

# REQUEST FOR PROPOSAL

**Proposals Due:** Tuesday, February 21, 2012 by 4:00 p.m.

**Application Information Webinar:** Tuesday, December 13, 2011 from 1:00 – 3:00 p.m.

**Letter of Intent Due:** Friday, December 16, 2011

**21<sup>st</sup> CCLC Grant Writing Training:** Thursday, January 12, 2012



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

Pursuant to: Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the  
*No Child Left Behind Act of 2001*

**For program questions contact:**

Tom Denning (denning\_t@cde.state.co.us or 303-866-6791)

**For fiscal/budget questions contact:**

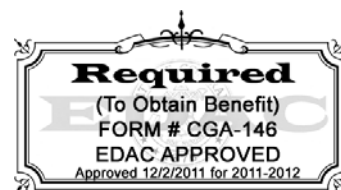
Marti Rodriguez (rodriguez\_m@cde.state.co.us or 303-866-6769)

**For RFP specific questions contact:**

Kim Burnham (burnham\_k@cde.state.co.us or 303-866-6916)

Issued by:

**cde**  
Colorado Department of Education  
Office of Dropout Prevention and Student Engagement  
201 E. Colfax, Room 301  
Denver, CO 80203



# TABLE OF CONTENTS

<b>BACKGROUND</b> .....	<b>3</b>
<b>PURPOSE OF GRANT</b> .....	<b>3</b>
<b>ELIGIBLE APPLICANTS</b> .....	<b>4</b>
<b>GRANT AWARDS</b> .....	<b>4</b>
<b>DURATION OF GRANTS</b> .....	<b>5</b>
<b>GRANT REQUIREMENTS</b> .....	<b>6</b>
<b>REPORTING, EVALUATION &amp; MONITORING</b> .....	<b>7</b>
<b>USE OF FUNDS</b> .....	<b>8</b>
<b>WAIVER PROCESS</b> .....	<b>9</b>
<b>AVAILABLE ASSISTANCE</b> .....	<b>9</b>
<b>REVIEW PROCESS</b> .....	<b>10</b>
<b>SUBMISSION PROCESS</b> .....	<b>10</b>
<b>APPLICATION FORMAT</b> .....	<b>11</b>
<b>BUDGET INSTRUCTIONS</b> .....	<b>12</b>
<b>PROPOSAL COVER PAGES</b> .....	<b>15</b>
<b>EVALUATION RUBRIC</b> .....	<b>17</b>

## **APPENDICES:**

**APPENDIX A: 21<sup>ST</sup> CCLC ELIGIBLE SCHOOLS INDICATORS**

**APPENDIX B: COLORADO 21<sup>ST</sup> CCLC PROGRAM OBJECTIVES AND PERFORMANCE**

**APPENDIX C: ASSURANCES AND CERTIFICATIONS**

**APPENDIX D: 21<sup>ST</sup> CCLC LETTER OF INTENT**

**APPENDIX E: TECHNICAL ASSISTANCE TRAINING REGISTRATION**

**APPENDIX F: QUALITY IMPROVEMENT PLAN (QIP) AND GUIDANCE**

**APPENDIX G: MONITORING AND QUALITY IMPROVEMENT TOOL AND SITE VISIT GUIDE**

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

*Proposals Due: Tuesday, February 21, 2012*

## Background

This Request for Proposal (RFP) 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 *No Child Left Behind Act of 2001* 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. Proposed programs must serve students that attend high poverty, low performing schools.

Approximately \$6 million is available to successful applicants. 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.

## Purpose of the Grant

The purpose of 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program is to provide opportunities for applicants to establish or expand activities in community learning centers. Services provided 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 and mathematics;*
- (2) *Offering students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, 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 literacy and related educational development.*

For more information regarding 21<sup>st</sup> CCLC programming, please refer to section B-1 of the 21<sup>st</sup> CCLC Non-Regulatory Guidance by visiting: <http://www2.ed.gov/programs/21stcclc/guidance2003.pdf>.

The following are the **priority areas** for this grant competition:

- Science, Technology, Engineering and Math (STEM) programming tied to Colorado Content Standards;
- Serving high school students;
- Project based and service learning programming; and/or
- Programs with 3 times the state average (1.69 %) number of McKinney-Vento homeless identified students.

## Eligible Applicants

Any public or private organization or consortia of organizations is eligible to apply for a **five-year 21<sup>st</sup>** CCLC grant. These include, but are not limited to public schools, non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. 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.

Charter Schools are required to include their authorizing school district when completing the budget. In addition charter schools are required to follow the guidance established by their authorizing district that pertains to submission of a proposal for competitive federal funding. If any charter school determines they will apply for funds in accordance to HB 11-1089 which states that the state Charter School Institute (CSI) may act as the local education for a district charter school or institute charter school in applying for a grant created by a federal statute are required to work directly with CSI who will be responsible for the submission of the budget.

Eligible entities must propose to serve students and the families of students who primarily attend high poverty, low performing schools as evidenced by:

- A Free and Reduced Lunch rate of 40% and above; **And**
- Demonstration of low achievement and low growth on Colorado reading and math content standards;

**Or**

- High schools that are three times the state rate (1.69 %) for high school eligibility of McKinney-Vento, regardless of poverty or performance.

Note: Entities currently receiving 21<sup>st</sup> CCLC funding are not eligible for this opportunity.

See Appendix A for a listing of all schools that meet the eligibility requirements (based on most current available data), but excludes any sites currently receiving at 21<sup>st</sup> CCLC grant.

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

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

## Grant Awards

The Colorado Department of Education will award approximately \$6 million in 21<sup>st</sup> Century Community Learning Center funds under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001*. 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.

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

Grants will be awarded in May 2012. First year grant funds must be obligated by June 30, 2013. Funded sites may begin to access funds on May 1, 2012 in order to prepare for a full year of programming beginning in Summer 2012. The first year must include a budget for a 14-month period while Years 2-4 will be for 12-month periods and Year 5 will be a 10-month period. Please note: Grants will not be made in an amount less than \$50,000 and no more than \$150,000 per year, per center.

In order to engage an early and continuing subgrantee focus on program sustainability, beginning with the fourth year of funding and continuing through the fifth year, *grant funding will decrease by 20% per year from the original award, but applicants must maintain the same level of services by supplementing the grant funds with other resources.* These may include federal, state and local resources, including in-kind contributions. For example, an original award of \$100,000 would be reduced to \$80,000 in the fourth year and \$60,000 in the fifth year. In no event will grant funds be reduced to a level of less than \$50,000 for each program year.

<b>Grant Year</b>	<b>Example Amount</b>	<b>Timeframe</b>
<b>Year 1:</b>	\$100,000	<i>May 1, 2012 – June 30, 2013</i>
<b>Year 2:</b>	\$100,000	<i>July 1, 2013 – June 30, 2014</i>
<b>Year 3:</b>	<i>\$100,000</i>	<i>July 1, 2014 – June 30, 2015</i>
<b>Year 4:</b>	\$80,000	<i>July 1, 2015 – June 30, 2016</i>
<b>Year 5:</b>	\$60,000	<i>July 1, 2016 – April 30, 2017</i>

Please note: Applications must adequately align the proposed use of funds in the budget and budget narrative. There will be no carryover of funds after June 30, 2017.

**Duration of Grants**

Grants will be awarded for a five-year period, subject to future congressional funding appropriations and an annual demonstration of adequate progress. See funding dates for years 1 – 5 above.

Continuation of funding in years 4 and 5 of the grant are contingent upon meeting assurances, requirements and terms of the grant as well as the following:

1. Successful completion of the Quality Improvement Plan for years 1, 2 and 3 of the grant.
2. Successful completion of the Process Checkpoints for years 1, 2 and 3 of the grant.
3. At least one compliant Monitoring and Quality Improvement Review during the first 3 years of the grant.
4. The Development of a comprehensive written sustainability plan by the end of year 3.
5. Sound fiscal standing.

## Grant Requirements

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

- A. Community learning centers must offer services *during non-school hours or periods when school is not in session*, including before school, after-school, evenings, weekends or during school breaks.

Applicants should design the operating schedules of their programs to meet the needs of participating students and their families. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation (including fall, winter, spring and summer breaks).

- B. Section 4204(b)(2)(H) of Title IV, Part B, 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.
- C. 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. (Note: “elementary school” and “secondary school” are defined in ESEA as any “nonprofit institutional day or residential school, including a public charter school...”)
- D. 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. Students who attend charter schools may participate in 21<sup>st</sup> CCLC programs established through an application submitted by other organizations.
- E. *Orientation, Networking Day, and Regional Trainings.* New subgrantees are required to attend a one-time grant orientation. In each year of the grant cycle, all subgrantees are required to participate in a one-day networking conference to discuss implementation issues and access technical assistance as well as at least one regional training day. Substitute time and travel expenses to support participation in these sessions should be built into the project budget.
- F. The application must provide assurances of specific state and federal requirements. See Certifications and Assurances in Appendix C (pages 34-43).
- G. As required by federal law, school districts submitting proposals 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 chose 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 asked to produce documentation of private school consultation at the initial technical assistance site visit. Grant recipients also should be able to produce documentation of ongoing annual private school consultation during monitoring visits.

## Reporting, Evaluation and Monitoring

Based on the guidance provided by the U.S. Department of Education (USDE), the following are requirements for the reporting, evaluation and monitoring of the 21<sup>st</sup> CCLC grant:

- A. *Reporting Requirements:* Currently, the USDE contracts with Learning Point Associates to design, deploy, and maintain a Web-based data collection system to capture information regarding 21<sup>st</sup> CCLC programs across the nation. This system is called the 21<sup>st</sup> CCLC Profile and Performance Information Collection System (PPICS). Colorado 21<sup>st</sup> CCLC subgrantees must complete two data modules annually in this reporting system. Applicants should consider the staff time to meet this program requirement in making budget and staffing decisions. Additional information about the PPICS system and the time demands of reporting will be provided during the grant training sessions.

*Grantee CDE data collection system.* Upon CDE implementation of the *Colorado 21<sup>st</sup> CCLC Data Collection System* subgrantees are required to complete scheduled training. Entry of site level data (e.g., attendance, academic progress, activity information) included in this system must begin within 30 days of completion of training. Following the initial entry of data, entries are completed on a weekly basis during program operation.

- B. *State Evaluation:* Subgrantees are expected to respond to data requests related to the state evaluation effort. Sites also provide individual student data by State Assigned Student ID (SASID). By accepting grant funds, subgrantees agree to participate in both the federal and state evaluation of the Colorado 21<sup>st</sup> CCLC program.

CDE is required to conduct a state-level evaluation of the effectiveness of programs and activities provided with 21<sup>st</sup> CCLC funds. This evaluation addresses the federal Government Performance and Results Act (GPRA) indicators for the 21<sup>st</sup> CCLC program, attached as Appendix B. In the past, the state evaluation has relied on data generated through PPICS and annual Networking Day activities. For this grant cycle, the evaluation design will expand to include the impact of regular attendance in 21<sup>st</sup> CCLC programs on student achievement over time. Note: The 21<sup>st</sup> CCLC State level data collection will be used for the state level evaluation.

- C. *Quality Improvement Plan:* Subgrantees must submit an annual Quality Improvement Plan (see appendix F for an example) to CDE. This is a requirement for securing continuation funding from year to year during the five-year term of this grant. Through these plans, subgrantees demonstrate that they are analyzing and applying local evaluation data to identify priorities and specific strategies for program improvement in an ongoing way. Subgrantees must successfully meet the requirements of the State Monitoring and Quality Improvement (MQI) tool (see appendix G for an example) and have a comprehensive sustainability plan in place by the end of Year 3.
- D. *Monitoring:* CDE monitors subgrantees' compliance with requirements of the grant program (including completion of a data-driven Quality Improvement Plan) on an annual basis through document review and telephone/email contacts. In addition, CDE will conduct at least two on-site visits to every funded center during the grant cycle. By accepting grant funds, the subgrantee agrees to participate fully in this monitoring process.

## Use of Funds

21<sup>st</sup> CCLC funding may be used to establish or expand *community learning centers* that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Grant funds must be used to **supplement and not supplant** any federal, state and local moneys currently being used to provide after-school 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 term to strengthen the program based on evaluation results. For each year of the five year grant cycle, all subgrantees must provide summer programming and out of school programming during the regular school year. A minimum of 12 hours of programming per week is required; this includes programming for students as well as families. Summer programming must begin in 2012. Out of school programming during the school year must begin in fall 2012.

The federal guidance for this program provides that local subgrantees are limited to providing the following activities:

### **Required Activities:**

- Costs associated with attending orientation, networking or regional training days (e.g., mileage, substitute costs, hotel if over 50 miles from event, etc.);

### **Recommended Activities:**

- Costs associated with the 21<sup>st</sup> CCLC Summer Institute (Out-of-state travel: flight, hotel, meals)
- STEM (Science, Technology, Engineering and Math) materials, training, and/or teachers;
- Stipends for state and federal evaluation data entry;
- Costs associated with service learning;
- Costs associated with project-based learning;
- Costs specific to high school programming (e.g., credit recovery, dropout prevention, etc.);

### **Allowable Activities:**

- Remedial education activities and academic enrichment\*\* learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;



- Programs for adult family members *of students participating* in a community center that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs and character education programs.

*\*\*Academic enrichment includes 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.*

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, FBOs may wish to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately. Office of Management and Budget (OMB) Circulars A-21 (for educational institutions) and A-122 (for non-profit organizations) provide further guidance regarding these accounting requirements.

## Waiver Process

In an effort to provide Local Education Agencies (LEAs) and schools the flexibility to move forward with educational change, Title X allows them the opportunity to have certain federal rules and regulations waived which may impede their educational progress. A school that receives 21<sup>st</sup> CCLC support may apply for waivers of requirements of other major federal education programs (e.g., ESEA Title I, Part A; Title II; Title IV; Title VI) if the requirements sought to be waived impede the school's ability to carry out its 21<sup>st</sup> CCLC plan. Colorado follows the waiver procedures established by our state. For more information on utilizing waivers to support school wide reform, please access CDE's website at: <http://www.cde.state.co.us/FedPrograms/ov/ef.asp>.

## Available Assistance

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

- **Online Resources.** The CDE 21<sup>st</sup> CCLC Web site offers links to other helpful online sites and resources. Go to <http://www.cde.state.co.us/cdecomp/21stLinks.htm>

- **Grant Writing Training and Webinar Sessions.** Please note: These training sessions are voluntary; however, it is highly recommended that new applicants attend these sessions in order to write a high quality grant. See Attachment E for the training registration form. The following trainings will be provided:
  - Application Information Webinar **December 13 , 2011**
  - 21<sup>st</sup> CCLC Grant Writing Training **January 12 , 2011**
- **Individual Consultation** in planning, writing and revising your proposal. 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. Applicants may contact one of the following consultants directly to provide feedback on their proposals or to facilitate the planning process for the proposal:
  - John Kerr [johndkerr@comcast.net](mailto:johndkerr@comcast.net)
  - Carla McGuane [clmcguane@comcast.net](mailto:clmcguane@comcast.net)

**Review Process**

Teams of reviewers with expertise in the field of after-school programming will review the proposals. This review will be based on the specific criteria listed in this RFP and detailed in the scoring rubric. There is no guarantee that submission of a proposal will result in funding or funding at the requested level. Only proposals that meet all eligibility criteria and that are scored by the expert review panel at 101 points or higher on the review rubric will be considered for funding. All application decisions are final. Applicants will receive notification regarding the status of their application by Friday, March 30, 2012.

