provide the continuity necessary to meet their academic, social, emotional, and mental health needs exacerbated by the COVID-19 pandemic.
2. Providing students a safe and healthy environment where additional educational enrichment services, programs, and activities are offered to students, particularly those who are disproportionately adversely affected by the COVID-19 pandemic.
3. Offering families of students served opportunities for active and meaningful engagement in their children’s education, to ultimately positively impact student academic outcomes.
4. Providing students and their families with a deeper connection to their school and community, allowing them to understand and take advantage of the full breadth of school and community supports and opportunities available to them.

The following are projected outcomes of this funding opportunity:

1. Expanded capacity for districts and community-based organizations to leverage summer programming to accelerate the completion of lost or unfinished learning; and
2. Strengthened student engagement in learning–both in the traditional school day and out.

Please see the **Allowable Use of Funds** section for additional information regarding allowable programs.

# Eligible Applicants

Eligible entities may apply for this funding opportunity. The term “eligible entity” means:

* A public local educational provider (LEP) including:
  + A school district on behalf of all or a subset of schools;
  + A Board of Cooperative Educational Services (BOCES);
  + A charter school or schools authorized by a School District or BOCES;
  + A charter school or schools authorized by the Charter School Institute;
  + A Facility School; and
  + The Colorado School for the Deaf & Blind.
* A public library;
* A Colorado community-based organization (CBO);
  + This includes nonprofit organizations.
* An 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)); and
* Institutions of higher education or other public agencies/entities.

**Note**: A group of two or more such agencies, organizations, or entities (listed above) is eligible to apply as a consortium.

Applications will not be accepted from individual non-charter schools. Those schools must be included in an application submitted by their district. Only a single application per LEP will be accepted.

Applicants that have received funds from the ELO program may apply for this current funding opportunity but in their narrative responses must describe current grant activities and services and demonstrate how, if awarded, capacity to provide activities and services will be expanded, augmented, or sustained. Past expenditure of funds and quality of program implementation will also be considered.

**Charter Schools:**

Pursuant to [C.R.S. 22-30.5-104 (11)](https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=f793ddcd-a668-40c2-88c9-13152b4e624f&nodeid=AAWAAEAACAACAAE&nodepath=%2FROOT%2FAAW%2FAAWAAE%2FAAWAAEAAC%2FAAWAAEAACAAC%2FAAWAAEAACAACAAE&level=5&haschildren=&populated=false&title=22-30.5-104.+Charter+school+-+requirements+-+authority+-+rules+-+definitions.&config=014FJAAyNGJkY2Y4Zi1mNjgyLTRkN2YtYmE4OS03NTYzNzYzOTg0OGEKAFBvZENhdGFsb2d592qv2Kywlf8caKqYROP5&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A65MT-X293-CGX8-0095-00008-00&ecomp=8gf59kk&prid=b437b07b-e138-4d15-acfc-74ff860597f5), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school’s authorizer will be the fiscal agent, if funded.

* A charter school that applies for a grant shall provide to its authorizing district:
  + A copy of the grant application at the time the application is submitted to CDE; and
  + If the charter school receives the grant moneys, a summary of the grant requirements, a summary of how the charter school is using the grant moneys, and periodic reports on the charter school’s progress in meeting the goals of the grant as stated in its application.
* If a charter school intends to apply for a grant that the school’s authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant independently or in collaboration with other charter schools.

# Priority Considerations

This program is designed to support eligible applicants in the creation and/or expansion of expanded learning opportunities through summer programming. Available grant funding will be distributed to eligible applicants based on the evaluation rubric in Part III (pages 14-15). Priority will be given to applications meeting the following priority considerations:

1. The application identifies one or more of the following student groups as the target student population for the programming and describes as an actionable plan for engaging those students in the program:
   1. Students most impacted by the pandemic, including students from low-income families, children with disabilities, students with limited English proficiency, racial and ethnic minorities, migrant students, students experiencing homelessness, foster care youth, and highly mobile students;
   2. Students who have become disengaged from school and/or dropped out of school (out-of-school youth);
   3. Students who may be at risk for academic failure and/or at a high risk of dropping out; and/or
   4. Other students disproportionately affected by COVID-19 (as demonstrated by description and evidence provided by applicant).
2. At least one district served by the application is identified as [rural or small rural](http://www.cde.state.co.us/ruraledcouncil).
3. The application clearly identifies evidenced-based programmatic outcomes related to accelerating learning or increasing student achievement in the areas of English language arts, mathematics, and/or English language proficiency.
4. The application includes programs and activities for students and their families proposed in the application.

# Available Funds and Duration of Grant

ARP ESSER requires that each SEA use 1% percent of the state set aside funds to fund evidence-based afterschool enrichment programs and 1% of the state set aside funds to fund evidence-based summer enrichment programs. The Colorado Department of Education will be making up to $1 million of the remaining 1% summer set aside ARP ESSER III funding available for this program. Eligible applicants are invited to submit applications that meet the needs of their program(s) with a maximum of $125,000 per application (inclusive of all programs identified within the application). Additionally, program budgets may not exceed $900 per student served annually by the program, which takes into account all program costs (e.g., administrative, programming, and transportation costs).

Applicants will be notified of award no later than September 1, 2023. Funds will be awarded for the performance period starting on July 1, 2023, and ending no later than September 30, 2024. Funding requests should include the entire performance period. Funded awardees are eligible to be reimbursed for allowable grant activities starting no earlier than July 1, 2023. Please note that costs associated with grant writing and submission of grant application are unallowable.

