



COLORADO
Department of Education

Funding Opportunity

Application Information Webinar available on Tuesday, December 19, 2023

A recorded application information webinar available on [CDE's 21st CCLC webpage](#).

[Intent to Apply](#) Due: **Thursday, February 1, 2024**

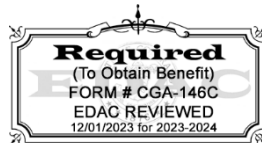
Completion of the Intent to Apply is strongly encouraged but not required.

Applications Due: Thursday, February 15, 2024, by 4 pm

Application will open in GAINS on December 15, 2023, and close on February 15, 2024.

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant Program

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



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

Applications for the 21st CCLC grant program must be submitted through [GAINS](#).

Submission of application materials either in hard copy or via e-mail will not be accepted.

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

[More information about GAINS is available on CDE's website.](#)

Accessing GAINS

School District and BOCES Applicants

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

Charter School Applicants

- Complete the [Charter School GAINS Access Request Form](#)

All Other Applicants

- Complete the [Non-District Organization GAINS Access Request Form](#)

Nita M. Lowey 21st Century Community Learning Centers Grant Program

Intent to Apply Due: Thursday, February 1, 2024

Applications Due: Thursday, February 15, 2024, by 4 pm

Purpose

The purpose of the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant program is to provide opportunities for eligible applicants to establish or expand 21st Century Community Learning Centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular school day. This Request for Applications (RFA) will allow the Colorado Department of Education (CDE) to distribute funds to qualified applicants pursuant to Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015.

21st Century Community Learning Centers offer activities during out-of-school time, meaning non-school hours and periods when school is not in session (e.g., before school, after school, weekends, and during summer breaks). Summer programming is required for all funded 21st Century Community Learning Centers.

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

- 1) Provides 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 academic standards in core academic subjects such as reading, writing, and mathematics;
- 2) Offers students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular school day of participating students; and
- 3) Offers families of students opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Only applicants that specifically address all three purposes above will be considered for funding. Priority will be given to those programs serving students who attend high-poverty, low-performing schools. See the "Priority Considerations" section below.

Eligible Applicants

Only eligible entities may apply for the 21st CCLC grant. The term "eligible entity" means:

- a local educational agency (LEA, or a public school district);
- a Board of Cooperative Educational Services (BOCES);
- the Charter School Institute;
- community-based organization*;
- Indian tribe or tribal organization*;
- another public or private entity; and
- a consortium* of two or more such agencies, organizations, or entities.

Eligible entities (also referred to as fiscal agents) that previously received or currently receive funds from the 21st CCLC grant may apply for this current funding opportunity. For currently funded fiscal agents, application responses must describe current grant activities and services and demonstrate how, if awarded, capacity to provide activities and services will be expanded, augmented, or sustained. Past expenditure of funds and quality of program implementation will also be considered. See *Appendix G* for Past Performance Exemplar Criteria.

*See *Appendix I* for Glossary of Terms

Ineligible Applicants

21st Century Community Learning Centers (sites/schools) currently receiving funds as part of the 21st CCLC Cohort IX (9) or Cohort X (10) are ineligible for this funding opportunity. Fiscal agents must not include any currently funded centers

(sites/schools) in their application for this funding opportunity. Eligibility for programs, centers, and schools is determined by school code. A list of currently funded centers can be found on [CDE's 21st CCLC webpage](#) under the "21st CCLC Funded Subgrantees" section.

Priority Considerations

Priority Schools

Entities receiving priority in this current funding opportunity are those that propose to serve high-poverty, low-performing schools, as evidenced by:

- Schools with a K-12th grade Free and Reduced Lunch rate of 40 percent and above in 2022-2023; and
- Schools Identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2022-2023.

See *Appendix A* for a listing of Priority Schools for this current funding opportunity. All schools in the application must be on the priority list in *Appendix A* to receive priority points. Other schools determined by the applicant to need intervention and support may be included in the application but will not be eligible to receive priority points assigned in the priority points section of the scoring rubric for this RFA.