**Submission Process and Deadline**

The **original plus 4 hard copies (5 copies total) of the application and electronic budget** must be received at CDE by Tuesday, February 21, 2012 at 4:00 pm. In addition to the 5 hard copies, **an electronic copy of the proposal and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us.** The electronic version should include all required components of the proposal as one document. Please attach the electronic budget workbook as a separate document. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Proposals will be due **by 4 p.m. on Tuesday, February 21, 2012** to:

**Nicole Dake**  
**Colorado Department of Education**  
**Competitive Grants and Awards**  
**1560 Broadway, Suite 1450**  
**Denver, CO 80202**

&

Submit an electronic copy of the narrative and electronic budget to:  
**CompetitiveGrants@cde.state.co.us**

## **Required Elements**

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria.

### **Part I: Proposal Introduction**

Cover Page  
Center Information and Signature Page  
Certifications and Assurances (Appendix C)  
Excel Budget Workbook  
Executive Summary  
Table of Contents

### **Part II: Narrative (No more than 20 pages)**

A. Need for Project  
B. Quality of Project Design  
C. Evaluation  
D. Quality of Management Plan  
E. Adequacy of Resources

### **Part III: Required Appendices**

A. Letters of Commitment  
B. Job Descriptions of Key Personnel or Organizational Charts  
C. Research citations  
D. Project Implementation Matrix (e.g., timeline, project plan)

## **Application Format**

- Do not identify specific district or schools anywhere within the proposal *except* on the cover pages. The application narrative and headers or footers should not include any identifying information; use general terms ‘the district’ or ‘the school’ and ‘the project’. Scoring of the proposal is completed based on a blind review.
- The total narrative of the application cannot exceed **20 pages**.
- All pages of the narrative must be standard letter size, 8-1/2” x 11” using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Staple the pages of the original and each copy of the proposal in the upper left hand corner. Do not use paperclips, rubber bands, binders or report covers.

The submission of duplicate proposals that are identical, except for names and descriptions of the eligible site, are not accepted. Proposals 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 site.

## Budget Instructions

Complete the electronic budget (<http://www.cde.state.co.us/cdecomp/21stCCLC/21stGrant.htm>) and budget narrative for five budget periods, beginning with the May 1, 2012 through June 30, 2013 period.

The budget narrative must describe a clear relationship between the activities described in the application and the proposed allocation of grant funds. The budget narrative must also address the necessity and rationale of proposed costs. Grant funds must be used to supplement and not supplant other federal, state or local funds. As applicable, the budget narrative should provide information regarding the source and amount of other resources that will be used to support the proposed project in addition to the Federal funds requested, and in years 2-5, the required match.

For the first budget period (2012 - 2013) the level of detail provided in the budget and narrative should be fairly specific. Budget allocations and narrative descriptions for the following four program years may be more general. When final grant amounts have been determined through the application review process, a more detailed budget may be required that is consistent with the approved budget and application review comments. Grant funds cannot be obligated or spent until a final budget has been received and approved by CDE.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. Your budget narrative should give enough detail so that the appropriate object category can be confirmed.

**Instructional Program.** Instruction includes the activities dealing directly with the interactions between staff and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, or in other locations such as those involving co-curricular activities. Instruction also may be provided through some other approved media such as television, radio, telephone or correspondence. Included are the activities of paraprofessionals (aides) or classroom assistants of any type which assist teachers in the instructional process.

**Support Program.** Support service programs are those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff and the community.

**(100) Salaries** - Amounts paid for personal services for both permanent and temporary 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/agency/organization.

**(200) Employee Benefits** - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never-the-less are part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to Other Purchased Services (500).

**(300) 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.

**(500) Other Purchased Services** – Amounts paid for services rendered by organizations or personnel not on the payroll of the 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.

**(600) 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 fixed assets, as evaluated by the district's fixed assets policy, may be coded as supply items, or may be coded as Non-Capital Equipment. Items that contribute to a district's fixed assets must be coded as equipment. Include all supplies, food, books and periodicals and electronic media materials here.

**(800) Other Expenses** – Amounts paid for goods and services not otherwise classified above.

Some expenditures may cross object category lines. For example, community services or parental involvement may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

**Indirect Costs** – Indirect costs are those elements of costs necessary in the provision of a service which are of such nature that they cannot be readily or accurately identified with the specific service.

**School Districts Only:** School districts may budget indirect costs only if they are designated as the fiscal agent. The indirect cost rate used varies by district. Your district budget office should provide this rate to you, or you may access it by going to CDE's web page and linking to School Finance.

**Other Subgrantees:** CDE determines rates for school districts and BOCES only. If you are budgeting indirect costs, you must have, or must establish, an indirect cost rate agreement to charge indirect costs. Such rate agreement is established by your cognizant agency. No indirect costs may be charged unless CDE receives a copy of this agreement.

Note: Charter Schools are required to include the authorizing school district when completing the budget. In addition charter schools are required to follow the guidance established by their authorizing district that pertains to submission of a proposal for competitive federal funding. If any charter school determines they will apply for funds in accordance to HB 11-1089 which states that the state Charter School Institute (CSI) may act as the local education agency for a district charter school or institute charter school in applying for a grant created by a federal statute are required to work directly with CSI who will be responsible for the submission of the budget.

## Application Checklist

The *Application Checklist* is provided for the use of the applicant only. Do not include this page with the submitted application.

### Part I: Proposal Introduction

- Cover Page information is completed in full
- Center Information and Signature Page is completed in full and signed by the appropriate participants
- Signed Assurances Pages (Appendix C)
- Completed and accurate Excel budget workbook is attached (<http://www.cde.state.co.us/cdecomp/21stCCLC/21stGrant.htm>)
- Executive Summary (no more than 1 page – without identifying info) is provided
- Table of Contents is provided

### Part II: Narrative (The total narrative of the application may not exceed **20 pages**)

- Narrative addresses all selection criteria
- Narrative meets all formatting requirements
- Each item on the Budget Sheet is complete 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: Attachments (Only the following may be attached)

- Letter(s) of Commitment from the collaborating organizations, if applicable
- Disaggregated student performance baseline data
- Job Descriptions of Key Personnel or Organizational Charts, if applicable
- Research Citations
- Project Implementation Matrix (e.g., timeline, project plan)

Submit an electronic copy of the entire proposal (with electronic budget) to:

**CompetitiveGrants@cde.state.co.us.** *Mail or hand deliver the original plus 4 copies of the completed application to:*

*Nicole Dake  
Colorado Department of Education  
Office of Federal Programs  
Competitive Grants and Awards Unit  
1560 Broadway, Suite 1450  
Denver, Colorado 80202.*

**21<sup>st</sup> Century Community Learning Centers (CCLC) Grant  
2012**

**PART I: COVER PAGE** *(Complete and attach as the first page of proposal)*

<b>Name of Lead Local Education Agency (LEA)/Organization:</b>			
Mailing Address:			
<b>District Code:</b>		<b>DUNS #*:</b>	
<b>Application Contact:</b>			
Telephone:		Email:	
<b>Signature:</b>			
<b>Program Contact Person:</b>			
Telephone:		Email:	
<b>Signature:</b>			
<b>Fiscal Manager</b> <i>(Please note: Charter schools within a district must list the <u>District</u> Fiscal Contact. Institute Charter Schools must list the <u>CSI</u> Fiscal Contact.):</i>			
Telephone:		Email:	
<b>Signature:</b>			
<b>Type of Organization:</b> <i>Check one box below that best describes your organization.</i>			
<input type="checkbox"/> Public School	<input type="checkbox"/> Public School District	<input type="checkbox"/> Board of Cooperative Educational Services (BOCES)	<input type="checkbox"/> Non-Profit
<input type="checkbox"/> City/County Government	<input type="checkbox"/> Faith-Based	<input type="checkbox"/> Higher Education	<input type="checkbox"/> For -Profit
<b>Grade levels to be served:</b>	<input type="checkbox"/> Elementary School	<input type="checkbox"/> Middle School	<input type="checkbox"/> High School
<b>Amount Requested:</b> <i>Indicate the amount of funding you are requesting. Please note: This amount should match line 16 of the CDE Budget Form and must demonstrate a decrease in grant funding by 20% per year in years 4 and 5 from the original year one award. Note: Grants will not be made in an amount less than \$50,000 and no more than \$150,000 per year per center.</i>	<b>Year 1</b> <i>(May 1, 2012 – June 30, 2013):</i> \$		
	<b>Year 2</b> <i>(July 1, 2013 – June 30, 2014):</i> \$		
	<b>Year 3</b> <i>(July 1, 2014 – June 30, 2015):</i> \$		
	<b>Year 4</b> <i>(July 1, 2015 – June 30, 2016):</i> \$		
	<b>Year 5</b> <i>(July 1, 2016 – April 30, 2017):</i> \$		

\*Per 2CFR Chapter I Part 25 and the Office of Management and Budget guidance on FFATA Subaward and Executive Compensation Reporting issued on August 27, 2010, subawards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to the Colorado Department of Education as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling 866-705-5711.

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

## Part IA: Signature Page

*(Complete and attach after cover page. If necessary, additional copies of this page may be attached.)*

**Single Center Application**

*(Complete this form if applying for only one center location)*

**Consortium Application**

*(Copy and complete this page for **each** center in the consortium)*

**Required Signatures: District Superintendent, School Board President/Organization President and Principal(s).**

## Site Information and Signatures

Name of Proposed 21<sup>st</sup> CCLC Center: \_\_\_\_\_

Hours/Days/Months of Operation\*: \_\_\_\_\_

District of Participating Schools: \_\_\_\_\_

District Superintendent/Organization President

Signature: \_\_\_\_\_

\*Please note: Each participating center must be open for no less than 12 hours per week.

**The principal of each participating school must provide a signature. The box below may be copied if multiple schools are participating.**

School Name: \_\_\_\_\_

Principal Name: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

## Primary Partner Information

*Provide contact information for the Primary Partner for the proposed program.*

Name of Primary Partner: \_\_\_\_\_

Contact Person: \_\_\_\_\_

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

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Contact Signature: \_\_\_\_\_



# 21<sup>st</sup> Century Community Learning Centers (CCLC) Grant Evaluation Rubric

**Applicant:** \_\_\_\_\_

<b>Part I:</b>	<b>Proposal Introduction</b>	No Points
<b>Part II:</b>	<b>Narrative</b>	
	Section A: Need for Project	/15
	Section B: Quality of Project Design	/43
	Section C: Evaluation	/17
	Section D: Quality of Management Plan	/59
	Section E: Adequacy of Resources	/25
	Excel Budget	No Points
	<b>Subtotal</b>	<b>/159</b>
	<b>Priority Points</b> (if applicable)	<b>/10</b>
	<b>Application Total:</b>	_____

**GENERAL COMMENTS:** *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

**Strengths:**

- 
- 

**Weaknesses:**

- 
- 

**Required Changes:**

- 
- 

**Recommendation:**

Funded _____
--------------

Funded w/Changes _____
------------------------

Not Funded _____
------------------

# Request for Proposal Selection Criteria & Evaluation Rubric

## Part I: Proposal Introduction

**No Points**

### Cover Pages and Certification & Assurances Form

Complete the attached cover page, signature pages and Certification Form and attach as the first three pages of the proposal.

### Executive Summary

Provide a brief description (**no more than 1 page**) of the proposed 21<sup>st</sup> CCLC project without the site identified. You may include a description of the community. Please do not directly identify the specific schools, districts, towns/counties, or organization due to the nature of the review process (e.g., Blind Review). This summary **does not count** toward the 20-page narrative page limit.

### Table of Contents

Place a table of contents after the Executive Summary.

## Parts II: Narrative

**159 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 101 points out of the 159 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. *Note: An additional 10 points are available in Section F. These points (if applicable) will be added to the overall application total. Only those grants receiving 101 points or higher will be considered for funding.* All application decisions are final.

<b>Section A: Need for Project</b>	<b>Inadequate</b> (information not provided)	<b>Minimal</b> (requires additional clarification)	<b>Adequate</b> (clear and fairly complete)	<b>Excellent</b> (concise and thoroughly developed)
<b>Applicants Please Address the Following:</b>				
1) The application includes an analysis of objective data, including citations of data sources, establishing the need for academic enrichment and additional services for students and their families in the schools and communities targeted.	0	1	3	5
2) The application identifies specific gaps or weaknesses in current out-of-school-time services, infrastructure or opportunities, including the nature and magnitude of those gaps and weaknesses.	0	1	3	5
3) Identify the sub-populations of students (and, as applicable their families) the proposed program is designed to serve. Including: grade level, gender, race/ethnicity, special populations, etc.	0	1	3	5
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				___/15

<b>Section B: Quality of Project Design</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Applicants Please Address the Following:</b>				
1) The application describes the proposed collaboration with partners, including a community-based organization (CBO) 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.	0	3	5	7
2) The application addresses the respective roles and responsibilities of the partners in: <ul style="list-style-type: none"> <li>• Planning the program design;</li> <li>• Delivering program services; and</li> <li>• Planning for program sustainability after the grant term ends.</li> </ul>	0	1	3	5
3) Provides 3 – 5 specific goals that are aligned with the purposes of the 21 <sup>st</sup> CCLC program. (See page 3 for a description of the purposes of the 21 <sup>st</sup> CCLC program.) Include measurable participant outcomes for each goal. A goal for academic achievement must be included.  Specific objectives and outcomes that demonstrate progress in achievement of identified goals are provided for <b><i>each of the five years of the grant.</i></b>	0	3	5	7
4) Describe the outreach activities that will be conducted to encourage the participation for the students (and, as applicable, their families) identified in Section B (3) in the program.	0	1	3	5
5) Describe the specific academic activities that will be implemented and how the proposed activities will improve student achievement, including evidence-based research.  Provide research based evidence that program elements, including strategies and activities, will help students meet state and local student academic achievement standards. Include citations of research as an addendum.	0	3	5	7
6) Describe the specific enrichment activities (e.g., youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs and character education programs)that will be implemented and how the proposed activities will improve student achievement, including evidence-based research.  Provide research based evidence that program elements, including strategies and activities, will help students meet state and local student academic achievement standards. Include citations of research as an addendum.	0	3	5	7

7) Explain how the proposed quality programming will be engaging for students and parents/families, resulting in regular attendance and participation.	0	1	3	5
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<u>    </u> /43

<b>Section C: Quality of Project Evaluation</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Applicants Please Address the Following:</b>				
1) Describe how your program will use formal and informal data to inform program quality, including but not limited to: <ul style="list-style-type: none"> <li>a. monitor student academic progress;</li> <li>b. address student interests and needs;</li> <li>c. review attendance data to inform programming hours;</li> <li>d. monitor students' social and emotional development; and</li> <li>e. achievement of program goals.</li> </ul> May include a combination of internal program evaluation systems and external evaluation.	1	3	5	7
2) Describe the evaluation methods that will be used and show how these methods are thorough, feasible and appropriate to the goals and objectives/outcomes of the proposed project and will produce quantitative and qualitative data to the extent possible.	0	1	3	5
3) The application defines how results of the evaluation will be used to refine, improve and strengthen the program and how the applicant will make evaluation results available to the public upon request.	0	1	3	5
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<u>    </u> /17