Applications must adequately align the proposed use of funds in the budget and budget narrative. There will be no carryover of funds allowed past the performance period. The “supplement and not supplant” requirements do not apply to use of ESSER funds under this funding opportunity. However, while the supplement and not supplant requirements of ESEA do not apply to ESSER funds, an applicant that uses ESSER funds to pay for activities previously supported under a program that is subject to the supplement and not supplant requirements may be negatively impacted. Additionally, applicants using ESSER funds to address state or local revenue losses may have implications for Maintenance of Effort (under ESEA and IDEA) and Maintenance of Equity (under ARP ESSER III).

Grantees are not allowed to charge program participants membership or participation fees (weekly, annual, etc.). In addition, grantees are not allowed to generate program income from the program funded with this grant opportunity.

# Allowable Use of Funds

Program Types

Each applicant that receives an award under this application may use the award funds to carry out a broad array of summer program activities. Applicants may choose one or more of the following program types to include in their application.

**Summer programs** (i.e., programs that occur outside of the traditional school year) including, but not limited to:

* Summer camps;
* 9th grade summer academies;
* Intersession programs;
* Summer credit recovery programs;
* Summer library literacy programs; and
* Back to school academies (e.g., jump start programs).

Program Focus

Applicants may choose one or more of the following academic or social, emotional, and mental health (SEMH) focus areas to include in their application.

* **Academic Needs: Mathematics** - Accelerating learning or strengthening student achievement in mathematics.
* **Academic Needs: English language arts** - Accelerating learning or strengthening student achievement in English language arts.
* **Academic Needs: English language proficiency**- Accelerating learning or strengthening student achievement in English language proficiency.
* **Academic Needs: Other** - Accelerating learning or strengthening student achievement in other academic areas including, but not limited to, STEM (Science, Technology, Engineering, and Mathematics) or STEAM (Science, Technology, Engineering, Arts, and Mathematics), social studies, civics, the arts, and physical education.
* **SEMH Needs: Engaging disengaged youth** -Programs that seek to engage and/or re-engage youth that have dropped out of school, stopped attending school, or have otherwise become disengaged from the school and their learning.
* **SEMH Needs: Engaging families in learning** -Programs that engage families in the learning of students.
* **SEMH Needs: Other** - Any other evidence-based program that meets the social, emotional, and/or mental health needs of the students served by the program.

Allowable Use of Funds

Each eligible entity that receives a grant award may use the award funds to carry out a broad array of activities through in-person (when health guidelines allow), virtual, remote or hybrid models of programming. **Appendix A** provides a non-exhaustive list of allowable programs/activities.

**Examples of unallowable activities/costs include, but are not limited to:**

* Pre-award costs (those incurred before the grant effective date–indicated on the Grant Award Letter–including preparation of the initial grant application);
* Services that duplicate or supplant those provided by the Colorado Talking Book Library;
* Non-academic/entertainment programming;
* Food for staff;
* The purchase or rehabilitation of real estate and other real property.

These funds are specific to this program, the ESSER Expanded Learning Opportunities Summer Grant Program, and uses of funds for any other purpose are not allowed. Please review **Appendix C: Federal Budgeting Resources** and the [ESSER Allowable Uses](https://www.cde.state.co.us/caresact/crf-allowableexpenditures) documents for further clarity. If you have any questions regarding allowable expenses, please reach out to Anissa El-Bialy, Grants Fiscal Analyst, at [El-Bialy\_A@cde.state.co.us](mailto:El-Bialy_A@cde.state.co.us) for assistance.

This award is funded on a reimbursement basis. When submitting a Request for Funds (RFF) for reimbursement of expenditures, GFMU will require the supporting documentation to be submitted along with the RFA to include the invoice, purchase order, purchase approval forms/request, pcard statements, proof of payment, etc.

Indirect cost recovery is allowed under this grant. An awardee may use its restricted or unrestricted indirect cost rate. If an awardee does not have a negotiated indirect cost rate it may use the de minimis indirect cost rate of 10%. The maximum rate available to CBOs and non-profits is 10%. All indirect costs charged must be in compliance with federal grant guidance 2 CFR 200.411-412.

Duplication of Benefits

An awardee cannot receive funding from any other source for the same activity, over and above the total cost of that activity.

# Evaluation and Reporting

Each applicant receiving funding through the ESSER Expanded Learning Opportunities Summer Grant Program is required to report, at a minimum, the following information to the Department on or before July 31, 2024:

* A description of the status of planned activities (e.g., completed, in progress);
* Any adjustments made to the LEP’s program plan and the reason adjustments were made;
* The number of students served by the applicant’s program(s) (separated by program);
* The staff and positions recruited, reassigned, hired, or provided professional development to support the program;
* Any student outcomes (including, but not limited to, academic outcomes, student engagement outcomes, and school climate outcomes) identified through the implementation of the program(s) (separated by program); and
* A description of the measurable student outcomes (including academic, social and/or emotional outcomes), disaggregated by student groups, and whether the expected result of the activities described in the plan were met.

Additionally, per H.B. 21-1259, CDE will be streamlining reporting requirements for this grant program and other expanded learning opportunities grants funded by state or ESSER funds. This single reporting system will require grant recipients to submit once annually for all students participating in any of these additional supports, along with information regarding their type and level of participation.