Additional Priority Areas

This funding opportunity includes five additional priority areas for funding. Priority points are available in the scoring rubric to support priority areas. Applicants may be eligible to receive priority points for one or more of the priority areas based on information provided in their submitted application as well as data available and verified by CDE. The following are the additional priority areas for this grant competition:

1. Applicant/fiscal agent is a rural school district or consortium application includes at least one [rural school district](#) as a participating district.;
2. Fifth-day programs* for school districts and schools who have a four-day school week;
3. Application includes at least one high school serving grades 9-12 with either a dropout rate higher than 2.2% and/or a graduation rate lower than 82.3% and/or a completion rate lower than 84.1%; OR application includes at least one school (serving any grades K-12) with a chronic absenteeism rate higher than 35.5%.*;
4. Programs prioritizing highly mobile youth* or other disadvantaged, marginalized, and/or historically underserved youth* in their proposed 21st CCLC program(s); and
5. New applicants that have not been funded through 21st CCLC in the last five years, OR applicants with programs that have high-quality past performance (within the past five years) as determined by meeting Past Performance Exemplar Criteria listed in *Appendix G*.

*See *Appendix I* for Glossary of Terms

Equitable Distribution of Funds

To ensure equitable geographic distribution of funds across Colorado, CDE has placed a limit on the number of centers each eligible entity may receive funding for during this grant period. This limit is derived from student enrollment within the school district. The guidelines in the table below outline the maximum number of centers that may be awarded to districts and non-district entities according to student enrollment in K-12th grade membership from [CDE's 2022-2023 Pupil Membership Data](#).

Number of K-12 Students in School District	Maximum Number of Funded 21 st CCLC Centers to each School District	Maximum Number of Funded 21 st CCLC Centers to Non-District Entities*	Total Number of 21 st CCLC Funded Centers
0 - 1,000	1 funded centers	1 funded center	2 funded centers
1,001 - 6,500	2 funded centers	2 funded centers	4 funded centers
6,501 - 25,000	3 funded centers	3 funded centers	6 funded centers
25,001 or more	4 funded centers	4 funded centers	8 funded centers

Application Limits

Due to the highly competitive nature of this funding opportunity, the number of centers for each individual grant application cannot exceed four (please see chart above for the maximum number of allowable centers based on district enrollment). Eligible entities (fiscal agents) may apply for a maximum number of four centers across all submitted 21st CCLC applications. A maximum number of four centers (depending on enrollment size) will be funded for each eligible entity that is awarded funds through this funding opportunity. It is important to note that services and student target populations to be served cannot be duplicated across proposed centers.

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

Applicant Capacity

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

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

To adequately plan and implement a 21st CCLC program, applicants are encouraged to dedicate and budget for at least a 0.5 FTE program director as well as a dedicated primary fiscal contact. The program director could also serve as a center coordinator as needed. The program director and primary fiscal contact will be responsible for attending mandatory meetings, completing monthly and annual reporting requirements, and communicating regularly with CDE staff about the grant.

All 21st CCLC awards are reimbursement grants, whereby each program submits requests for reimbursement for 21st CCLC expenditures paid by the program and then invoices CDE for those expenses. Subgrantees must have sufficient cash flow to operate the 21st CCLC program continuously while awaiting reimbursement receipt, which normally takes 30 days after the 15th of each month. Interest expenses or other debt services costs cannot be charged to the 21st CCLC grant. Check cashing fees cannot be charged to the grant.

The federal statute authorizing 21st CCLC requires each applicant to give timely notice to the community of its intent to apply and to provide for public availability and review of the application and any waiver request after application submission.

For potential applicants to assess the capacity and readiness for applying for the 21st CCLC grant, CDE has created a Readiness Assessment Tool (see *Appendix B*).