Section D: Quality of Management Plan	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)
<b>Applicants Please Address the Following:</b>				
1) The application describes how parents, students and the community partners were involved in developing the 21 <sup>st</sup> CCLC plan and their ongoing collaborative roles in implementing the proposed project. <i>(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.)</i>	1	3	5	7
2) Describe how the proposed program will coordinate with the students' school day. Include how the sharing of expertise, continuity of expectations and coordinated emphasis on academic outcomes and to facilitate joint use of the school facility will occur.	0	1	3	5
3) Describe the capacity of program leadership (Program Director, Site Coordinator(s), Fiscal officers, and Data Analyst) to provide effective program implementation, including oversight "big picture" planning elements as curriculum and instructional approaches, professional development, and ongoing monitoring of program effectiveness.	1	3	5	7
4) Describe how your program will recruit 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. <i>(Attach job descriptions of key personnel and organizational charts as an addendum.)</i>	0	1	3	5
5) Professional activities planned for staff, including but not limited to: a. Regular staff meetings; and, b. Professional development.	0	1	3	5
6) Describe how program connects with family and community resources.	0	1	3	5

<p>7) Provide a clearly detailed matrix (e.g., timeline, Project plan) for program implementation including the key strategies to reach goals and activities. Timeline identifies major implementation activities, interim benchmarks and the date by which they will be accomplished.</p> <p><b>For example:</b></p> <table border="1" data-bbox="126 415 849 537"> <thead> <tr> <th data-bbox="126 415 305 491">Strategies /Activities</th> <th data-bbox="305 415 488 491">Interim Benchmarks</th> <th data-bbox="488 415 667 491">Timeline</th> <th data-bbox="667 415 849 491">Person(s) Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="126 491 305 537"></td> <td data-bbox="305 491 488 537"></td> <td data-bbox="488 491 667 537"></td> <td data-bbox="667 491 849 537"></td> </tr> </tbody> </table>	Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible					0	1	3	5
Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible									
<p>8) Describe how the proposed 21<sup>st</sup> CCLC program and activities are aligned with the Unified Improvement Plan of the school(s) from which the center will draw students.</p>	0	1	3	5								
<p>9) Describe the program schedule including the number of hours of programming/week (a minimum of 12 hours per week) and weeks of programming/year to be provided during the regular school year and as applicable, during the summer break.</p>	0	1	3	5								
<p>10) Describe how the facility in which the program will be housed is safe and accessible (ADA) and how students will travel safely to and from the center and home.</p>	0	1	3	5								
<p>11) Describe strategies and activities to encourage and document regular student attendance in the proposed 21<sup>st</sup> CCLC program and activities.</p>	0	1	3	5								
<p><b>Reviewer Comments:</b></p>												
<p><b>TOTAL POINTS</b></p>				<p>___/59</p>								

<b>Section E: Adequacy of Resources</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Applicants Please Address the Following:</b> Provide a budget (available at: <a href="http://www.cde.state.co.us/cdecomp/21stCCLC/21stGrant.htm">http://www.cde.state.co.us/cdecomp/21stCCLC/21stGrant.htm</a> ) and budget narrative to demonstrate items (1) – (3). Provide narrative to respond to items (4) – (5). Address how:				
1) The costs of the proposed project (as presented in the attached budget and budget narrative) are reasonable and the budget sufficient.	0	1	3	5
2) The budget and the budget narrative adequately detail the proposed use of funds in relation to the objectives, design and scope of project activities.	0	1	3	5
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.	0	1	3	5
4) The commitment of each partner to the successful implementation of the proposed project is relevant and demonstrated.	0	1	3	5
5) Provide a preliminary plan for sustaining center activities through the term of the grant as grant funding decreases each year and at the end of the grant term.	0	1	3	5
<b>Reviewers Comments:</b>				
<b>TOTAL POINTS</b>				___/25

<b>Section F: Priority Areas (If applicable)</b>	<b>Inadequate (information not provided)</b>	<b>Adequate (clear and fairly complete)</b>
1) Describe the research based STEM Activities that will be implemented within your program including targeted populations, staff skills and/or experience utilized, ties to school day etc.	0	2
2) Describe the research based service-learning approach (i.e., Investigation, Planning, Action, Reflection, Demonstration and Celebration) that will be implemented within your program including targeted populations, staff skills and/or experience utilized, ties to school day etc. Discuss how the quality practice indicators (i.e., meaningful service, link to curriculum, duration and intensity, partnerships, youth voice, diversity, reflection and progress monitoring) will be addressed through that approach.	0	2
3) Describe the research based Project Based Learning approach that will be implemented within your program including targeted populations, staff skills and/or experience utilized, ties to school day etc.	0	2
4) Describe the research based strategies and programming to engage high school aged youth in academic and enrichment activities that will be implemented within your program including targeted populations, staff skills and/or experience utilized, aligns to school day etc.	0	2
5) Describe the research based strategies and programming used to serve homeless students during programming in those sites where the number of McKinney-Vento students is three times the state average (1.69 %).	0	2
<b>Reviewers Comments:</b>		
<b>TOTAL POINTS</b>		<b>___/10</b>



## Appendices

### APPENDIX A: NEW 21<sup>ST</sup> CCLC ELIGIBLE SCHOOLS

Eligible entities must propose to serve students and the families of students who primarily attend high poverty, low performing schools as evidenced by:

- A Free and Reduced Lunch rate of 40% and above; **And**
- Demonstration of low achievement and low growth on Colorado reading and math content standards;

**Or**

- High schools that are three times the state rate for high school eligibility of McKinney-Vento, regardless of poverty or performance.

Based on the criterion above, the following sites are eligible to apply as new applicants for the 21<sup>st</sup> CCLC grant program:

District Name	School Name
<b>Adams 12 Five Star Schools</b>	Coronado Hills Elementary School Federal Heights Elementary School Mc Elwain Elementary School Rocky Mountain Elementary School Vantage Point
<b>Adams County 14</b>	Adams City High School Alsup Elementary School Central Elementary School Dupont Elementary School Lester R Arnold High School Rose Hill Elementary School
<b>Adams-Arapahoe 28J</b>	APS Online School Arkansas Elementary School Aurora Central High School Aurora West College Preparatory Academy AXL Academy Boston K-8 School Crawford Elementary School Dartmouth Elementary School Elkhart Elementary School Fletcher Intermediate Science & Technology School Fletcher Primary School Fulton Elementary School Gateway High School

<b>Adams-Arapahoe 28J (Continued)</b>	Iowa Elementary School Jewell Elementary School Kenton Elementary School Laredo Elementary School Lotus School For Excellence Mrachek Middle School New America School Paris Elementary School Park Lane Elementary School Sixth Avenue Elementary School Vanguard Classical School Vista Peak P-8 Exploratory Wheeling Elementary School
<b>Agate 300</b>	Agate Elementary School
<b>Aguilar Reorganized 6</b>	Aguilar Elementary School Aguilar Junior-Senior High School
<b>Archuleta County 50 JT</b>	Archuleta County High School
<b>Arickaree R-2</b>	Arickaree Undivided High School
<b>Arriba-Flagler C-20</b>	Flagler Elementary School Flagler Senior High School
<b>Bethune R-5</b>	Bethune Junior-Senior High School
<b>Boulder Valley RE 2</b>	Arapahoe Ridge High School Boulder Prep Charter High School Emerald Elementary School Gold Hill Elementary School Halcyon School (Special Education) Justice High Charter School
<b>Branson Reorganized 82</b>	Branson Elementary School Branson Undivided High School
<b>Brighton 27J</b>	Brighton Heritage Academy North Elementary School Northeast Elementary School
<b>Buena Vista R-31</b>	Buena Vista Online Academy Chaffee County High School
<b>Burlington RE-6J</b>	Burlington Middle School
<b>Calhan RJ-1</b>	Frontier Charter Academy
<b>Campo RE-6</b>	Campo Elementary School Campo Undivided High School
<b>Canon City RE-1</b>	Garden Park High School
<b>Centennial R-1</b>	Centennial Elementary School Centennial Junior High School
<b>Center 26 JT</b>	Haskin Elementary School The Academic Recovery Center of San Luis Valley

<b>Charter School Institute</b>	Early College High School at Arvada GOAL ACADEMY Pikes Peak Prep Scholars To Leaders Academy T.R. Paul Academy of Arts & Knowledge
<b>Cheraw 31</b>	Cheraw Elementary School Cheraw High School
<b>Colorado School For The Deaf and Blind</b>	Colorado School For The Deaf and Blind
<b>Colorado Springs 11</b>	Achievek12 Community Prep Charter School Jack Swigert Aerospace Academy Life Skills Center of Colorado Springs Monroe Elementary School Nikola Tesla Education Opportunity Center Space Technology and Arts Academy (Star Academy) The Bijou School Wasson High School
<b>Creede School District</b>	Creede Middle/High School Lamb Elementary School
<b>De Beque 49JT</b>	De Beque Undivided High School
<b>Del Norte C-7</b>	Underwood Elementary School
<b>Delta County 50(J)</b>	Crawford Elementary School Delta Academy of Applied Learning Delta County Opportunity School
<b>Denver County 1</b>	Abraham Lincoln High School Academy of Urban Learning Ace Community Challenge Charter School Amesse Elementary School Ashley Elementary School Barrett Elementary School Bryant Webster K-8 School Centennial K-8 School Cesar Chavez Academy Denver Charles M. Schenck (Cms) Community School Cheltenham Elementary School College View Elementary School Colorado High School Columbian Elementary School Columbine Elementary School Contemporary Learning Academy High School Emily Griffith Opportunity School Escuela Tlatelolco School

<b>Denver County 1 (Continued)</b>	Fairmont K-8 School Fairview Elementary School Florence Crittenton High School Godsman Elementary School Goldrick Elementary School Green Valley Elementary School Greenlee Elementary School Greenwood Elementary School Justice High School Denver Kaiser Elementary School Life Skills Center of Denver Manny Martinez Middle School Martin Luther King Middle College Mathematics and Science Leadership Academy Maxwell Elementary School Mc Glone Elementary School Montbello High School Newlon Elementary School North High School Northeast Academy Charter School Oakland Elementary School Online High School P.R.E.P. (Positive Refocus Education Program) P.S.1 Charter School Pioneer Charter School Pitt-Waller K-8 School Place Bridge Academy Schmitt Elementary School SKYLAND COMMUNITY HIGH SCHOOL Smith Elementary School Stedman Elementary School Summit Academy Trevista Ece-8 at Horace Mann Valverde Elementary School Venture Prep West High School Whittier K-8 School Wyatt-Edison Charter Elementary School
<b>Dolores County RE No.2</b>	Dove Creek High School
<b>Douglas County RE 1</b>	Hope On-Line
<b>Eads RE-1</b>	Eads Elementary School
<b>East Grand 2</b>	Grand Lake Elementary School
<b>Edison 54 JT</b>	Edison Elementary School

<b>Englewood 1</b>	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL ENGLEWOOD HIGH SCHOOL
<b>Fort Morgan RE-3</b>	FORT MORGAN HIGH SCHOOL Lincoln High School
<b>Fremont RE-2</b>	Focus Academy
<b>Frenchman RE-3</b>	Fleming High School
<b>Garfield 16</b>	Bea Underwood Elementary School
<b>Genoa-Hugo C113</b>	Genoa-Hugo Elementary School
<b>Greeley 6</b>	East Memorial Elementary School Maplewood Elementary School Martinez Elementary School Romero Elementary School
<b>Gunnison Watershed RE1J</b>	Marble Charter School
<b>Harrison 2</b>	Monterey Elementary School New Horizons Day School Stratton Meadows Elementary School
<b>Hi-Plains R-23</b>	Hi Plains Undivided High School
<b>Huerfano RE-1</b>	Gardner Elementary School Peakview School
<b>Idalia RJ-3</b>	Idalia Junior-Senior High School
<b>Ignacio 11 JT</b>	Ignacio Elementary School Ignacio High School Ignacio Junior High School
<b>Jefferson County R-1</b>	Alameda High School ARVADA HIGH SCHOOL Arvada K-8 Brady Exploration School Compass Montessori - Wheat Ridge Charter School Connections Learning Center On The Earle Johnson C Excel Academy Charter School Jefferson County Open Secondary Lincoln Charter Academy Mc Lain High School Miller Special Education Molholm Elementary School New America School Pleasant View Elementary School Rocky Mountain Deaf School Sobesky Academy
<b>Johnstown-Milliken RE-5J</b>	Milliken Elementary School
<b>Karval RE-23</b>	Karval Junior-Senior High School
<b>Kim Reorganized 88</b>	Kim Elementary School Kim Undivided High School

<b>Kit Carson R-1</b>	Kit Carson Elementary School
<b>La Veta RE-2</b>	La Veta Junior-Senior High School
<b>Lake County R-1</b>	Westpark Elementary School
<b>Las Animas RE-1</b>	Las Animas Middle School
<b>Liberty J-4</b>	Liberty Junior-Senior High School
<b>Lone Star 101</b>	Lone Star Elementary School Lone Star Middle School
<b>Manzanola 3J</b>	Manzanola Junior-Senior High School
<b>Mapleton 1</b>	Achieve Academy Clayton Partnership School Global Leadership Academy Mapleton Expeditionary School of The Arts Meadow Community School Monterey Community School North Valley School For Young Adults The New America School Welby Montessori School
<b>Mesa County Valley 51</b>	Chatfield Elementary School Chipeta Elementary School Gateway School R-5 High School
<b>Moffat 2</b>	Moffat Elementary School Moffat Senior High School
<b>Moffat County RE:No 1</b>	Sandrock Elementary
<b>Monte Vista C-8</b>	Byron Syring Delta Center Monte Vista Senior High School
<b>Montezuma-Cortez RE-1</b>	Battle Rock Charter School Manaugh Elementary School Pleasant View Elementary School Southwest Open Charter School
<b>Montrose County RE-1J</b>	Passage Charter School Vista Charter School
<b>Mountain BOCES</b>	Mountain Boces Day Treatment Center Yampah Teen Parent Program
<b>Mountain Valley RE 1</b>	Mountain Valley Elementary School Mountain Valley Middle School Mountain Valley Senior High School
<b>North Conejos RE-1J</b>	La Jara Second Chance School
<b>Park County RE-2</b>	Guffey Charter School Lake George Charter School
<b>Plainview RE-2</b>	Plainview Elementary School Plainview Junior-Senior High School
<b>Platte Valley RE-3</b>	Revere Junior-Senior High School

<b>Poudre R-1</b>	Poudre Community Academy
<b>Pritchett RE-3</b>	Pritchett Elementary School Pritchett High School Pritchett Middle School
<b>Pueblo City 60</b>	Bessemer Elementary School CENTENNIAL HIGH SCHOOL Central High School DOLORES HUERTA PREPARATORY HIGH SCHOOL EAST HIGH SCHOOL Fountain International Magnet School Haaff Elementary School Irving Elementary School Keating Continuing Education Olga A Hellbeck Elementary School Park View Elementary School Roncalli Middle School SOUTH HIGH SCHOOL South Park Elementary School Spann Elementary School Youth & Family Academy Charter
<b>Pueblo County 70</b>	Futures Academy
<b>Roaring Fork RE-1</b>	Carbondale Middle School Crystal River Elementary School
<b>Rocky Ford R-2</b>	Jefferson Intermediate School Rocky Ford Junior/Senior High School
<b>Salida R-32</b>	Horizons Exploratory Academy
<b>Sheridan 2</b>	Fort Logan Elementary School Sheridan High School Sheridan Middle School
<b>Silverton 1</b>	Silverton Elementary School Silverton High School Silverton Middle School
<b>South Conejos RE-10</b>	Antonito Junior High School
<b>St Vrain Valley RE 1J</b>	LONGMONT HIGH SCHOOL Olde Columbine High School SKYLINE HIGH SCHOOL Spangler Elementary School
<b>Strasburg 31J</b>	Prairie Creeks Charter School
<b>Stratton R-4</b>	Stratton Senior High School
<b>Thompson R2-J</b>	Harold Ferguson High School Thompson Online
<b>Valley RE-1</b>	Smith High School
<b>Vilas RE-5</b>	V.I.L.A.S. Online School

<b>Vilas RE-5</b>	Vilas Elementary School Vilas Undivided High School
<b>Weld County RE-1</b>	Gilcrest Elementary School Valley High School
<b>West End RE-2</b>	Paradox Valley Charter School
<b>Westminster 50</b>	Fairview Elementary School Flynn Elementary School Francis M. Day Elementary School Harris Park Elementary School Hidden Lake High School IVER C. RANUM HIGH SCHOOL Iver C. Ranum Middle School Josephine Hodgkins Elementary School M. Scott Carpenter Middle School Mesa Elementary School Shaw Heights Middle School Sherrelwood Elementary School Skyline Vista Elementary School Tennyson Knolls Elementary School Westminster Elementary School Westminster High School
<b>Widfield 3</b>	Discovery High School Martin Luther King Jr Elementary School
<b>Woodlin R-104</b>	Woodlin Undivided High School



**Appendix B: 21<sup>st</sup> Century Community Learning Centers  
Federal Government Performance and Results Act (GPRA)  
Objectives and Performance Indicators**

- Percentage of regular program participants whose grades in mathematics or English improved from fall to spring. *NOTE: The Colorado Department of Education has opted not to collect and report data through PPICS on the grades of students participating in 21<sup>st</sup> CCLC programs.*
- Percentage of regular program participants whose achievement test scores improved from not proficient to proficient or above on state assessments.
- Percentage of regular program participants with teacher-reported improvement in homework completion and class participation.
- Percentage of regular program participants with teacher-reported improvements in student behavior.
- Percentage of 21st CCLCs reporting emphasis in at least one core academic area.
- Percentage of 21st CCLCs offering enrichment and support activities in technology.
- Percentage of 21st CCLCs offering enrichment and support activities in other areas.