LEPs receiving funding will also be required to submit Interim Financial Reporting and Annual Financial Reporting. Details and formats for all reporting will be provided upon award and as part of the budget workbook and/or grant award letter (GAL).

# 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 the Data Pipeline and/or Syncplicity to collect PII for this grant program. PII will be collected, used, shared, and stored in compliance with applicable laws and CDE’s privacy and security policies and procedures.

**Note:** Documents submitted as part of the application must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Application Assistance and Intent to Apply

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:

* An application information webinar will be held on Thursday, May 18, 9:00 am MDT. The link for this webinar will be available on the [ESSER Expanded Learning Opportunities (ELO) Grant Program webpage.](https://www.cde.state.co.us/caresact/esser-expandedlearningopportunities)
* Dates of ELO Office Hours will be posted on the [ESSER Expanded Learning Opportunities (ELO) Grant Program webpage](http://www.cde.state.co.us/caresact/esser-expandedlearningopportunities).
* CDE will, on the [ESSER Expanded Learning Opportunities (ELO) Grant Program webpage](https://www.cde.state.co.us/caresact/esser-expandedlearningopportunities), provide a regularly updated list of Frequently Asked Questions (FAQs) to support applicants in quickly addressing questions that might arise.

If interested in applying for this funding opportunity, submit the [Intent to Apply](https://app.smartsheet.com/b/form/64b02dc84ea24183b281359450f16893) by **Monday, June 26, 2023, by 11:59 pm**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process.

# Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Friday, September 1, 2023.**

**Note:** This is a competitive process – applicants must score at least 68 points out of the 100 possible narrative points to be approved for funding. Applications that score below 68 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

Completed applications (including all required elements outlined below) must be submitted through the [online application form](https://app.smartsheet.com/b/form/40c3cd3829e541f0b332a19e83c70a34) by **Monday, July 10, 2023, by 11:59 pm**.

Within the online application, applicants will complete Part I with their applicant information and upload attachments as described in the Required Elements section below.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, e-mail [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Application materials and budget are available for download on [CDE’s ESSER ELO Webpage](https://www.cde.state.co.us/caresact/esser-expandedlearningopportunities).

# Application Format

* The total narrative (Sections A-D) of the application cannot exceed 8 pages. See below for the required elements of the application. **Note:** Applications that exceed 8 pages will not be reviewed. If you need any clarification at all about what the page limit will or will not include, please reach out to the application contacts prior to submitting.
* **All narrative response pages must be standard letter size, 8-1/2” x 11”, using no smaller than 12-point font, single-spaced, with 1-inch margins, and numbered pages.**
* The Program Assurances Form must include signatures from the lead organization/fiscal agent. If grant application is approved, funding will not be awarded until all signatures are in place.

**Note:** Apart from the items noted below, attachments or addendums cannot be utilized to address the required elements or be factored into the scoring and are therefore discouraged.

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part III (pages 14-15).

|  |  |
| --- | --- |
| **Complete responses in the** [**online application form**](https://app.smartsheet.com/b/form/40c3cd3829e541f0b332a19e83c70a34)**:** | **Part I: Applicant Information** |
| **Upload these documents in the** [**online application form**](https://app.smartsheet.com/b/form/40c3cd3829e541f0b332a19e83c70a34)**:**  1. Part II: Program Assurances Form  2. Part III: Application Narrative    3. Budget Workbook  Submit in Excel format in [original CDE template](https://www.cde.state.co.us/caresact/esser-expandedlearningopportunities).  Does not count towards page limit.  4. Financial Management Risk Assessment  Attachment A | **Part II: Program Assurances Form** |
| **Part III: Application Narrative**  Application Narrative [cannot exceed 8 pages]  Section A: Assessment of Needs  Section B: Identification and Outreach to Students  Section C: Program Description and Quality  Section D: Partnerships and Staffing |
| **Budget Workbook** |
| **Financial Management Risk Assessment** |
| **Please ensure that the applicant name is present in the title of all documents to be uploaded into the online form.**  For example: “DistrictName\_Narrative”. | |

**ESSER Expanded Learning Opportunities Summer Grant Program**

**Applications Due: Monday, July 10, 2023, by 11:59 pm**

# Part I: Applicant Information

All elements of Part I will be completed in the online application form. The online system does not save works in progress so applicants may wish to complete their information in this document and copy responses into the online application.