Available Funds

CDE will award approximately \$3 million in 21st CCLC funding under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. Federal law requires awards to be of sufficient size and scope to support high-quality, effective comprehensive 21st CCLC programs. Grants will not be made in an amount less than \$50,000 and no more than \$180,000, per year per center. A consortium* may apply for one grant to provide services for multiple centers. Each center in the consortium must apply for a minimum of \$50,000 per year for

its 21st CCLC program. It is anticipated that approximately 20 centers will be awarded through this competitive funding opportunity. There will be no carryover of funds allowed during or after the three-year grant period, nor during continuation years four and five.

*See *Appendix I* for Glossary of Terms

Duration of Grant

Grants awarded receive funds for an initial period of three years with the option to continue funding for up to an additional two years. Annual funding is contingent upon continued federal appropriations for the 21st CCLC grant. Those awarded applicants, also referred to as subgrantees, meeting continuation exemplar criteria outlined in *Appendix D* will be eligible for two years of continuation funding at 100% of the original award upon completion and approval of a brief continuation application. The table below is an example of funding amounts across all five years.

Grant Year	Example Amount	Timeframe
Year 1	\$100,000	July 1, 2024 – June 30, 2025
Year 2	\$100,000	July 1, 2025 – June 30, 2026
Year 3	\$100,000	July 1, 2026 – June 30, 2027
Continuation Decision Based on Exemplar Criteria Outlined in <i>Appendix D</i>		
Year 4	\$100,000	July 1, 2027 – June 30, 2028
Year 5	\$100,000	July 1, 2028 – June 30, 2029

Suggested Program Costs

The amount of funding requested must be reasonable and based on the number of students proposed to attend programming at each center on any given day on average (also referred to as Average Daily Attendance, or ADA) each year of the grant. Funding requests in the application must be based upon a recommended cost of between \$2,000 and \$3,000 per student per year, which accounts for all program costs (e.g., staffing, administrative, school year and summer programming, family engagement activities, transportation, partnerships, etc.). Applicants must not exceed a total cost of \$3,000 per student per year.

Cost per student is figured by dividing the total annual grant allocation by the expected maximum Average Daily Attendance for students at each center, considering the annual student ADA across the entire year, inclusive of both the school year program and summer program (as determined in *Section B: Program Participation Targets* of this RFA). Applicants may use the table below for reference on calculating the amount of funding they request based on their projected annual cost per student below for this funding opportunity.

Amount of funding requested	Annual student ADA	Projected annual cost per student
\$50,000	25	\$2,000
\$50,000	16	\$3,000
\$100,000	50	\$2,000
\$100,000	33	\$3,000
\$180,000	90	\$2,000
\$180,000	60	\$3,000

Applicants must provide written justification within their application response under *Section H: Adequacy of Resources* in this RFA, stating their proposed annual cost per student and justifying the proposed cost per student in relation to total program costs and the total requested award amount.

Award Reductions

Applicants must set participation targets in *Section B: Program Participation Targets* of this RFA that are realistic and achievable across the grant period. By the end of year two, funded applicants (subgrantees) must be serving at least 75%

of students projected for the “Average Daily Attendance” columns. Funding for subgrantees will be assessed based on the per-student cost approved in the original grant application. Funding will be reduced in subsequent grant years by the cost per student amount for each student lower than the projected figures, calculated as the subgrantee’s cumulative maximum average ADA at the end of year two of the grant.

If during any portion of the grant period a subgrantee fails to meet the program goals, participation targets, and performance measures set forth in its approved application, the subgrantee’s award may be reduced. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction. If, based on the number of students served through ADA in any given program year, subgrantees fall below the \$50,000 grant minimum amount, the grant will be assessed to determine if funding should be continued at the minimum \$50,000 level or the grant should be terminated.