**Appendix C**  
**ASSURANCES AND CERTIFICATIONS**  
**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.

The Assurances and Certifications found in Appendix C (pages 34 – 43) include: Single Assurances, General Assurances (Applies to all recipients of federal grants); Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transaction; Limitation on Use of Appropriated Funds (Lobbying); and CDE Administered 21<sup>st</sup> Century Community Learning Centers Grant Program.

If an applicant is not funded, then they are not bound by the assurances and certifications for purposes of this grant proposal cycle.

*By signing below, the applicant assures that they will comply with all assurances and certifications found in Appendix C (pages 34 – 43).*

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

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

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

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

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

\*If you checked Community Center Board, non-profit, or other, please complete the following information:

Name of  
Organization:

\_\_\_\_\_

Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone Number:

\_\_\_\_\_

Contact Person:

\_\_\_\_\_

FEIN Number:

\_\_\_\_\_

- I. In consideration of participation in any educational program for which federal funds are available,
- including but not limited to those programs checked below and any federal competitive grant program administered by the Colorado Department of Education, and
  - of receiving federal funds to carry out any such program

- II. The Board of Directors of  (legal name),  
 (check one)  School district  Board of Cooperative Services (BOCES)  
 State Agency  Community Center Board  
 Non Profit  Other (specify )

- III. Provides the following assurances, checked below and described in the identified attachments, to the Colorado Department of Education by action at its meeting of  (month, day, year).

	Attachment	Program
<b>X</b>	<b>A</b>	<b>General – This applies to all recipients of Federal Grants.</b>
	B	Title I, Part A, No Child Left Behind Act of 2001 (NCLB), Improving Basic Programs Operated by Local Educational Agencies, Elementary and Secondary Education Act of 1965.
	C	Title V, Part A, No Child Left Behind Act of 2001 (NCLB), Innovative Programs, Elementary and Secondary Education Act of 1965.
	D	Part B, Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1401.
	E	Title II, Part A, No Child Left Behind Act of 2001 (NCLB), Teacher and Principal Training and Recruiting Fund, Elementary and Secondary Education Act of 1965.
	F	Title IV, Part A, No Child Left Behind Act of 2001 (NCLB), Safe and Drug Free Schools and Communities, Elementary and Secondary Education Act of 1965.
<b>X</b>	<b>G</b>	<b>General – Executive Order 12549. This applies to all recipients of Federal Grants.</b>
<b>X</b>	<b>H</b>	<b>General – Restrictions on lobbying – 31 U.S.C. 1352. This applies to all recipients of Federal Grants.</b>
	I	Title VII, Subtitle B, Stewart B. McKinney Homeless Assistance Act. This applies to all <u>Local Educational Agencies</u> and must be checked by them.
	J	Title V, Part B, No Child Left Behind Act of 2001 (NCLB), Public Charter Schools, Elementary and Secondary Act of 1965.
	K	Goals 2000
<b>X</b>	L	Title IV, Part B, No Child Left Behind Act of 2001 (NCLB), 21 <sup>st</sup> Century Community Learning Center Grants, Elementary and Secondary Education Act of 1965. Applies only if applicant is awarded a grant.
	M	Title I, Part H, No Child Left Behind Act of 2001 (NCLB), School Dropout Prevention Initiative Grants, Elementary and Secondary Education Act of 1965. Applies only if applicant if awarded a grant.
	N	Title II, Adult Education and Literacy, Workforce Investment Act of 1998.
	O	Title I, Part C, No Child Left Behind Act of 2001 (NCLB), Education of Migratory Children, Elementary and Secondary Education Act of 1965.
	P	Title III, No Child Left Behind Act of 2001 (NCLB), English Language Acquisition

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.

### General Assurances (Applies to all recipients of federal grants)

The recipient hereby assures that they will comply with the following:

Civil Rights: Assurances	Source
no person shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance	Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d through 2000d-4) and its implementing regulations (34 C.F.R. Part 100),
prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance	Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, and its implementing regulations (34 C.F.R. Part 104)
prohibit discrimination on the basis of disability in public accommodations	Title II of the Americans With Disabilities Act, 42 U.S.C. 12134, <u>et seq.</u> and its implementing regulations (28 C.F.R. Part 35) which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, 42 U.S.C. 12181 <u>et seq.</u> , and its implementing regulations (28 C.F.R. Part 36)
prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.	Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681-1683, and its implementing regulations (34 C.F.R. Part 106)
prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance	Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 <u>et. seq.</u> , and its implementing regulations (45 C.F.R. Part 90)
all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities	

are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employ	
<b>Program Administration</b>	
Each program will be administered in accordance with all <i>applicable</i> statutes, regulations, program plans and applications applicable to that program	Executive Order 1232 E (b) (1); Title 20 (70) 7846 (a) (1)
provide reasonable opportunities for the participation by teachers, parents and other interested agencies, organizations, and individuals in the planning for and operation of each program.	
An assurance that the school district submitting proposals has participated in timely and meaningful consultation 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. The consultation extends beyond mere notification or offer of services to include information related to the projected and/or final funding amounts for programs and services, including on the process the LEA will use in preparing its competitive grant application.	Title IX of ESEA, sections 9501-9504  (E) subpart 1 Non regulatory guidance
adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation.	Title 20 (70) 7846 (a) (7)
Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.	Title 20 (70) 7846 (a) (7)
retain all records relating to a program for which federal funds are received for a period of three years (for <i>NCLB</i> Programs) or five years (for all other programs) after the completion of the activity for which the funds are used or until such time as all pending reviews or audits have been completed and resolved.	
adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act.	Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and its regulations (34 C.F.R. Part 99).
shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.	
To the extent authorized by law, it shall indemnify, save and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorneys fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.	
in the case of any project involving construction - 1. the project is not inconsistent with overall state plans for the construction of school facilities, and	Title 20 (31) Subchapter iii Part 3 1232 E (b) (7)

<p>2. in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the Americans With Disabilities Act (42 U.S.C. 12201) in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by disabled individuals.</p>	
<p>Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.</p>	Title 20 (31) Subchapter iii Part 3 1232 E (b) (6)
<p>adopted effective procedures in each program for acquiring and disseminating to teachers and administrators participating significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.</p>	Title 20 (31) Subchapter iii Part 3 1232 E (b) (8)
<p>LEA's serving homeless children assure that:</p> <ol style="list-style-type: none"> <li>1. Policies to remove barriers to the enrollment and retention of homeless children and youth are developed, reviewed, and revised; and</li> <li>2. Policies and practices to ensure that homeless children and youth are not isolated or stigmatized are adopted.</li> </ol>	McKinney-Vento Homeless Assistance Act Title VII, Subtitle B, 772 (g)(1(I & J1))
<p>LEA's with charter schools assure that each charter school receives the charter school's commensurate share of Federal funds that are allocated by formula, and that this is done:</p> <ol style="list-style-type: none"> <li>1. not later than five months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the charter school are not fully and completely determined until the charter school actually opens; and</li> <li>2. every charter school expanding its enrollment in any subsequent year of operation receives the Federal funding for which the charter school is eligible not later than five months after such expansion.</li> </ol>	
<p><b>Fiscal</b></p>	
<p>use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program</p>	Title 20 (70) 7846 (a) (5)
<p>Awarded funds 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</p>	Title IV, Part B, Section 4203(a)(9) and 4204(b)(2)
<p>The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a nonprofit agency, institution, organization or Indian tribe, if the law authorizing the program provides for assistance to such entities <i>and the public agency, nonprofit private agency, institution</i></p>	Title 20 (70) 7846 (a) (2) (A & B)

<i>or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.</i>	
None of the funds expended under any program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization	Title 20 (31) Subchapter iii Part 3 1232 E (b) (9)
Evaluation, Reporting	
The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.	Title 20 (70) 7846 (a) (4)
The applicant will submit such reports to the State educational agency (which shall make reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; the applicant shall maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties	Title 20 (70) 7846 (a) (6) (A & B); Title 20 (31) Subchapter III 1232E (b)(4)
It will maintain such records, including those pertaining to fiscal audit and program evaluation and provide access to records upon request to representatives of CDE or the U.S. Department of Education.	
<b>State Requirements</b>	
<p>the local educational agency is in compliance with the State law requiring:</p> <ol style="list-style-type: none"> <li>1. the expulsion from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, under its jurisdiction, except such State law shall allow its chief administering officer to modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing. For the purpose of this section, the term 'firearm' has the same meaning given such term in section 921(a) of title 18, United States Code.</li> <li>2. a record to be created which describes the circumstances surrounding any expulsions imposed under the policy required by subsection (a) including- <ol style="list-style-type: none"> <li>a. the name of the school concerned</li> <li>b. the number of students expelled from such school; and</li> <li>c. the types of firearms concerned.</li> </ol> </li> <li>3. referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.</li> </ol>	Colorado Law 22-33-106 C.R.S

No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or day care or early childhood development services to children.	Colorado Law 25-14-103.5 C.R.S.
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## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transaction

### INSTRUCTIONS FOR CERTIFICATION

- A. By signing and submitting a proposal, the prospective lower tier participant is stating that it is neither debarred or suspended.
- B. This certification is a material representation of fact upon which reliance was placed when this certification was signed. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department and/or agency with which this transaction originated may pursue available remedies, including suspension or debarment from federal funds participation.
- C. The prospective lower tier participant shall provide immediate written notice to the organization to which a proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- D. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this certification, have the meanings set out in the Definition and Coverage sections of rules implementing Executive Order 12549.
- E. The prospective lower tier participant agrees by submitting a proposal that, should a covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in a covered transaction, unless authorized by the department or agency with which this transaction originated.
- F. The prospective lower tier participant further agrees by submitting a proposal that it will include the two-paragraph "CERTIFYING STATEMENT" required by regulation without modification, in all lower tier covered transactions and in all solicitations for lower tier transactions.
- G. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- H. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.



**CERTIFICATION**

The recipient hereby certifies the following:

<b>Certification</b>	<b>Source</b>
1. The prospective lower tier participant certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for federal funds, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal department or agency.	(Executive Order 12549, 34 C.F.R. Part 85)
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.	(Executive Order 12549, 34 C.F.R. Part 85)

**Definitions**

Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Lower Tier Participant - Any organization (such as a school district or university) or person receiving a grant or contract under an application for funds. This also includes subsequent subgrants and subcontracts.

Covered Transaction - The act of applying for federal funds or submitting a proposal for federal funds.

Lower Tier Transaction - The making of a (1) subgrant to another entity or person or (2) procurement contract by a Lower Tier Participant to some other entity or person for goods or services, regardless of type, expected to equal or exceed a cumulative value of \$25,000.

Principals - An administration head, key project/grant management person, officer, director, within the Lower Tier Participant's organization or a suborganization contracted with (i.e., superintendent and key person in the school district who will exert control or management influence over this project. At a university, it would be the president and principal investigator.)

**Limitation on Use of Appropriated Funds . . . (Lobbying)**

The recipient hereby certifies that:

<b>Certification</b>	<b>Source</b>
1. No federal appropriated funds have been paid or will be paid, by or on behalf of the recipient, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.	31 U.S.C. 1352 (A) (1)
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a	31 U.S.C. 1352

Member of Congress in connection with a federal grant or cooperative agreement the recipient shall complete and submit Standard Form - LLL "Disclosure Form to Report Lobbying" in accordance with its instructions along with the subgrant application, contract or cooperative agreement to which the disclosure applies.	
3. The recipient shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and all sub-recipients shall certify and disclose accordingly.	31 U.S.C. 1352

The certifications on this page are material representations upon which the U.S. Department of Education and the Colorado Department of Education rely when making or entering into any grant or cooperative agreement. Any recipient that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER GRANTS – TITLE IV, PART B, NCLB

The recipient hereby assures that they will comply with the following:

<b>Assurance</b>	<b>Source</b>
the program will take place in a safe and easily accessible facility;	ESEA Title IV, Part B, 4204 (b) (2) (A) (i)
the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend	ESEA Title IV, Part B, 4204 (b) (2) (D)
the program will primarily target students who attend schools eligible for school wide programs under section 1114 and the families of such students;	ESEA Title IV, Part B, 4204 (b) (2) (F)
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)
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)
such other information and assurances as the State educational agency may reasonably require.	ESEA Title IV, Part B, 4204 (b) (2) (N)

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

The recipient hereby assures that they will comply with the following:

Assurance	Source
1. An assurance that 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 (e.g., CSAP by State Assigned Student IDs, Profile and Performance Information Collection System – PPICS data). By accepting grant funds, applicants agree to participate in the federal and state evaluation of the Colorado 21 <sup>st</sup> CCLC program, as well as provide individual student data by SASID.	CDE-21 <sup>st</sup> CCLC policies and procedures
2. The school district will provide Free and Reduced Lunch data to the applicant and utilize the federal Afterschool Snack Program, if applicable.	
3. Cooperate with CDE in the development and submission of required reports to meet statutory requirements. All subgrantees must work with and provide requested data to CDE for the 21 <sup>st</sup> CCLC Grant Program within the time frames specified.	
4. Submit to CDE an annual Quality Improvement Plan (QIP), a requirement for securing continuation funding from year to year during the five-year term of this grant (see Appendix G).	
5. By accepting grant funds, applicants agree to participate fully in at least two on-site visits conducted by CDE to every funded center during the grant cycle. Note: At least one compliant Monitoring and Quality Improvement Review during the first 3 years of the grant is required for contingent funding in Years 4 and 5 of the grant.	
6. 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.	
7. During each year of the grant cycle, subgrantees will participate in a one-day networking conference to discuss implementation issues and access technical assistance. In addition, new subgrantees and new program leadership in previously funded 21 <sup>st</sup> CCLC programs will attend a one-time grant orientation.	
8. If utilizing an external evaluator, the contract will not exceed 5% of the grant in any year.	
9. If a continuing site, that the site will serve as a resource to new subgrantees.	
10. Any findings of misuse of these funds are discovered, project funds will be returned to CDE.	
1. The applicant will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.	