**Submit all application materials through the** [**online application form**](https://app.smartsheet.com/b/form/40c3cd3829e541f0b332a19e83c70a34)**.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lead Local Education Provider (LEP) Information**  For Charter School applicants, please enter the authorizing district’s or CSI’s details in the LEP/BOCES Information section.  Specific school information will be captured below. | | | | | | | | | | | | | |
| **LEP Name:** | |  | | | | | | | [**Four-Digit LEP Code**](https://www.cde.state.co.us/datapipeline/org_orgcodes)**:** | | | |  |
| **Mailing Address:** | |  | | | | | | | [**UEI #**](https://sam.gov/content/duns-uei)**:** | |  | | |
| **Are there** [**exclusions**](https://www.fsd.gov/gsafsd_sp?id=gsafsd_kb_articles&sys_id=a98eb3091bf111540944ece0f54bcbfe) **associated with this UEI?** | | | | | No  Yes (please provide details) | | | | | | | | |
| **UEI # Expiration:** | |  | | If UEI is expired, funds cannot be awarded until UEI is brought to current status. If UEI is restricted from view in [SAM.gov](https://sam.gov/content/home), include a screenshot of UEI registration, showing no exclusions. | | | | | | | | | |
| **Type of Education Provider**  [check box below that best describes your organization or authorizer] | | | | | | | | | | | | | |
| School District  BOCES  Charter Authorized by a District  Charter Authorized by CSI  Facility School  Colorado School for the Deaf and the Blind  Public Library  CBO/Non-Profit  Indian Tribe/Tribal Organization  Institution of Higher Education  Other Entity | | | | | | | | | | | | | |
| **Region**  [indicate region(s) of Colorado this program will directly impact] | | | | | | | | | | | | | |
| Metro  Pikes Peak  North Central  Northwest  West Central  Southwest  Southeast  Northeast | | | | | | | | | | | | | |
| **Requested Funding**  Ensure that these amounts match the submitted Budget Workbook. | | | | | | | | | | | | | |
| **Is applicant requesting indirect costs based on their Federally Negotiated Indirect Cost Rate?** | | | | | | | | | | | | Yes  No | |
| **Year 1**  [07/01/23 – 06/30/24] | | | $ | | | | **Year 2**  [07/01/24 – 09/30/24] | | | $ | | | |
| Authorized Representative Information For Charter School applicants, the Authorized Representative and Fiscal Manager will be contacts from your authorizing district/CSI. | | | | | | | | | | | | | |
| **Name:** |  | | | | | **Title:** | |  | | | | | |
| **Telephone:** |  | | | | | **E-mail:** | |  | | | | | |
| **Program Contact Information** | | | | | | | | | | | | | |
| **Name:** |  | | | | | **Title:** | |  | | | | | |
| **Telephone:** |  | | | | | **E-mail:** | |  | | | | | |
| **Fiscal Manager Information** | | | | | | | | | | | | | |
| **Name:** |  | | | | | | | | | | | | |
| **Telephone:** |  | | | | | **E-mail:** | |  | | | | | |
| **Recipient Districts/Schools Information**  For each participating district or school, provide the District/School Name and [Four-Digit School Code](https://www.cde.state.co.us/datapipeline/org_orgcodes).  If providing district-wide programming, provide information for each district.  If providing school-specific programming, provide information for each school. | | | | | | | | | | | | | |
| District or School Name – 0000; District or School Name – 1111; etc. | | | | | | | | | | | | | |
| **Priority Criteria**  Describe how your program meets any or all of the priority criteria (see pages 4-5) outlined in the RFA. | | | | | | | | | | | | | |
| [not to exceed 250 words] | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| **Program Information** | |
| **Program Name:** |  |
| **Program Type:**  Indicate which of these the program will serve. Applicants that are not LEAs must partner with a district/school to be eligible for this program. | District-wide (single district)  District-wide (multiple districts)  Subset of schools from a single district  Subset of schools from multiple districts |
| **Grade Levels to be Served:** | Early Childhood  K-5  6-8  9-12 |
| **Program Focus:**  All programs funded under this grant must be focused on responding to students’ academic, social, emotional, and/or mental health (SEMH) needs. Please indicate the focus area(s) of this program.  Please note that the focus area(s) identified must be supported by the evidence base described in this application. | Academic Needs: Mathematics  Academic Needs: English language arts  Academic Needs: English language proficiency  Academic Needs: Other  SEMH Needs: Engaging disengaged students  SEMH Needs: Engaging families in learning  SEMH Needs: Other |
| **Number of Students to be Served** | |
| **Summer 2023**  July 1, 2023 – August 30, 2023 | **Summer 2024**  June 1, 2024 – September 30, 2024 |
|  |  |

# Part II: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **ESSER Expanded Learning Opportunities Summer Grant Program**, and the receipt of program funds.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2023, the Board of | (applicant) |

hereby agrees to the following assurances:

1. The grantee will ensure that funds expended under this grant will be administered in accordance with all applicable statutes, regulations, program plans, and requirements delineated in this application.
2. The grantee will ensure that the funds awarded for this program will only be used to meet the goals of the ESSER Expanded Learning Opportunities Grant Program.
3. The grantee will ensure that all necessary district and school leadership (including the superintendent and principal(s)) are aware of the application and willing to support the implementation of the program(s).
4. The grantee will ensure that the ARP - ESSER III funds will only be used for activities allowable under section 2001(d)(2)(e) of the American Rescue Plan Act of 2021.
5. The grantee will ensure that the ARP - ESSER III funds will not be used for 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.
6. The grantee will ensure that ARP - ESSER III funds will be used for purposes that are reasonable, necessary, and allocable under the ARP Act.
7. The grantee will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 2001(d)(2)(e) of the American Rescue Plan Act of 2021. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. Similarly to the CARES Act and CRRSA, ARP funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
8. The grantee will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
9. The grantee will meet the requirements of section 442 and section 427 of the General Education Provisions Act (GEPA, 20 U.S.C. 1232(e)- & 1228(a)), meaning that during the entire duration of time that the entity is receiving funding under ARP - ESSER III, the LEA will, where applicable:
   * Ensure that it has taken steps to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs;
   * Ensure that each program will be administered in accordance with applicable statutes, regulations, program plans, and applications;
   * Ensure that control of funds and property acquired using ARP ESSER III program funds will be maintained and administered by the appropriate public agency;
   * Ensure that fiscal control and fund accounting procedures will be used to ensure proper disbursement of, and accounting for, federal funds;
   * Report to the state agency or board and to the Secretary as may be needed for the state agency or board and the Secretary to perform their duties under each program, and each grantee will maintain records (as required in Section 443 of the General Education Provisions Act (GEPA)) and provide access to those records as the state board, state agency, or Secretary deems necessary to carry out their responsibilities;
   * Provide opportunities for the participation in, planning for, and operation of each program by teachers, parents, and other interested agencies, organizations, and individuals;
   * Ensure that applications, evaluations, plans, or reports related to each program will be made available to parents and the public;
   * The grantee has adopted effective procedures for acquiring and disseminating information and research regarding the programs and for adopting, where appropriate, promising educational practices to teachers and administrators participating in each program; and
   * Ensure that none of the funds expended under any applicable program will be used to acquire equipment if such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees.
10. The grantee agrees to review the GEPA statement submitted as part of their ESSER I, II, or III online application and confirm that the statement describes the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded in this application for federal funds. Should changes need to be made to the GEPA statement specific to this application, the grantee must describe the steps the grantee will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded in this application with federal funds.
11. The grantee will annually provide the Colorado Department of Education the evaluation information required in the Evaluation and Reporting section of the Request for Applications, including the End-of-Year Report (**Appendix B**).
12. The grantee ensures that it will work with and provide requested data to CDE for the ESSER Expanded Learning Opportunities Grant Program within the time frames specified and containing such information as the Secretary may reasonably require.
13. The grantee ensures that it will participate in and comply with the CDE’s monitoring process and protocols.
14. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
15. The grantee cannot receive funding from any other source for the same activity, over and above the total cost of that activity (duplication of benefits).
16. The grantee will be in compliance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in 2 CFR, including Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR§§200.400-475).
17. The grantee will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.
18. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
19. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
20. The grantee ensures that it will, if applicable, comply with the maintenance of equity provisions in section 2004(c) of the ARP.
21. All organizations and staff associated with this technical assistance program shall comply with all state and federal laws relating to health, safety and anti-discrimination, including but not limited to Titles VI and VII of the federal "Civil Rights Act of 1964", pub. l. 88-352, as amended; the federal "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 1201 et seq., as amended; Section 504 0f the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended; and Title IX of the federal "Education Amendments of 1972", 20 U.S.C. secs. 1681 to 1688, as amended.

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

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Anissa El-Bialy, Grants Fiscal at [el-bialy\_a@cde.state.co.us](mailto:el-bialy_a@cde.state.co.us) and Robert Beauchamp, Program Manager ([Beauchamp\_R@cde.state.co.us](mailto:Beauchamp_R@cde.state.co.us)) for any modifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of Organization Board President |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Organization Authorized Representative |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Program Contact |  | Signature |  | Date |

**Note:** Upload the Program Assurances Form within the online application form. Funding will not be awarded until all signatures are in place. Applications may be submitted without signatures; however, please attempt to obtain all signatures before submitting the application.

# Part III: Application Narrative Criteria and Evaluation Rubric

Parts I-II: Application Introduction [Not Scored]

Applicant Information, Executive Summary, and Program Assurances Form

**Part III: Narrative** [100 Points]

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 68 points out of the 100 possible narrative points and all required elements must be addressed. An application that scores below 68 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

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

**Scoring Definitions**

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section A: Assessment of Needs** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Not with Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. Provide a detailed description of the summer program including, but not limited to:    1. the COVID-19 related student need(s) (academic, social, emotional, and/or mental health) that the program seeks to address,    2. the academic subject(s) that will be focused on in the program,    3. any curricula that will be used in the program’s implementation, and    4. the timing of the program. | 0 | 3 | 7 | 10 | |  |
| 1. Describe any current related program(s) (school- or district-level) and identify what funds and resources (including ESSER funds and other grant funding) are currently allocated for expanded learning opportunities and programs. | 0 | 1 | 3 | 5 | |  |
| 1. Describe how the proposed program activities will address gaps/unmet needs within the current program in order to drive academic acceleration or strengthen student engagement by expanding accessibility to high-quality expanded learning opportunities and programs to students (and, if applicable, their families). | 0 | 3 | 7 | 10 | |  |
| **Section A Total:** | | | | | **/25** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section B: Identification and Outreach to Students** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Not with Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. Describe how students will be identified for participation in the program. If the program is not available to all students in the applicant/partner district(s), also describe a clear and actionable plan for how students will be identified for participation in the program. | 0 | 1 | 3 | 5 | |  |
| 1. Describe how students most impacted by the pandemic (including low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth) will be prioritized for outreach and participation in the program. | 0 | 3 | 7 | 10 | |  |
| **Section B Total:** | | | | | **/15** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section C: Program Description and Quality** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Not with Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. Describe the measurable student outcomes the applicant expects students to achieve as a result of the program (including, but not limited to, measures of academic achievement, student engagement, and school climate). | 0 | 1 | 3 | 5 | |  |
| 1. Describe how outcomes will be measured and monitored. | 0 | 1 | 3 | 5 | |  |
| 1. Provide a clear and reasonable description of how the proposed activities will lead to the identified outcomes. | 0 | 3 | 7 | 10 | |  |
| 1. For each proposed activity, describe how the evidence base of the activity (based on the [U.S. Department of Education’s definition of being an evidence-based intervention](https://www.cde.state.co.us/21stcclc/21stcclcevidencebasedprogrammingandpractices)) demonstrates overall how the program will address students’ academic, social, emotional, and/or mental health (SEMH) needs identified for this program. **Please note that all programs funded by this program must be evidence-based and programs unable to demonstrate such a basis will not be considered**. | 0 | 3 | 7 | 10 | |  |
| **Section C Total:** | | | | | **/30** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section D: Partnerships and Staffing** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Not with Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. Provide a description of the staff required to implement the program as well as any partner organizations and the role of each partner in the program implementation. If staff are to be hired, describe the strategies/timeline for recruiting required personnel. | 0 | 3 | 7 | 10 | |  |
| **Section D Total:** | | | | | **/10** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section E: Budget Workbook** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Not with Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. Provide a Budget Workbook that includes all costs associated with the development and implementation of the proposed program and that are in alignment with the allowable uses of funds for this program. In the Budget Workbook, ensure that each expenditure has a description detailing how grant funding will be used. For each expenditure, note how costs support program activities and how amounts were determined. (i.e., staff member supporting summer programming at xx site will be paid $xx per hour, for xx weeks) | 0 | 3 | 7 | 10 | |  |
| 1. Complete the Financial Management Risk Assessment (**Attachment A**). This assessment collects information about the capacity and ability of the applicant to manage federal and/or state grant funds.   **Risk Assessment Results for RFA Rubric Scoring:**   * Low Risk Score = 10 points * Medium Risk Score = 7 points * High Risk Score = 3 points * Risk Assessment not fully completed, scored, and/or signed = 0 points | 0 | 3 | 7 | 10 | |  |
| **Section E Total:** | | | | | **/20** | |