Required Minimum Hours of Programming

For the entire duration of the grant, all awarded applicants (subgrantees) must provide comprehensive 21st CCLC programming* for core academics, educational enrichment, and family engagement during the regular school year as well as during the summer. While additional hours of programming can be offered, subgrantees are required to adhere to the following:

- No fewer than 24 weeks of programming during the school year;
- No fewer than 10 hours of programming per week during the school year (can be on the fifth day for four-day school weeks and on weekends); and
- No fewer than 60 hours of programming total during the summer (can be any number of day/hour/week combinations that meet the required hours).

*Programming must include direct services and activities for students as well as family members of participating students. Programming for family members of participating students should be consistent and ongoing and can occur during school hours as well as during out-of-school time hours (weekends, fifth day, holidays, etc.).

Allowable Uses of Funds

Each applicant that receives an award under 21st CCLC may use the award funds to carry out a broad array of comprehensive out-of-school time (OST) activities. 21st CCLC funding may be used to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students’ regular school day. Funds should be used to provide comprehensive activities during the school year and summer to meet the needs and interests of students and their families and to achieve anticipated student outcomes.

These activities advance student academic achievement and support student success by supplementing, not supplanting current activities. Grant funds must be used to supplement and not supplant any federal, state, and local funds currently being used to provide out-of-school time programming. Funds must be used solely for the purposes set forth in this RFA. A list of allowable, recommended, and necessary activities can be found in *Appendix C*.

*See *Appendix I* for Glossary of Terms

Unallowable Uses of Funds

While 21st CCLC guidance offers flexibility in the use of funds, some expenditures are explicitly not allowed in 21st CCLC Programs. These include, but are not limited to:

- Material Incentives for Participants
- Gift Cards
- Field Trips for Entertainment
- Political Advocacy
- Capital Construction

Grant funds cannot be applied retroactively to pay for pre-award planning activities related to the grant. Subgrantees may use grant funds to support ongoing planning and quality improvement processes throughout the grant period to strengthen the program based on evaluation results.

No grant funds may be expended to support religious practices, such as religious instruction, worship, or prayer. Faith-based organizations (FBOs) may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost-accounting requirements to ensure that funds are not used to support these activities. For example, community-based organizations and FBOs are required to maintain 21st CCLC grant funds separately within their accounting system to ensure only those expenses approved by the grant are reimbursed with 21st CCLC grant funds. The Office of Management and Budget (OMB) Uniform Grant Guidance (UGG) provides further guidance regarding these accounting requirements.

Program income and local match are not applicable with this funding opportunity. Administrative, programmatic, and fiscal requirements of subgrantees that are awarded funds and participate in the 21st CLCC grant program are outlined in full in *Attachments D-G*.

Monitoring, Evaluation, and Reporting

In accordance with ESSA Sec. 4205(b)(1), 21st CCLC programs are required to conduct ongoing monitoring and evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and to provide evidence that the program helps students meet the state and local student academic standards. By accepting grant funds, subgrantees agree to participate in all components of the program monitoring, evaluation, and reporting efforts listed in this application. See *Appendix E* for additional information on the federal, state, and local monitoring, evaluation, and reporting requirements for all awarded applicants (subgrantees).

Data Privacy

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

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

Application Assistance and Intent to Apply

Several types of technical assistance are offered to all potential applicants to encourage high-quality applications. Web access links, registration details, dates, and times will be posted on [CDE's 21st CCLC webpage](#). All these technical assistance opportunities are available at no cost to applicants. Resources include:

- **Online Resources:** [CDE's 21st CCLC website](#) offers links to other helpful materials and resources.
- **Weekly Office Hours:** CDE will be hosting office hours for 30 minutes each week for potential applicants to ask any program/fiscal questions about the funding opportunity and receive updated responses to questions that have been received by the 21st CCLC state office. The weekly office hours will be held virtually via Zoom on Tuesdays from 9:00 am-9:30 am. For dates and access information, visit [CDE's 21st CCLC webpage](#). Office Hours discussions will also be recorded and posted to this webpage.
- **Frequently Asked Questions:** CDE will regularly post an ongoing FAQs document based on questions received to [CDE's 21st CCLC webpage](#) throughout the application window.
- **Application Webinar:** The recorded application training webinar will be posted on [CDE's 21st CCLC webpage](#).