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

**21<sup>ST</sup> CCLC GRANT PROGRAM**  
**LETTER OF INTENT**

**TO:** Competitive Grants & Awards  
Colorado Department of Education

**SUBJECT:** Intent to Submit

Please be advised that \_\_\_\_\_ (*School District or Community Based Organization*) intends to submit an application for the **21<sup>st</sup> CCLC Grant Program** on behalf of the following centers:

---

---

---

**District or Community Based Organization:**

---

**Authorized Representative's Signature:**

---

**Contact Person for the Proposal:**

---

**Mailing Address:**

---

**Telephone:**

**E-mail:**

---

Letters of Intent will be due **by 4:00 p.m. on Friday, December 16, 2011** to:

**CompetitiveGrants@cde.state.co.us**

## 21<sup>st</sup> CCLC Technical Assistance Opportunities

### REGISTRATION FORM

Registration for the following sessions is on a first-come, first-serve basis and will be capped at 75 participants. Additional sessions may be added if necessary. *Please check (✓) the sessions your team will be attending in the red boxes below.*

<b>Grant Writing Training (Webinar)</b>				
Session Date	Session Times	Location	Registration Deadline	
<input type="checkbox"/>	12/13/2011	1:00 p.m. – 3:00 p.m.	Webinar	12/12/11

<b>Grant Writing Training</b>				
Session Date	Session Times	Location	Registration Deadline	
<input type="checkbox"/>	1/12/2012	9:00 a.m. – 4:00 p.m.	Metro Denver	1/9/12

Please provide the following contact information for all who plan to attend:

Name	District/Organization	Phone	Email
1.			
2.			
3.			

Please email *completed form* to: [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

*Participants will receive an email confirmation receipt with detailed workshop location and logistic information, within three days of submitting a registration form. Please contact Nicole Dake at 303.866.6872 if you submitted a registration form and do not receive a confirmation.*



# Guide: Quality Improvement Plan

## **I**ntroduction

*Be the change that you want to see. . .*

Continuous quality improvement of programming for 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) demonstrates both accountability for use of public funds and responsiveness to the needs of students, families, and communities served. Each year, 21<sup>st</sup> CCLC subgrantees are required to submit a Quality Improvement Plan (QIP) to CDE-21<sup>st</sup> CCLC.

As a self-assessment tool, program leaders and key staff, in collaboration with other stakeholders, apply a common set of quality indicators to identify program strengths as well as opportunities for improvement. At the conclusion of the self-assessment process, program staff integrates, prioritizes, and refines the improvement goals for the required *Quality Improvement Plan (QIP)* report that is submitted annually to CDE 21<sup>st</sup> CCLC. The process allows subgrantees to learn from and take ownership for the ongoing quality of their programs.

The *Monitoring and Quality Improvement Tool (MQI)* is used as a self-assessment tool in the development of the QIP report. In the self-assessment process, the MQI is a tool that supports subgrantee efforts to identify specific compliance, program, management or , plan and implement strategies for ongoing program improvement.

Implementation of the most recent QIP reports are reviewed during the next site monitoring visit by CDE-21<sup>st</sup> CCLC staff.

There are four key steps to the quality improvement process:

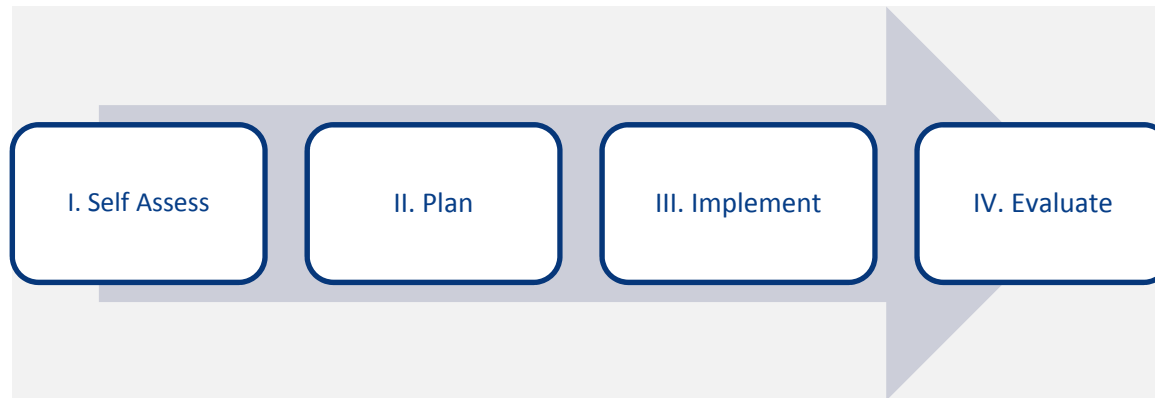


Figure 1: Quality Improvement Process

This guide provides additional information to support the successful completion of the process and report of the *Quality Improvement Plan*.

11/2011

21<sup>st</sup> Century Community Learning Centers  
Colorado Department of Education

## I. Step One: Self Assessment

Assessment of program implementation, performance and compliance is the first step in the quality improvement process. This process reviews specific criteria and measures found in the *Monitoring and Quality Improvement* tool (QIP).

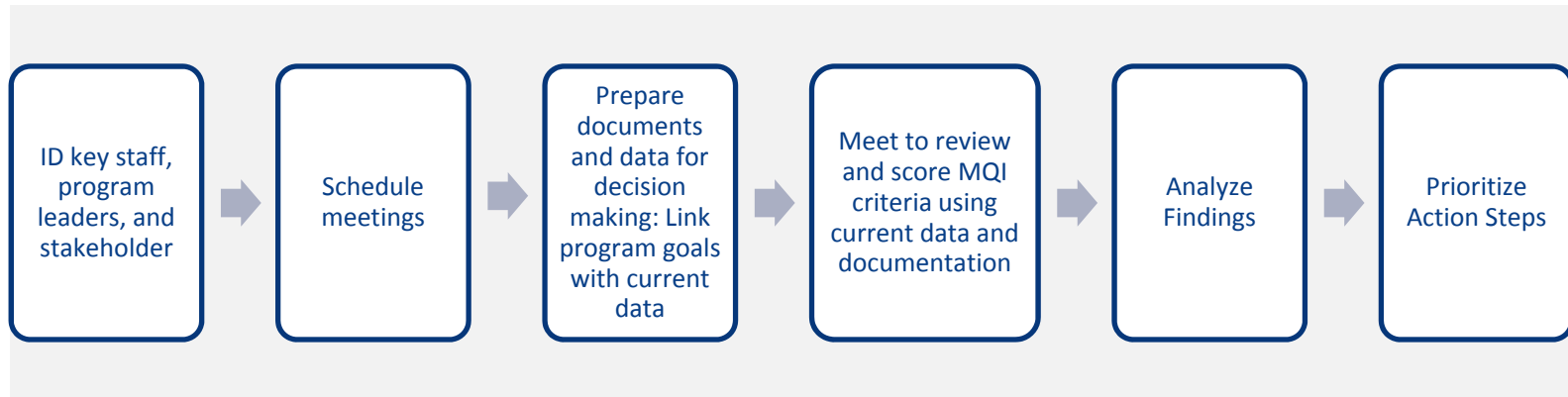


Figure 2: Self Assessment Process

- ✓ Begin the process by identifying key staff, program leaders and other stakeholders who should be involved in this initial self assessment.
- ✓ Schedule a series of meetings to complete the self assessment.
- ✓ Provide this team with information and tools, including:
  - Program Goals from the grant application;
  - Current documentation and data related to the goals, which could include assessment data, attendance records, and survey responses; and,
  - *Monitoring and Quality Improvement Tool (MQI)*
- ✓ Meet to review, discuss, and score the criteria in the *Monitoring and Quality Improvement Tool (MQI)*. Be sure to review data and documentation to support your scoring of criteria. For example:
 

*Example: Indicator A.6 the grantee is addressing the transportation needs of children as described in the original grant application (or approved amendments).*



*Step 1. Identify from the original grant application how transportation will be provided. In this case, the example will be: "The Center will provide daily transportation home for all students attending the afterschool program."*

*Step 2. Identify current transportation patterns. Sample questions to ask include:*

- *Is transportation provided on a daily basis to all students?*
- *How many students are taking advantage of the transportation? Why or why not?*
- *Do program staff hear information from students or parents about transportation needs?*

*Step 3. Is data indicating that the Center is meeting the expectations described in the grant?*

- *If yes, use data as evidence towards meeting the indicator.*
- *If no, use data to determine alternative solutions, or basis for addressing needs.*

- ✓ Analyze the scoring recorded on the MQI.

Step 1: Identify those areas of strength. Do you observe any pattern amongst those criteria that scored "Compliant."

Step 2: Identify those areas that need improvement.

Step 3: Do you identify any common clusters or patterns? Are there several criteria that require "quality improvement" in the same area, for example in Programming or Operations or Evaluation? Do you recognize any root causes? As a result of the analysis, you may find that several criteria with low scores could be corrected by a coordinated action.

- ✓ Select and prioritize 4-5 criteria from those that have been identified for quality improvement. During the first year of the grant the focus is on Section A: Compliance. Any criterion scored at less than compliant should be included. If there are 5 or more criteria scored below compliance, select the 5 that have priority status. If less than 5, include those Section A items and then add items from other sections, for a maximum of 5 total. For years 2-4 of the grant select the 4-5 criteria in need of improvement from the entire MQI.

## II. Develop a Plan

Develop a comprehensive project plan that addresses each of the priority criteria that were identified during the self assessment.

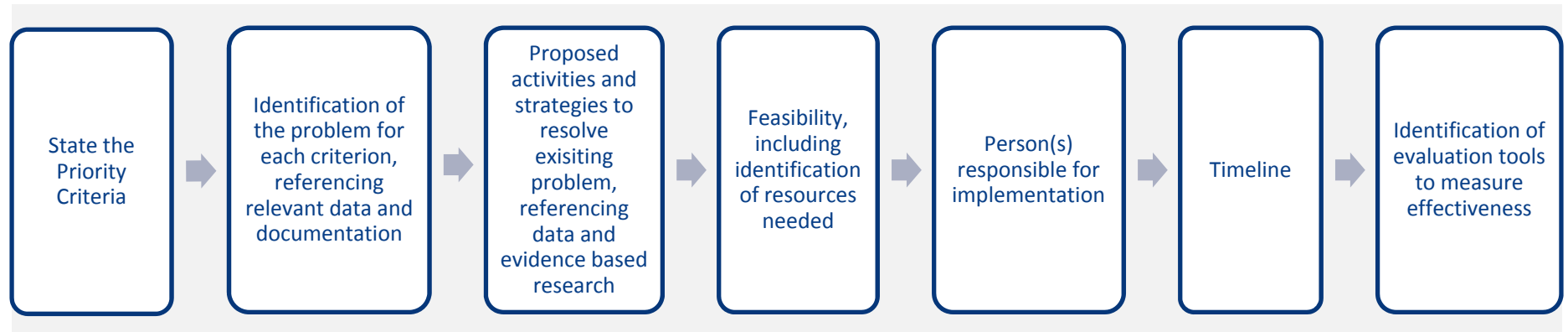


Figure 2: Project Plan Components

- ✓ Summarize your findings:
  - Re-state the MQI criteria that were selected as priorities
  - Provide a narrative description of the problem for each criteria based upon reference to the data and documentation that supports your conclusions.
  
- ✓ Develop a plan of action that is based on data and research based best practice.
  - Propose a specific set of activities or strategies that, in your best judgment, will resolve the problems that are identified.
  - Provide specific references to data, policies and procedures, and evidence based research.
    - The federal 21<sup>st</sup> CCLC department provides a technical assistance website (Y4Y.ed.gov) that provides professional development courses and a “Learn More Library” with research, media and web based resources for the following areas:
      - Project Based Learning
      - Aligning with the School Day
      - Science, Technology, Engineering and Math (STEM)
      - Strengthening Partnerships
      - Family Involvement

Additional resources on this website include the SEDL AfterSchool Toolkit, Programming Tools, and Lesson plans & Activities (select the Resources tab)

- ✓ Discuss the feasibility of proposed actions, including resources, time required, and staff expertise.
- ✓ Identify who is responsible for implementation.
- ✓ Provide a timeline for implementation.
- ✓ Identify the measures used to assess the success of the proposed action.

There are a number of sources of data to be considered when conducting a self-assessment and plan for improvement. Potential sources of data include:

- Academic Indicators
  - Colorado Student Assessment Program (CSAP)
  - All subject areas appropriate for each grade
  - Breakdown by race/ethnicity, special education, low income, English Language Learner (includes separating by Non-English proficient, limited English proficient, and fluent English proficient), gender, and Title I for each grade and subject area
  - District/School Assessments
  - Colorado Basic Literacy Act (CBLA) Body of Evidence
  - Attendance Rates
  - Suspension/Expulsion Rates
- Other indicators
  - District/School Climate indicators
  - Parent Involvement and/or Engagement (participation rates, volunteer rates, in-kind contributions)
  - Parent/Community Satisfaction (surveys, focus groups, staff reports)
  - Staff Quality/Engagement/Satisfaction (surveys, evaluations, participation rates, observations, focus groups, parent surveys, annual reviews)
  - Depth and Quality of Relationship with Program Partners (surveys, meeting participation, in-kind contributions, parent feedback)
  - Youth Engagement indicators (surveys, participation rates, enrollment rates, staff reports)

Complete the Quality Improvement Plan (QIP) report using the forms in the Appendix. Submit the completed report to CDE 21<sup>st</sup> CCLC by the announced deadline. CDE 21<sup>st</sup> CCLC staff review and approve the QIP plans; plans may also be returned for revision. Revisions must be completed by assigned deadlines.

### III. Implementation

Once your Quality Improvement Plan is approved by CDE 21<sup>st</sup> CCLC staff, begin implementing your Plan. Maintain documentation of implementation for the next site monitoring visit.

### IV. Evaluation

Based upon the completion date in your timeline, evaluate the effectiveness of your Quality Improvement Plan. Maintain documentation of the evaluation for the next site monitoring visit.

We invite your feedback to improve this tool. This resource has recently gone through revisions to better support the Colorado subgrantees. Your feedback, along with new research and developments in the out of school time field, will continue to inform CDE-21<sup>st</sup> CCLC efforts to provide the necessary tools to support quality 21<sup>st</sup> CCLC Programs.

Please contact Tom Denning, 21<sup>st</sup> CCLC State Coordinator ([denning\\_t@cde.state.co.us](mailto:denning_t@cde.state.co.us)).

## QIP - Appendix A

### QIP Reporting Forms

After completing the quality improvement self-assessment process, submit the QIP report using the following forms.

- QIP Cover sheet (one copy)
- Priority Criteria and Action Plan (complete and submit one copy for each criterion identified for improvement; maximum of 5 pages).

An example is provided in Appendix B. This is intended to demonstrate the detail required for each criterion. It is not intended to represent the “approved” resolution or action for a specific criterion.

Submit the QIP report electronically to: Tom Denning, 21<sup>st</sup> CCLC State Coordinator ([denning\\_t@cde.state.co.us](mailto:denning_t@cde.state.co.us)).