**ESSER Expanded Learning Opportunities Grant Program**

# Application Scoring

CDE Use Only

|  |  |  |  |
| --- | --- | --- | --- |
| **Parts I-II:** | **Application Introduction** | | Not Scored |
| **Part III:** | **Narrative** | |  |
|  | Section A: | Assessment of Needs | /25 |
|  | Section B: | Identification and Outreach to Students | /15 |
|  | Section C: | Program Description and Quality | /30 |
|  | Section D: | Partnerships and Staffing | /10 |
|  | Section E: | Budget Workbook | /20 |
| **Total:** | | | **/100** |

|  |  |  |
| --- | --- | --- |
| **Priority Considerations**  CDE will indicate whether this application met the priority criteria (see page 4 of the RFA). This application demonstrates: | | |
| **Criteria** | **Meets** | **Does Not Meet** |
| 1. Program application identifies at least one of the prioritized groups as the target student population for the programming and describes an actionable plan for engaging those students in the program. | ☐ Yes  10 Points | ☐ No  0 Points |
| 1. Program application includes at least one district served by the program that is identified as rural or small rural. | ☐ Yes  5 Points | ☐ No  0 Points |
| 1. Program application clearly identifies evidenced-based programmatic outcomes related to accelerating learning or increasing student achievement in the areas of English language arts, mathematics, and/or English language proficiency. | ☐ Yes  10 Points | ☐ No  0 Points |
| 1. Program application includes programs and activities for families of students proposed in the application. | ☐ Yes  5 Points | ☐ No  0 Points |
| **Priority Considerations Total:** | | **/30** |

**GENERAL COMMENTS:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  |  | Funded with Changes |  |  | Not Funded |  |

# Attachment A: Financial Management Risk Assessment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Financial Management Risk Assessment**  **All applicants applying for the ESSER Expanded Learning Opportunities Summer Grant Program must fill out the following assessment.** These questions are intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the Fiscal Agent’s financial management functions. Scores from this section will determine if the organization’s level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential grant awards.  **High Risk** – More than 20 points  **Medium Risk** – 8-20 points  **Low Risk** – Below 8 points | | | | | | | | | | |
| 1. Is the applicant on the Federal or State Debarment List? (If yes, no need to complete the rest of this form.) | | | | | | | **Yes** | | | **No** |
| 25 | | | 0 |
| 1. Is the applicant in good standing on the Secretary of State registration?   (CBO or Non-Profit) | | | | | | | **Yes (or N/A)** | | | **No** |
| 0 | | | 5 |
| 1. Does the applicant have an active [UEI Number](https://sam.gov/content/duns-uei) with no [exclusions](https://www.fsd.gov/gsafsd_sp?id=gsafsd_kb_articles&sys_id=a98eb3091bf111540944ece0f54bcbfe)? UEI#: UEI Expiration Date: | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Has the applicant ever had a government contract, project, or agreement terminated? | | | | | | | **Yes** | | | **No** |
| 5 | | | 0 |
| 1. Has there been changes in the applicant’s fiscal and/or program personnel in the previous year? | | | | | | | **Yes** | | | **No** |
| 5 | | | 0 |
| 1. Does the applicant use a commercial/licensed financial software system? If yes, what system? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Does the applicant’s financial software system ensure that grant funds are not comingled with general operating funds? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Has the applicant received federal or state awards from the Colorado Department of Education in the past four years? If yes, which program(s) and year(s)? | | | | | | | **Yes** | | | **No** |
| 0 | | | 1 |
| 1. Does the applicant have written procedures for procurement, time and effort (federal), and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. How many years has the applicant been in existence? | **<2 years** | **2-5 years** | | **6-10 years** | | **11-14 years** | | | **15 years or more** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Does the applicant have experience managing other federal, state, local and/or private funds? | **<1 year** | **2-4 years** | | **5-7 years** | | **8-10 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Does the applicant have experience administering federal funds or other grants that provide funds for services to a comparable target population? | **<1 year** | **2-4 years** | | **5-7 years** | | **8-10 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Number of years that the applicant’s primary fiscal contact has been in the position (or a similar position) as of the application date? | **<1 year** | **1-2 years** | | **3-5 years** | | **6-9 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Amount of grant funding requested for this project: $ | **More than $300,000** | | **$200,000 - $299,999** | | **$100,000 - $199,999** | | | **< $99,999** | | |
| 4 | | 3 | | 2 | | | 1 | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Single Audit Status (answer only if applicant receives *more than* $750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs. To be reviewed in the Audit Clearing House. | **No single audit performed** | | **Received a Program AND Fiscal audit finding** | | | **Received a Fiscal OR Program audit finding** | | | | **No findings were received OR N/A** | |
| 4 | | 3 | | | 2 | | | | 0 | |
| 1. Financial Audit Status (answer if NOT required to have a Single Audit, but instead a standard financial audit). | **No audit performed for prior year** | | | **Financial Audit completed for prior year** | | | | **IRS 990 Form** | | | |
| 5 | | | 0 | | | | 0 | | | |
| 1. Submit a copy of most recent Financial Audit. Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget). | **40% or greater** | **31% - 39%** | | | **20%- 30%** | | **6%-19%** | | | | **<5%** |
| 4 | 3 | | | 2 | | 1 | | | | 0 |
| **CDE Comments:** | | | | | | | | | | | |
| **Total Points:** | | | | | | | | |  | | |
| **Risk Designation:** | | | | | | | | |  | | |

**High Risk** – More than 20 points

**Medium Risk** – 8-20 points

**Low Risk** – Below 8 points

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Preparer - Typed Name and Title |  | Signature |  | Date |
|  | | |  |  |
| Entity Name | | |  |  |

**Appendix A: List of Potential Allowable Programs and Activities**

The following is a non-exhaustive list of programs and activities that could be allowable through this grant program. ESSER funds can be used for activities authorized by ESEA, IDEA, the Adult Education and Family Literacy Act, the Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act so long as the activities are required to successfully implement the program(s) proposed in the application. Additional information about the allowable uses of funds can be found on the [ESSER ELO Application for Funds website.](https://www.cde.state.co.us/caresact/esser-expandedlearningopportunities)

**Academic & Academically Enrichment Programs**

* Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, for eligible and enrolled students that are aligned with (1) state academic standards and any local academic standards and (2) local curricula that are designed to improve student academic achievement;
* Arts and music education programs/activities;
* Cultural programs;
* Entrepreneurial education programs;
* Literacy education programs, including financial literacy programs and environmental literacy programs;
* Positive youth development programming and activities;
* Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
* Programs that provide summer activities for students who are English learners that emphasize language skills and academic achievement;
* Science, Technology, Engineering, and Math (STEM) or Science, Technology, Engineering, Arts, and Math (STEAM) materials, training, and/or teachers;
* Service-learning programs; and
* Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment.

**Expanded Learning Time**

* Additional time to increase learning time for all students in areas of need; and
* Additional time to support a well-rounded education that includes time for academics and enrichment activities;

**Graduation & Postsecondary Workforce Readiness**

* Essential skills-building programs;
* Postsecondary and Workforce Readiness activities that promote preparation for college and careers;
* 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.);
* Supporting alternative programs within high schools;
* Sustainable, ongoing, and job-embedded professional development for staff working directly with ELO programs; and
* Two Generation (2GEN) and Whole Family Approaches to support adult and early childhood education, employment and training, financial literacy, and asset accumulation.

**Social, Emotional, Mental, and Physical Health Programs**

* Connecting with school specialists and Youth Mental Health First Aid staff;
* Health and wellness activities including prevention programs, wraparound programs to engage families and connect them with services, utilizing youth peer specialists and family advocates, and connecting families with the Colorado system of care, known as COACT Colorado; and
* Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity.

**Student Engagement Programs**

* Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
* Strategies for increasing school attendance; and
* Research-based and evidence-based programs that promote positive youth/adult partnerships.

**Program Administration Activities**

* Additional time for teacher collaboration and common planning;
* Directly aligning program activities to student achievement and preparation for college and careers;
* Ensuring the transportation needs of participating students will be addressed;
* Food required for the program including refreshments/snacks for students and families during programming;
* Monitoring and improving program quality;
* Partnering with one or more outside organizations, such as a nonprofit organization with demonstrated experience in improving student achievement;
* Personalizing instructional student supports;
* Services for individuals with disabilities; and
* Using data to inform/improve the program’s activities and practices.

**Appendix B: End-of-Year Evaluation Reporting Guidelines**

Each applicant receiving funding through the ESSER Expanded Learning Opportunities Grant Program is required to report, at a minimum, the following information to the Department on or before July 31, 2024:

* A description of the status of planned activities (e.g., completed, in progress);
* Any adjustments made to the LEP’s program plan and the reason adjustments were made;
* The number of students served by the applicant’s program(s) (separated by program);
* The staff and positions recruited, reassigned, hired, or provided professional development to support the program;
* Any student outcomes (including, but not limited to, academic outcomes, student engagement outcomes, and school climate outcomes) identified through the implementation of the program(s) (separated by program); and
* A description of the measurable student outcomes (including academic, social and/or emotional outcomes), disaggregated by student groups, and whether the expected result of the activities described in the plan were met.