# Quality Improvement Tool

## QIP Coversheet

Program name, eligible school, district: \_\_\_\_\_

Program Director (name): \_\_\_\_\_

Date of Completion of MQI Review: \_\_\_\_\_

Name(s) of individual(s) completing MQI review with titles/relation to grant: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature for completed QIP report (chair of review group): \_\_\_\_\_

Printed name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Contact information: \_\_\_\_\_

**Quality Improvement Plan: Action Item**

<b>Identify One Priority Criterion</b> (Use Criterion #, e.g. a4, and restate the criterion in full)	
<b>Provide a brief discussion of the problem(s) found</b> (include reference to data and/or documents)	
<b>Describe the specific action steps</b> (activities, strategies) that will resolve the identified problem(s)	
<b>Identify the data, policies and procedures, and/or research that supports these steps</b>	
<b>Discuss the feasibility of proposed actions, including resources, time required, and staff expertise.</b>	
<b>Identify who is responsible for implementation.</b>	
<b>Provide a timeline for implementation with specific benchmarks and dates.</b>	
<b>Identify the measures used to assess the success of the proposed action.</b>	

## **QIP - Appendix B**

### **QIP Reporting Forms: Examples**

The following example is intended to demonstrate the detail required for each criterion and to provide a representative example of supportive documentation. It is not intended to represent the “approved” resolution or action for a specific criterion.



<b>(EXAMPLE)</b>	<b>Quality Improvement Plan: Action Item</b>
<b>Priority Criterion</b> (Use Criterion #, e.g., a4, and restate the criterion in full)	A.5. The grantee is implementing the parent/family programming or activities described in the original grant application (or approved amendments).
<b>Provide a brief discussion of the problem(s) found</b> (include reference to data and/or documents)	The original grant included GED classes, computer café, and parenting classes for parent of student participants. Programs were advertised by flyers. Attendance ranged from 3-8 for GED and parenting. The computer café was not regularly attended, sometime no one at all.
<b>Describe the specific action steps (activities, strategies) that will resolve the identified problem(s)</b>	Review programming to better align with grant goals and to meet parent/family identified needs  Begin w/ PD for staff to increase professional knowledge: Complete y4y.ed.gov course on family Involvement to focus on strengthening interaction w/ families, selecting activities that engage families, and exploring how to target hard to reach families.  Establish a written review and implementation plan based on research base of Y4Y course
<b>Identify the data, policies and procedures, and/or research that supports these steps</b>	SEDL (2008) <i>After School, Family and Community</i> ; Afterschool Alliance (2008), <i>Afterschool: Supporting Family Involvement in Schools</i>  Other Y4Y.ed.gov, family involvement, Learning library resources  Surveys and discussion/focus groups with families.
<b>Discuss the feasibility of proposed actions, including resources, time required, and staff expertise.</b>	Will require regularly scheduled staff PD time, establishment of a staff project team with advisors (parents, district family liaison).  Staff expertise: can build but also use community/district specialist (may require stipend)  PD and planning 1 semester. First stage implementation second semester. Full program implementation following year.
<b>Identify who is responsible for implementation.</b>	Project Director will facilitate PD and establishment of staff project team. Staff project team is responsible for developing a plan in consultation with parents, other specialists.

<p><b>Provide a timeline for implementation with specific benchmarks and dates.</b></p>	<p>Month 1 (due 2/28/12): Completion of 4 modules in y4y Parent Involvement Training. Project director uses PD to observe and recruit staff for project team.</p> <p>Month 2-4 (begin 3/1/12): Project team meets every other week, with assigned tasks for in between weeks. Reviews additional research and resources on Y4Y site/Parent Involvement Course. Conducts formal and informal surveys about parent/family interests . . . Identify practices to offer and/or expand. Build programming based in the following areas: <i>developing their own skills and talents, engaging in fun and educational activities with their children, participating in running afterschool programs, and connecting with schools and with community resources</i> (from Y4Y.ed.gov).</p> <p>Month 4 (due 6/15/12): Plan 2-3 specific programming activities for following semester, including an outreach plan. Identify other providers that the program can tie into (e.g. migrant education, McKinney-Vento homeless education)</p> <p>Months 5-11 (summer school time frame or fall semester based upon input from parents): offer programming.</p> <p>Review programming. Revise. full programming with offering in each of the following categories: <i>developing their own skills and talents, engaging in fun and educational activities with their children, participating in running afterschool programs, and connecting with schools and with community resources</i> (from Y4Y.ed.gov).</p>
<p><b>Identify the measures used to assess the success of the proposed action.</b></p>	<ol style="list-style-type: none"> <li>1) Staff completion of PD/attendance.</li> <li>2) Establishment of project team/meeting agenda and minutes.</li> <li>3) Development of initial programming/schedule, resources and partners identified, outreach plan.</li> <li>4) Summative participant evaluation of activity (at end of each program activity series).</li> <li>5) Informal, formative evaluation steps during programming to assist with strengthening programming (attendance, discussion/informal conversations with participants, input from parent advisors).</li> </ol>



# Monitoring and Quality Improvement Tool

Purpose (check one):  Quality Improvement Plan  
 Monitoring Site Visit

Program name, eligible school, district: \_\_\_\_\_

Program Director (name): \_\_\_\_\_

Date of Completion of MQI: \_\_\_\_\_

Name(s) of individual(s) completing: \_\_\_\_\_

Title and relation to grant: \_\_\_\_\_

Signature for completed MQI  
(chair of review group): \_\_\_\_\_

Printed name: \_\_\_\_\_

Title: \_\_\_\_\_

Contact information: \_\_\_\_\_

**cde** Improving Academic Achievement  
**Colorado Department of Education**  
 201 East Colfax Ave.  
 Denver, CO 80203  
[www.cde.state.co.us/21stCCLC](http://www.cde.state.co.us/21stCCLC)

## Introduction

The Monitoring and Quality Improvement Tool (MQI) is designed to support continuous improvement of 21<sup>st</sup> Century Community Learning programs. The process of improving program quality is an ongoing one. The criteria in this tool are based upon federal and state requirements as well as research based best practices.

As a self-assessment tool, sub grantees use this tool to prepare their annual Quality Improvement Plan (QIP).

As a monitoring tool, CDE-21<sup>st</sup> CLC staff use this tool during site monitoring visits to evaluate program compliance, management, and quality of programming.

The document is organized under eight general categories. The first section (Section I) targets compliance requirements for the 21<sup>st</sup> CCLC grant program. The remaining categories (Sections II-VIII) are organized by areas of practice in afterschool programs. See the table of contents that follows this introduction for the section and subsection titles.

Scaled indicators are included for each criterion.

- Indicators for Section I: Compliance include
  - Compliant
  - Compliant, with Recommendations
  - Partially Compliant with Findings
  - Non-compliant
- Indicators for Section II-VIII include
  - Excellent
  - Satisfactory
  - Some Progress
  - Must Improve

Program evidence is reviewed and assessed for completion of the MQI scoring. Evidence examples are provided in the *Quality Improvement Plan Guide* and the *Monitoring Process Guide*. Continued program funding is tied to measurable results that reflect program compliance, management, and quality of programming that reflects approved project goals. Accountability requires objective and quantifiable documentation to demonstrate program performance and fiscal accountability.

### Quality Improvement Plan (QIP)

Each year, 21<sup>st</sup> CCLC subgrantees are required to submit a Quality Improvement Plan (QIP) to CDE-21<sup>st</sup> CCLC.

The MQI is used as a self-assessment tool in the development of the QIP report. As a self-assessment tool, program leaders and key staff, in collaboration with other stakeholders, apply a common set of quality indicators to identify program strengths as well as opportunities for improvement. At the conclusion of the self-assessment process, program staff integrates, prioritizes, and refines the improvement goals for the QIP report. The MQI is a tool that supports subgrantee efforts to identify, plan and implement strategies for ongoing program improvement.

The QIP report is due annually and includes the completed MQI document scored for all criteria. Specific directions are found in the *Quality Improvement Plan Guide*.

### Site Monitoring Visit

A site monitoring visit by CDE-21<sup>st</sup> CCLC is scheduled twice during the funded grant cycle.

The MQI is used as an evaluation tool for the site visit. The purpose of the monitoring visit is to support ongoing quality improvement and to assure compliance with federal, state, and approved grant application requirements for 21<sup>st</sup> CCLC programs. The evaluators use the MQI to focus observations of program implementation, review of supporting documentation related to *Section 1: Compliance*, and discussions with program staff.

The site monitoring visit is scheduled by the CDE 21<sup>st</sup> CCLC staff. Specific directions for preparation are found in the *Monitoring Process Guide*.

### Feedback

We invite your feedback to improve this tool. This resource has recently gone through revisions to better support the Colorado subgrantees. Your feedback, along with new research and developments in the out of school time field, will continue to inform CDE-21<sup>st</sup> CCLC efforts to provide the necessary tools to support quality 21<sup>st</sup> CCLC Programs.

Please contact Tom Denning, 21<sup>st</sup> CCLC State Coordinator ([denning\\_t@cde.state.co.us](mailto:denning_t@cde.state.co.us)).

# Table of Contents

## I. Compliance with Federal, State, & Approved Grant Application

<b>A. Grant Proposal Programming</b> .....	<b>3</b>
1. SMART Goals	
2. Evidence-based activities identified in approved grant	
3. Parent/family activities in approved grant	
4. Collaboration with partners in approved grant	
5. Hours of programming	
<b>B. Grant Management</b> .....	<b>4</b>
1. Assurances	
2. Serving eligible students	
3. Conducting outreach	
4. Data reporting	
<b>C. Fiscal</b> .....	<b>5</b>
1. Systems	
2. Spending	
3. Subcontractor agreement	

## II. Program Management

<b>A. Organization</b> .....	<b>6</b>
1. Program organizational structure	
2. Administrative capacity and infrastructure	
3. Link with school day	
4. Written policies and procedures	
5. Comprehensive sustainability plan	
<b>B. Communication</b> .....	<b>7</b>
1. Staff and partnership meetings	
2. Director communicates with school administrators	
3. Effective marketing strategy	
4. Conducting outreach	
5. Advisory board	
6. Documentation of contributions	

## III. Staffing and Professional Development

<b>A. Staffing</b> .....	<b>8</b>
1. Staff Recruitment and hiring	
2. Staff background checks	
3. Staff evaluation and feedback	
4. Volunteer recruitment and training	
<b>B. Professional Development (PD)</b> .....	<b>9</b>
1. Evidence- and needs-based PD	
2. Program-based training	
3. Coordination with partners	

## IV. Partnerships: Volunteers, Subcontractors, Other Agencies

1. Collaborative partnerships .....	10
2. Recruitment and retention of partners .....	10
3. Background checks of partners .....	10

## V. Center Operations

<b>A. Logistics</b> .....	<b>11</b>
1. Hours, schedule, and locations	
2. Promotion of services	
3. Student transportation	
<b>B. Policies and Practices</b> .....	<b>11</b>
1. Attendance policy	
2. Retention strategies	
3. Student behavior standards	
4. Communicating behavior standards	
5. Discipline techniques	
6. Student-adult relationships	
7. Parent engagement	

## VI. Programming and Program Activities

<b>A. Programming</b> .....	<b>13</b>
1. Reflection of mission and goals	
2. Assets-based approach to youth	
3. Scheduling	
4. Accommodation of students with special needs	
<b>B. Activities</b> .....	<b>14</b>
1. Activities address student needs	
2. Evidence-based activities	
3. Project-based learning	
4. Showcase of student work	

## VII. Health and Safety

<b>A. Health</b> .....	<b>15</b>
1. Nutritional and sanitary food preparation	
2. Addressing unique health needs	
<b>B. Safety</b> .....	<b>15</b>
1. Appropriate and safe facilities	
2. Appropriate equipment	
3. Safe transportation	
4. Student pick-ups	
5. Emergency contact information	
6. Emergency readiness plan	
7. Internet use	
8. First aid training of staff	
9. Security	

## VIII. Evaluation/Measuring Outcomes

<b>A. Quantitative &amp; Qualitative Data Collection &amp; Reporting</b> .....	<b>17</b>
1. Evaluation process	
2. Qualitative data	
3. Quantitative data	
<b>B. Using Data for Decision Making &amp; Disseminating Results</b> .....	<b>18</b>
1. Feedback from stakeholders	
2. Evaluation results used in decision making	

3. Findings communicated to staff
4. Sharing promising practices

## I. Compliance with Federal, State, and Approved Grant Application

		Compliant	Compliant, with Recommendations	Partially Compliant, with Findings	Non-compliant	Findings/ Recommendations
<b>A. Grant Proposal Programming</b>						
<b>1</b>	<b>SMART Goals</b>	The grantee is making adequate progress toward meeting the SMART goals set out in the original grant application (or approved amendments).	The grantee is making adequate progress toward meeting <u>most</u> of the SMART goals set out in the original grant application (or approved amendments).	The grantee is making adequate progress toward meeting <u>few</u> of the SMART goals set out in the original grant application (or approved amendments).	The grantee is making little progress toward meeting any of the SMART goals set out in the original grant application (or approved amendments).	
<b>2</b>	<b>Evidence-based activities in approved grant</b>	The grantee is implementing the evidence-based academic & enrichment activities described in the original grant application (or approved amendments) found to have positive impact on student outcomes by at least two evidence-based studies.	The grantee is implementing academic and enrichment activities (described in the original grant application or approved amendments) that have inconclusive evidence of positive impact on student outcomes.	The grantee is partially implementing the academic and enrichment activities described in the original grant application or approved amendments. These may have inconclusive evidence of positive impact on student outcomes.	The grantee is not implementing the academic and enrichment activities described in the original grant application (or approved amendments).	
<b>3</b>	<b>Parent/family activities in approved grant</b>	The grantee is implementing the parent/family programming or activities described in the original grant application (or approved amendments).	The grantee is implementing <u>most</u> of the parent/family programming or activities described in the original grant application (or approved amendments).	The grantee is implementing <u>some</u> of the parent/family programming or activities described in the original grant application (or approved amendments).	The grantee is not implementing the parent/family programming or activities described in the original grant application (or approved amendments).	
<b>4</b>	<b>Collaboration with partners in approved grant</b>	The program collaborates with the partners to implement program services. Partners provide volunteer services in accordance with the original grant application (or approved amendments).	The program collaborates with at least one partner to implement program services. Partners <u>provide some</u> (not all) of the volunteer services in accordance with the original grant application (or approved amendments).	The program collaborates with at least one partner to implement program services. Partners <u>do not provide</u> volunteer services in accordance with the original grant application (or approved amendments).	The program does not collaborate with a partner to implement program services.	

		Compliant	Compliant, with Recommendations	Partially Compliant, with Findings	Non-compliant	Findings/ Recommendations
<b>A. Grant Proposal Programming continued</b>						
5	Hours of programming	The grantee is providing the number of hours (at least 12) of programming described in the original grant application (or approved amendments).	The grantee provides 10-11 hours of programming each week.	The grantee provides 8-9 hours of programming each week.	The grantee provides less than 8 hours of programming each week.	
<b>B. Grant Management</b>						
1	Assurances	The grantee is knowledgeable of, and in compliance with, <u>all</u> of the assurances included in the grant application.	The grantee is in compliance with, <u>all</u> of the assurances included in the grant application.	The grantee is <u>not in compliance with several</u> of the assurances included in the grant application.	The grantee is <u>not in compliance with most</u> of the assurances included in the grant application	
2	Serving eligible students	The grantee has identified and is serving at least the number of eligible students indicated in the original grant application (or approved amendments).	The grantee is serving <u>76% to 99%</u> of the eligible students indicated in the original grant application (or approved amendments).	The grantee is serving <u>26%-75%</u> of eligible students indicated in the original grant application (or approved amendments).	The grantee is serving less than 25% of the eligible students indicated in the original application (or approved amendments).	
3	Conducting outreach	The grantee is conducting outreach to eligible participants as described in the original grant application (or approved amendments).	The grantee is conducting <u>most</u> of the outreach activities described in the original grant application (or approved amendments).	The grantee is conducting <u>few</u> of the outreach activities described in the original grant application (or approved amendments).	The grantee does not conduct outreach to eligible participants.	
4	Data reporting	The grantee participates in reporting procedures to meet the Federal and state monitoring and evaluation requirements in a timely and complete manner.	The grantee partially participates in the Federal and state monitoring and evaluation process.	The grantee participates in the Federal and state monitoring and evaluation process in a limited manner.	The grantee has not participated as requested in the Federal and/or the state monitoring and evaluation process in a timely and complete manner.	



		Compliant	Compliant, with Recommendations	Partially Compliant, with Findings	Non-compliant	Findings/Recommendations
<b>C. Fiscal</b>						
<b>1</b>	<b>Systems (Federal)</b>	<p>The grantee has the following systems in place:</p> <ul style="list-style-type: none"> <li>o Financial management</li> <li>o Procurement, and</li> <li>o Equipment and inventory management.</li> </ul> <p>These systems meet Federal standards.</p> <p>Records are accurate, current and complete.</p>	<p>The grantee has the following systems in place:</p> <ul style="list-style-type: none"> <li>o Financial management</li> <li>o Procurement, and</li> <li>o Equipment and inventory management.</li> </ul> <p>These systems meet Federal standards.</p> <p>Some records, other than personal services reporting and property records, are not accurate, current or complete.</p>	<p>The grantee has the following rudimentary systems in place:</p> <ul style="list-style-type: none"> <li>o Financial management</li> <li>o Procurement, and</li> <li>o Equipment and inventory management.</li> </ul> <p>These systems do not meet Federal standards.</p> <p>An overall pattern of inaccurate, incomplete, and delayed reporting of records exists.</p>	<p>The grantee does not have the following systems in place:</p> <ul style="list-style-type: none"> <li>o Financial management</li> <li>o Procurement, and</li> <li>o Equipment and inventory management.</li> </ul> <p>An overall pattern of inaccurate, incomplete, and delayed reporting of records exists.</p>	
<b>2</b>	<b>Spending</b>	<p>The grantee:</p> <ul style="list-style-type: none"> <li>o expends 21<sup>st</sup> CCLC funds appropriately;</li> <li>o maintaining documentation for materials and equipment purchased with 21<sup>st</sup> CCLC funds;</li> <li>o maintains appropriate documentation for employees of the grant program;</li> <li>o uses 21<sup>st</sup> CCLC funds to supplement rather than to supplant funds from non-Federal sources;</li> <li>o requests funds from CDE, at least quarterly but preferably on a monthly basis.</li> </ul>	<p>The grantee has <u>minor problems in one or more</u> of the following:</p> <ul style="list-style-type: none"> <li>o expending 21<sup>st</sup> CCLC funds appropriately;</li> <li>o maintaining documentation for materials and equipment purchased with 21<sup>st</sup> CCLC funds;</li> <li>o maintaining appropriate documentation for employees of the grant program;</li> <li>o using 21<sup>st</sup> CCLC funds to supplement rather than to supplant funds from non-Federal sources;</li> <li>o requesting funds from CDE at least quarterly.</li> </ul>	<p>The grantee has <u>major problems in one or more</u> of the following:</p> <ul style="list-style-type: none"> <li>o expending 21<sup>st</sup> CCLC funds appropriately;</li> <li>o maintaining documentation for materials and equipment purchased with 21<sup>st</sup> CCLC funds;</li> <li>o maintaining appropriate documentation for employees of the grant program;</li> <li>o using 21<sup>st</sup> CCLC funds to supplement not supplant funds from non-Federal sources;</li> <li>o requesting funds from CDE at least quarterly.</li> </ul>	<p>The grantee <u>does not</u>:</p> <ul style="list-style-type: none"> <li>o expend 21<sup>st</sup> CCLC funds appropriately;</li> <li>o maintain documentation for materials and equipment purchased with 21<sup>st</sup> CCLC funds;</li> <li>o maintain appropriate documentation for employees of the grant program;</li> <li>o use 21<sup>st</sup> CCLC funds to supplement rather than to supplant funds from non-Federal sources,</li> <li>o request funds in a timely manner.</li> </ul>	
<b>3</b>	<b>Subcontractor agreement</b>	<p>Formal written agreements with subcontractors clearly specify responsibilities, outcomes, and deadlines.</p>	<p>The program enters written agreements with all subcontractors.</p>	<p>The program enters written agreements with some of its subcontractors.</p>	<p>The program does not prepare written agreements with subcontractors.</p>	

## II. Program Management (SELF ASSESSMENT)

		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>A. Organization</b>						
<b>1</b>	<b>Program organizational structure</b>	In addition to what is stated under Satisfactory, the program's organizational structure and job descriptions provide clear lines of authority and responsibility.	The program has a written organizational structure and job descriptions that are well defined and sound. The program has a site coordinator to supervise and lead the daily program and staff.	The program has a written organizational structure that is not well delineated. Job descriptions are not specific. Capacity to supervise and lead the daily program and staff is limited.	The program does not have a written organizational structure or job descriptions. The site coordinator is not able to supervise and lead the daily program and staff.	
<b>2</b>	<b>Administrative capacity &amp; infrastructure</b>	In addition to what is stated under Satisfactory, the program has trained back up personnel that can carry on administrative duties if needed.	The program has the administrative capacity and infrastructure to develop budgets, track expenses, and collect and maintain program data.	The program needs some assistance in developing budgets, tracking expenses, and collecting and maintaining program data.	The program does not have the administrative capacity and infrastructure to develop budgets, track expenses, and collect and maintain program data.	
<b>3</b>	<b>Link with School Day</b>	In addition to what is stated under Satisfactory, communication between program staff and school day staff is a structured component of the program.	Program staff communicates regularly and effectively with school day staff to supplement regular school educational activities and to inform and receive information from in-school teachers on students' academic and behavioral progress.	Program staff communicates occasionally with school day staff to supplement regular school educational activities and to inform and receive information from in-school teachers on students' academic and behavioral progress.	Program staff does not communicate effectively with school day staff on students' academic and behavioral progress.	
<b>4</b>	<b>Written policies &amp; procedures</b>	In addition to what is stated under Satisfactory, staff development and/or mentoring occurs.	The program has developed/adopted written policies and procedures to promote effective management that are followed consistently.	The program has developed/adopted written policies and procedures to promote effective management which are not always followed.	The program has not developed written policies and procedures that promote effective management.	



					Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>A. Organization continued</b>									
5	<b>Comprehensive sustainability plan</b>	The grantee has developed a written comprehensive sustainability plan which describes strategies for securing other sources of funding or inkind resources to maintain the level of program services as grant support decreases by 20% each year after year 4 and year 5.	The grantee has developed a written sustainability plan which includes <u>limited</u> strategies for securing other sources of funding or inkind resources to maintain the level of program services as grant support decreases by 20% each year after year 4 and year 5.	The grantee has developed an <u>inadequate</u> sustainability plan for securing other sources of funding or inkind resources to maintain the level of program services as grant support decreases by 20% each year after year 4 and year 5.	The grantee has <u>not developed</u> a sustainability plan which describes the grantee's strategies for securing other sources of funding or inkind resources.				
<b>B. Communication</b>									
1	<b>Staff and partnership meetings</b>	In addition to what is stated under Satisfactory, staff meetings include topics identified by staff and partners as pertinent to the success in the program.	The program holds regular staff and partnership meetings that are more than administrative in nature, and that engage staff and partners in collaboration and sharing promising practices.	The program holds regular staff and partnership meetings that are mostly administrative in nature, and occasionally engage staff and partners in collaboration and sharing promising practices.	The program holds staff and partnership meetings that are strictly administrative in nature.				
2	<b>Director communicates w/ school administrators</b>	In addition to what is stated under Satisfactory, communication between the program director and school administration is a structured component of the program.	The program director communicates regularly and effectively with the school principal and administration.	The program director communicates irregularly and with the school principal and administration.	The program director communicates with the school principal and administration only when problems arise.				

<p><b>Effective marketing strategy</b></p>	<p>In addition to what is stated under Satisfactory, the program marketing strategy includes identification of targeted audiences, use of multiple communication channels, time line or schedule for implementation, and assessment/review of effectiveness.</p>	<p>The program employs an effective marketing strategy that results in the program and its achievements being well known and respected within the school and broader community.</p>	<p>The program employs a limited marketing strategy to publicize the program and its achievements within the school and broader community.</p>	<p>The program does not have an effective marketing strategy to publicize the program and its achievements.</p>	
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		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>B. Communication continued</b>						
4	<b>Conducting outreach</b>	The grantee is conducting outreach activities beyond those described in the original grant application (or approved amendments).	The grantee is conducting outreach to eligible participants as described in the original grant application (or approved amendments).	The grantee is conducting <u>most</u> of the outreach activities described in the original grant application (or approved amendments).	The grantee is conducting <u>few</u> of the outreach activities described in the original grant application (or approved amendments).	
5	<b>Advisory board</b>	In addition to what is stated under Satisfactory, the advisory board's advice/feedback about program operations is frequently acted upon by program administration.	The program has an advisory board (comprised of community representatives, parents and students) that meets regularly to provide advice/feedback about program operations.	The program has an advisory board (comprised of community representatives, parents and students) that meets sporadically to provide advice/feedback about program operations.	The program does not have an active advisory board that meets regularly.	
6	<b>Documentation of contributions</b>	In addition to what is stated under Satisfactory, the program maintains detailed on-going documentation of contributions from partnering agencies including how these were used to serve students.	The program maintains <u>on-going documentation of contributions</u> (inkind or resources) from partnering agencies.	The program <u>unsystematically</u> documents contributions (inkind or resources) from partnering agencies.	The program <u>does not maintain documentation of</u> contributions (inkind or resources) from partnering agencies.	

**III. Staffing and Professional Development**

		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>A. Staffing</b>						
1	<b>Staff recruitment and hiring</b>	In addition to what is stated under Satisfactory, the program has written qualifications for each position based on program and student needs. New staff selection committees include current staff, partner representatives, students, and parents.	The program has high standards for selecting staff and considering prior experience, qualifications, and, specialized training and/or certification/ competence in core areas including academic standards, literacy, project-based & culturally-responsive learning, STEM, parent/family involvement.	The program has minimum standards for selecting staff and considering prior experience, qualifications, and, where applicable, specialized training and/or certification/ competence in core academic areas.	The program selects staff arbitrarily of based on subjective decisions made by the director or hiring committee, with little regard to the candidate's prior experience, qualifications, or specialized training and/or certification/ competence in core academic areas.	

		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>A. Staffing continued</b>						
2	<b>Staff background checks</b>	In addition to what is stated under Satisfactory, the program receives regular updates to background check information.	The program completes appropriate fingerprinting and background checks for all staff.	The program completes minimum fingerprinting and background checks for all staff.	The program does not complete appropriate fingerprinting and background checks for staff.	
3	<b>Staff evaluation and feedback</b>	In addition to what is stated under "Satisfactory, personal improvement plans are developed for all staff and volunteers based on regularly scheduled evaluations.	Staff and volunteers are evaluated on a regular basis and given clear feedback for continuous performance improvement.	Staff and volunteers are evaluated on a regular basis and but feedback is inadequate for performance improvement.	Staff and volunteers are seldom evaluated and or are not given clear feedback for continuous performance improvement.	
4	<b>Staff retention</b>	The program provides various incentives and a work environment that facilitates staff retention.	The program makes efforts to retain quality staff, providing a consistent and stable staffing base for the program.	The program makes little effort to retain quality staff.	The program makes no apparent effort to retain quality staff.	
5	<b>Volunteer recruitment &amp; training</b>	In addition to what is stated under Satisfactory, the program implements a comprehensive plan to recruit and train volunteers.	Program volunteers are recruited and trained on how to fulfill the requirements of their position.	Program volunteers are recruited but not trained.	Program volunteers are not recruited.	
<b>B. Professional Development (PD)</b>						

<p><b>Evidence- and needs-based PD</b></p>	<p>In addition to what is stated under Satisfactory, PD is balanced, addressing the range of program purposes (academic enrichment, broad array of additional services, and programming for families/community) based upon evidence-based practices for out-of-school programming</p>	<p>Data are used to assess training needs and provide evidence based training and ongoing PD experiences to build more effective program practices.</p>	<p>The program provides <u>limited</u> training and PD experiences. PD is not based on program data.</p>	<p>The program <u>does not</u> provide PD.</p>	
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		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>B. Professional Development continued</b>						
2	<b>Program-based training</b>	In addition to what is stated under Satisfactory, shortly after being hired, new staff receives training on program purpose/goals, policies and procedures and are assessed on their knowledge of the program goals.	Staff is trained in program purpose/goals, policies/procedures. Staff is aware of program goals and can explain the relationship of program activities to those goals.	<u>Many staff have not been trained</u> in program purpose/goals, policies/procedures or cannot explain the relationship of program activities to program goals.	<u>Staff has not received training</u> in purpose/goals, program policies and procedure and/or is unaware of the program goals.	
3	<b>Coordination with partners</b>	In addition to what is stated under Satisfactory, the program develops its staff development plan in conjunction with school and community partners and is aligned to the district's Unified Improvement Plan.	The program <u>regularly</u> coordinates staff development activities with those of school and community partners.	The program <u>rarely</u> coordinates staff development activities with those of school and community partners.	The program <u>does not</u> coordinate staff development activities with those of school and community partners.	

**IV. Partnerships: Subcontractors, Volunteers, and Other Agencies**

		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
1	<b>Collaborative partnerships</b>	In addition to what is stated under Satisfactory, there is frequent, ongoing communication, shared leadership, and new initiatives generated from the partnership.	The program and partners have a shared commitment, exchange information, seek input, and have periodic interaction.	The program communicates with its partners but rarely gets input on program activities.	The program seldom communicates with and seeks input from its partners	
2	<b>Recruitment &amp; retention of partners</b>	In addition to what is stated under Satisfactory, the program implements a <u>long-term plan</u> to recruit new partners and retain established partners	The program makes efforts to recruit new and retain established partners to ensure long-term commitments of resources, including human capital.	The program makes ineffective efforts to recruit new and retain established partners.	The program makes little effort to recruit new partners and/or retain established partners	

	Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>Background checks of partners</b>	<p>In addition to what is stated under Satisfactory, the program receives regular updates to background check information.</p>	<p>The program completes appropriate fingerprinting and background checks for all partners in contact with children.</p>	<p>The program completes minimum fingerprinting and background checks for all partners in contact with children.</p>	<p>The program does not complete appropriate fingerprinting and background checks for partners in contact with children.</p>	

### V. Center Operations

		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>A. Logistics</b>						
1	Hours, schedule, and locations	In addition to what is stated under Satisfactory, the program closely assesses the needs of the target population and adjusts hours and schedules to meet their needs.	The program's hours, activity schedules, and locations are available, accessible, and meet the needs of the target population.	The program's hours, activity schedules, and locations are available, accessible, but do not always meet the needs of the target population.	The program's hours, activity schedules, and locations do not meet the needs of the target population.	
2	Promotion of services	In addition to what is stated under Satisfactory, the program is well known and highly respected in the target school and community due to promotion efforts.	Program activities and services are promoted in the targeted schools and community through a variety of methods and forums.	Program activities and services are promoted in the targeted schools and community through limited/ inadequate methods and forums.	Program activities and services are not promoted in the targeted schools and community.	
3	Student transportation	In addition to what is stated under Satisfactory, program staff is proactive in identifying the transportation needs of all students.	Transportation is provided to students who need it to participate in programming.	Transportation is available on a limited basis/schedule to students who need it to participate in programming.	Transportation is not available to students who need it to participate in programming.	
<b>B. Policies and Practices</b>						
1	Attendance policy	The program implements a written attendance policy that includes home visits, phone calls, and student counseling as well as proactive activities to reduce absenteeism.	The program implements an attendance policy that reduces absenteeism and insures that students participate on a regular, consistent basis.	The program implements an inadequate attendance policy that does little to reduce absenteeism and to insure students participate on a regular, consistent basis.	The program does not have or implement an attendance policy to reduce absenteeism and to insure students participate on a regular, consistent basis.	
2	Retention strategies	In addition to what is stated under Satisfactory, the program collaborates with schools and partners to develop a comprehensive retention policy.	The program implements retention strategies and maintains a waiting list as needed.	The program implements limited retention strategies.	The program does not implement retention strategies nor maintains a waiting list.	