Additionally, per H.B. 21-1259, CDE will be streamlining reporting requirements for this grant program and other expanded learning opportunities grants funded by state or ESSER funds. This single reporting system will require grant recipients to submit once annually, via the CDE Data Pipeline, the SASID and local assessment results for all students participating in any of these additional supports, along with information regarding their type and level of participation.

LEPs receiving funding will also be required to submit Interim Financial Reporting and Annual Financial Reporting. Details and formats for these reports will be provided upon award and as part of the budget workbook and/or grant award letter (GAL).

**Appendix C: Federal Budgeting Resources**

Program Codes

*Program codes* allow LEAs to charge costs, instructional and support, directly to the benefiting program. Program codes include:

* **Instructional Program** refers to direct instructional services to students. These can be provided by a classroom teacher, interventionist, etc.
* **Support Program** refers to services that facilitate and enhance the instructional programs. Examples are school counselors, parent liaisons, transportation, community services, curriculum design, assessment, etc.
* **Improvement of Instructional Services** activities assist instructional staff in planning, developing, and evaluating the process of improving learning experiences for students. Activities may include in-service training, workshops, conferences, etc. All professional learning for instructional staff should be coded in this program. Professional learning for other staff will be coded under the program in which they are budgeted, e.g., professional learning for parent liaisons will be coded under support program.
* **Administration** refers to any activity required for administering the grant, but not working with students directly. Business services are included in this function.

Object Codes

*Object codes* describe the service or commodity obtained as a result of the specific expenditure. The following object codes are included in the Consolidated Application: (Note: The list provided has been simplified for convenience of filling out the Consolidated Application. A complete list of all object codes can be found in the [Chart of Accounts](http://www.cde.state.co.us/cdefinance/fpp_coa).[[1]](#footnote-2))

**0100 Salaries.**

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

* Regular employees and substitutes
* Extra Duty

**0200 Employee Benefits.**

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

* Insurance
* Retirement
* Tuition Reimbursement

**0300 Purchased Professional and Technical Services.**

Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc.

* Curriculum improvement services
* Counseling and guidance services
* Contracted instructional services
* Data processing services
* (0350) Employee training and developing services: Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity.

**0400 Purchased Property Services.**

Services purchased to operate, repair, maintain, and rent property owned or used by the school district. These services are performed by persons other than school district employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

* Expenditures for leasing or renting land and buildings for both temporary and long-range use by the school district.

**0500 Other Purchased Services.**

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

* Expenditures for transporting students to and from school and other activities
* Contracted Field trips
* Communications
* Advertising
* Printing
* Tuition for students
* Catering

**0580 Travel, Registration, and Entrance.**

Expenditures for transportation, meals, lodging, and other expenses associated with travel for the school district. Payments for per diem in lieu of reimbursements for subsistence (room and board) are also charged here. Travel costs associated with field trips are coded here except transportation costs which must be coded to object 0851 if provided by district-operated transportation services or to object 0513 if contracted or chartered.

* Within and outside of the state
* Mileage reimbursement

**0591 Services Purchased WITHIN the BOCES (or AU).**

Payments to the BOCES (or AU) or other school districts within the BOCES (or AU) for services other than tuition or transportation. Examples of such services are data processing, purchasing, nursing and guidance, assessment, and membership costs. Tuition must be reported with object 0561. Transportation must be reported with object 0511. Use of this code when appropriate ensures all inter-district payments can be eliminated when consolidating reports from multiple school districts and BOCES at state and federal levels.

**0594 Purchased Services from Districts by Charter Schools.**

This is the purchased service code to be used for purchased services between districts and charter schools in all program areas. Example: Program 2300, Object 0594 would be used to purchase General Administration Services. Offset to Source Codes 1954, 3954 and 4954.

**0600 Supplies.**

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

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

**0640 Books and Periodicals.**

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

**0730 Equipment.**

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

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

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

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

**0735 Non-Capital Equipment.**

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

**0800 Other Objects.**

Amounts paid for goods and services not otherwise classified above.

* Dues and fees for membership in professional organizations
* Internal reimbursement accounts
  + Transportation/field trips
  + Maintenance
  + Technology/IMS
  + Printing/Duplicating

**0855 School-wide Plan Distribution**

(For use by districts with Consolidated School-wide plans only)

**0869 Indirect Costs.**

Used with federal grants/projects.

**Rolling of the Bold**

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

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

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

Budget Considerations

**Allowable Technology**

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

A physical inventory of equipment[[2]](#footnote-3) (including Small and Attractive Items) should be taken and the results reconciled with the property records at least bi-annually. LEAs determine their own capitalization threshold.

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

**Food**

Generally, there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant. Sub-grantees hosting meetings should structure the agendas so there is time for participants to purchase their own food, beverages, and snacks. Grant award notices now include an enclosure that addresses the use of grant funds for conferences and meetings. The [“Memo on Conferences and Meetings”](http://www.cde.state.co.us/cdefisgrant/enclosure3conferenceandmeetings) may be found on the CDE Grants Fiscal page of [Federal Attachments](http://www.cde.state.co.us/cdefisgrant/federalattachments).

1. *If a code that the district would typically use is not available, then you would "roll to the bold" and use the closest available code. For example, if a salary position would be coded to 0110 in the district's accounting system, then here it would be coded to 0100 salary.* [↑](#footnote-ref-2)
2. ECFS §200.33 - *Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000. [↑](#footnote-ref-3)