<b>B. Policies and Practices continued</b>		<b>Excellent</b>	<b>Satisfactory</b>	<b>Some Progress</b>	<b>Must Improve</b>	<b>Findings/ Recommendations</b>
<b>3</b>	<b>Student behavior standards</b>	In addition to what is stated under Satisfactory, standards have been developed with input from staff, parents, and students.	The program has adopted clear standards for student behavior that are applied appropriately and consistently by all staff.	The program has adopted standards for student behavior but they are not applied appropriately and consistently by all staff.	The program has not developed standards for student behavior.	
<b>4</b>	<b>Communicating behavior standards</b>	In addition to what is stated under Satisfactory, students and parents are involved in developing standards for student behavior.	The program effectively communicates standards for student behavior to students and parents.	The program effectively communicates standards for student behavior to students and parents.	The program does not communicate standards for student behavior to students and parents.	
<b>5</b>	<b>Discipline techniques</b>	In addition to what is stated under Satisfactory, the program implements a behavior management plan, a student bill of rights/responsibilities, student code of conduct, bullying policies, harassment, internet use, and truancy.	Program staff consistently uses positive discipline strategies that instill in students a sense of responsibility in developing and sharing clear rules and consequences.	Program staff inconsistently uses positive techniques to guide the behavior of students.	Program staff uses inconsistent and ineffective techniques to guide the behavior of students.	
<b>6</b>	<b>Student-adult relationships</b>	In addition to what is stated under Satisfactory, youth are provided with a strong voice in planning, implementing and evaluating the program with guidance from adults	Program staff is committed to the development of positive & respectful student-adult relationships. Staff members also model positive adult relationships with one another.	Program staff attempts to develop positive and respectful student-adult relationships are inconsistent.	Program staff shows little commitment to the development of positive and respectful student-adult relationships.	
<b>7</b>	<b>Parent engagement</b>	In addition to what is stated under Satisfactory, the program implements a plan to actively engage parents and families that reflects different levels of engagement (e.g., parents as teachers, learners, advocates for their children, leaders/decision makers).	In addition to what is stated in Some Progress, The program encourages parent/family engagement in decision-making about the program's operations and provides activities for families of participating students.	The program provides some information and communication with parents, encouraging parent engagement in activities such as volunteering and helping their children with school work but not in decision-making about the program's operations.	The program does very little to communicate with parents or encourage parent engagement.	

		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>B. Policies and Practices continued</b>						
8	<b>Communication and Outreach with Families</b>	The program organizes regular meetings to provide families with information regarding program activities and students' behavior and achievements.	The program provides regular communication with and outreach to participants' families, including information regarding students' experiences, behavior, and achievements in the program. Information is transmitted to Limited English Proficient families in modes that are appropriate and easily understood.	The program provides infrequent communication to participants' families regarding students' experiences, behavior, and achievements in the program. Information is transmitted to Limited English Proficient families in modes that are appropriate and easily understood.	The program does not provide participants' families with information regarding students' experiences, behavior, and achievements in the program except when problems arise.	

**VI. Programming and Program Activities**

		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>A. Programming</b>						
1	<b>Reflection of mission &amp; goals</b>	Program activities go beyond the goals and mission of the program.	Program activities reflect the goals and mission of the program.	Program activities do not adequately address the goals and mission of the program.	Program activities do not reflect the goals and mission of the program.	
2	<b>Assets-based approach to youth</b>	In addition to what is stated under Satisfactory, the program provides staff with a regular schedule of training and coaching in implementing assets-based instruction.	The program takes an assets-based approach to youth, recognizing students' strengths and helping students feel they can contribute to their own educational growth.	Program staff recognizes students' strengths, but mostly teach to their needs.	The program takes a deficit approach to learning.	
3	<b>Scheduling</b>	In addition to what is stated under Satisfactory, the program includes a balance of structured and unstructured time, and time for social connections and community building.	The program has an appropriate schedule, flow, and duration of activities to meet the needs of all students.	The program has a schedule, flow, and duration of activities to meet the needs of some students.	Program activities are not scheduled to meet the needs of most students.	



		Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>A. Programming continued</b>						
4	Accommodation of students with special needs	In addition to what is stated under Satisfactory, the program implements a comprehensive plan in collaboration with the special education program to accommodate and encourage the participation of special needs students.	The program accommodates students with special needs and encourages their participation in the program.	The program makes some accommodations but does not accommodate all participating students with special needs.	The program does little to accommodate students with special needs.	
5	Evidence-based activities	The program provides evidence-based academic support and enrichment activities, aligned with school day curricula and individualized to meet students' needs.	The program provides evidence-based academic support and enrichment activities.	The program provides evidence-based academic support and enrichment activities, aligned with school day curricula and individualized to meet students' needs.	The program provides academic support and enrichment activities that have not been found to be effective through research.	
<b>B. Activities</b>						
1	Activities address student needs	In addition to what is stated under Satisfactory, the program provides a majority of participants with not only academics, but diverse recreational, cultural, and resiliency building activities as well.	Program activities are based on <u>assessed</u> student academic, physical, social and emotional needs and interests. Activities are commensurate with the age/skill level of the participants and enable participants to develop new skills during the program year.	Program activities are selected based on <u>perceived</u> student needs and interests. Most activities are commensurate with the age and skill level of the participants.	Program activities inadequately address the needs of students.	
2	Evidence-based activities	The program provides evidence-based academic support and enrichment activities that are aligned with the school day curricula and individualized to meet students' needs.	The program provides evidence-based academic support and enrichment activities.	The program provides academic support and enrichment activities that have been found to be somewhat effective.	The program provides academic support and enrichment activities that have not been found to be effective.	

<b>B. Activities continued</b>		Excellent	Satisfactory	Some Progress	Must Improve	<b>Findings/ Recommendations</b>
3	<b>Project-based learning</b>	The program provides learning experiences in which students are actively involved in the experience; reflect on the experience; use analytical skills to conceptualize the experience; and are involved in decision making and problem solving to use new ideas gained from the experience.	The program enables students to explore resources and issues in their community through projects and activities, including service-learning. Students have opportunities to learn through experiential learning and real world contexts.	The program has students exploring community and world issues through media and classroom discussions, but students are rarely provided real life experiences to enhance learning.	The program is classroom- based emphasizing rote and didactic learning.	
		4	<b>Showcase of student work</b>	The program celebrates student achievement by providing a range of opportunities to showcase student work within the school and wider community.	The program provides a range of opportunities to showcase student work within the school community.	

**VII. Health and Safety**

<b>A. Health</b>		Excellent	Satisfactory	Some Progress	Must Improve	<b>Findings/ Recommendations</b>
1	<b>Nutritional &amp; sanitary food preparation</b>	In addition to what is stated under Satisfactory, the program provides information on nutrition and sanitary food preparation to parents.	The program provides daily nutritional snacks during program operation, has a sanitary environment for food preparation/consumption, and drinking water is readily available.	The program has a somewhat sanitary environment for food preparation and its consumption. Drinking water is readily available.	The program has an unsanitary environment for food preparation and its consumption. Drinking water is not readily available.	
		2	<b>Addressing unique health needs</b>	In addition to what is stated under Satisfactory, the program is proactive in obtaining information on the unique health needs of students from parents & the school.	The program addresses any unique health needs of students that have been identified by the parents and/or the school.	
<b>B. Safety</b>						



	Excellent	Satisfactory	Some Progress	Must Improve	Findings/
2 Appropriate and safe facilities	In addition to what is stated under Satisfactory, program activities occur in facilities that include state-of-the-art safety features.	Program activities occur in spaces that are adequate, appropriate, and safe for the purpose used. These spaces are welcoming to young people.	Most program activities occur in spaces that are adequate, appropriate, and safe for the purpose used.	Program activities occur in spaces that are inadequate, inappropriate, or unsafe for the purpose used.	

B. Safety continued					Findings/ Recommendations
	Excellent	Satisfactory	Some Progress	Must Improve	
3 Appropriate equipment	In addition to what is stated under Satisfactory, the program has state-of-the-art equipment in place.	The program has appropriate equipment in place.	Most equipment is appropriate.	The program has out-of-date equipment.	
4 Safe transportation	In addition to what is stated under Satisfactory, school bus drivers receive extensive training on safety practices including assertive discipline, accident procedures, special needs students, driving in the snow, and evacuating a school bus.	The vehicles used for transportation are safely maintained and inspected on a regular basis.	The vehicles used for transportation are safely maintained and inspected on a regular basis, but may need work not related to safety.	The vehicles used for transportation are <u>not</u> safely maintained or <u>not</u> inspected on a regular basis.	
5 Student pick-ups	In addition to what is stated under Satisfactory, the program closely monitors that procedures for authorized student pick-ups are followed and has provided staff training on these implementing these procedures.	The program follows established procedures for authorized student pick-ups and has provided notice of these procedures to staff and families.	The program somewhat follows established procedures for authorized student pick-ups.	Program staff does not follow established procedures for authorized student pick-ups	
1 Emergency contact information	In addition to what is stated under Satisfactory, information is backed up and stored outside the building. At least two staff members are familiar with procedures to access the data.	Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	Emergency contact information for students and staff is secure but not easily accessible.	Emergency contact information for students and staff is not easily accessible and/or secure.	

<p><b>Emergency readiness plan</b></p>	<p>In addition to what is stated under Satisfactory, the program has presented the emergency readiness plan to parents at several meetings scheduled to meet their needs.</p>	<p>The program has adopted an emergency readiness plan that includes safety drills and has provided notice of this plan to staff and families.</p>	<p>The program has adopted an emergency readiness plan and has provided notice of this plan to staff but not families.</p>	<p>The program has not adopted an emergency readiness plan.</p>	
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<b>B. Safety continued</b>		Excellent	Satisfactory	Some Progress	Must Improve	<b>Findings/ Recommendations</b>
7	<b>Internet use</b>	In addition to what is stated under Satisfactory, staff is provided training on the ethical use of internet resources. Procedures are in place to ensure that staff uses the internet in a legal and ethical manner.	The program avoids transmitting any material in violation of any U.S. or state regulation via the Internet. This includes, but is not limited, to copyrighted materials and threatening or obscene materials.	The program avoids transmitting any material in violation of any U.S. or state regulation via the Internet, but staff may occasionally violate ethical standards.	Staff members routinely transmit material in violation of U.S. or state regulations via the Internet.	
8	<b>First aid training of staff</b>	All staff is trained in first aid and CPR and is familiar with current health, safety, and nutrition standards.	The majority of staff is trained in first aid and CPR and is familiar with current health, safety, and nutrition standards.	Some staff is trained in first aid and CPR and is familiar with current health, safety, and nutrition standards.	No staff member is trained in first aid and CPR and is familiar with current health, safety, and nutrition standards.	
9	<b>Security</b>	In addition to what is stated under Satisfactory, staff is familiar with security procedures that are in place.	The program has adequate security in place.	The program has inadequate security in place.	The program is lacking in security.	

**VIII. Evaluation/Measuring Outcomes**

<b>A. Qualitative and Quantitative Data Collection and Reporting</b>		Excellent	Satisfactory	Some Progress	Must Improve	<b>Findings/ Recommendations</b>
1	<b>Evaluation process</b>	In addition to what is stated under Satisfactory, the evaluation is designed and implemented to provide feedback to staff on improving program services on a timely basis.	The program has adopted and applies an evaluation process to measure program goals and outcomes. This evaluation includes qualitative and quantitative program information and data on participation, performance, and outcomes.	The program has adopted and applies an evaluation process to measure program goals and outcomes which includes qualitative and quantitative program information. Some essential data is not collected, analyzed, or reported properly.	The program has not adopted an evaluation model or the model adopted is not appropriate or is not implemented correctly/completely.	

	Excellent	Satisfactory	Some Progress	Must Improve	Findings/
3 Qualitative data	In addition to what is stated under Satisfactory, the program uses various processes to elicit and record detailed accounts of program impact on students and their families.	In addition to evaluation data, the program collects anecdotal information and stories about program impact on students and their families.	The program collects limited qualitative data about program impact on students and their families.	The program only collects quantitative evaluation data.	

	Excellent	Satisfactory	Some Progress	Must Improve	Findings/ Recommendations
<b>A. Qualitative and Quantitative Data Collection and Reporting continued</b>					
1 Quantitative data	In addition to what is stated under Satisfactory, the program uses various processes to display and report student and program outcomes.	In addition to evaluation outcome data, the program collects stories about program impact on students and their families.	The program collects limited quantitative data about student and program outcomes.	The program only collects qualitative evaluation data.	
<b>B. Using Data for Decision-Making and Disseminating Results</b>					
2 Feedback from stakeholders	In addition to what is stated under Satisfactory, the evaluation obtains feedback in various forms (interviews, surveys, focus groups) to obtain accurate and sufficient data to inform the evaluation process.	The evaluation process includes requesting feedback from stakeholders including students, parents, and collaborators.	Feedback is not requested from all types of stakeholders or feedback obtained is not analyzed in a manner that provides useful information.	Very little feedback is obtained from stakeholders.	
Evaluation results used in decision making	In addition to what is stated under Satisfactory, the program systematically uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	The program uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	The program unevenly uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	The program does not use the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	

<p><b>Findings communicated to staff</b></p>	<p>Evaluation findings are regularly and effectively communicated to staff, collaborators, parents, students, and other stakeholders in a manner that elicits constructive feedback.</p>	<p>Evaluation findings are regularly and effectively communicated to staff, collaborators, parents, students, and other stakeholders.</p>	<p>Evaluation findings are made available to staff, collaborators, parents, students, and other stakeholders, but efforts are not made to ensure that they are received or understood.</p>	<p>Evaluation findings are not effectively communicated to staff, collaborators, parents, students, and other stakeholders.</p>	
<p><b>Sharing promising practices</b></p>	<p>In addition to what is stated under Satisfactory, the program has implemented a comprehensive plan to identify and share promising practices internally and through afterschool networks.</p>	<p>The program identifies and shares promising practices internally and through afterschool networks on a regular basis.</p>	<p>The program identifies promising practices but sharing of these is limited.</p>	<p>The program does not identify promising practices.</p>	