If interested in applying for this funding opportunity, please complete the [Intent to Apply form](#) by **Thursday, February 1, 2024**.

Although very strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

Review Process and Notification

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

Note: This is a competitive process – applicants must score at least 200 points out of the 300 possible narrative points to be approved for funding. Applications that score below 300 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Submission Process and Deadline

Applications must be completed and submitted through [GAINS](#) by **Thursday, February 15, 2024, by 4 pm**. Application materials and resources are available on [CDE's 21st CCLC webpage](#).

Required Elements

See Evaluation Rubric for specific selection criteria (pages 16-21).

Part I: Application Introduction and Program Assurances

- ☐ Applicant Information
- ☐ Program Assurances (applicants will agree to the terms of all Assurances – See *Attachments D-G*)

Part II: Narrative and Budget

- ☐ Narrative Sections A-H
- ☐ Budget Detail

Required Uploads

- ☐ Principal Sign Off Form(s)
- ☐ Financial Management Risk Assessment
- ☐ Non-Public School Consultation Form
- ☐ Job Description(s) of Key Personnel and Organizational Chart(s)

Optional Attachments, If Applicable

- ☐ Memorandum(s) of Understanding (MOUs) from identified partner(s) and/or consortium agreement
- ☐ No more than five pages with tables/graphs/figures to support narrative responses

Nita M. Lowey 21st Century Community Learning Centers Grant Program

Intent to Apply Due: Thursday, February 1, 2024

Applications Due: Thursday, February 15, 2024, by 4 pm

Applicants will complete their application at [GAINS](#).

Applications will be accepted in GAINS from December 15, 2023, to February 15, 2024.

Part I: Applicant Information

Lead Applicant			
Program Name:		UEI #:	
Type of Organization Select the option that best describes your organization or authorizer.			
<input type="checkbox"/> Local Educational Agency (LEA, or public school district) <input type="checkbox"/> Board of Cooperative Educational Services (BOCES) <input type="checkbox"/> Charter School Institute (CSI) <input type="checkbox"/> Community-Based Organization (CBO) <input type="checkbox"/> Indian Tribe or tribal organization <input type="checkbox"/> Another public or private entity (Provide additional information: _____) <input type="checkbox"/> Consortium of two or more agencies, organizations, or entities (Provide additional information: _____)			
Region Indicate region(s) of Colorado this program will directly impact.			
<input type="checkbox"/> Metro	<input type="checkbox"/> Pikes Peak	<input type="checkbox"/> North Central	<input type="checkbox"/> Northwest
<input type="checkbox"/> West Central	<input type="checkbox"/> Southwest	<input type="checkbox"/> Southeast	<input type="checkbox"/> Northeast
Fifth-Day Program: Applicant is proposing a fifth-day program for school districts and schools who have a four-day school week.			<input type="checkbox"/> Yes <input type="checkbox"/> No
Authorized Representative Information			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
Amount Requested			
Indicate the amount of funding you are requesting for FY2024-2025. Only Year One budgets need to be submitted with this application. Grants will not be made in an amount less than \$50,000 and no more than \$180,000 per year per center.			\$
Cost Per Student			
Please indicate the cost per student based on the student Average Daily Attendance (ADA) number projected in <i>Section B</i> . Costs should not be below \$2,000 and must not exceed \$3,000 per student. Rationale in <i>Section H</i> must be provided. Cost per student is figured by dividing the total annual allocation by the expected student ADA at each center.			\$
Participating School Information			
The principal of each participating school must also sign the "Center Expectations: Principal Sign-off Form" outlining school responsibilities. This form must be signed and submitted to CDE on an annual basis.			
School Name:	[add rows in GAINS as needed]		

Part II: Narrative and Budget

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

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

Narrative Questions

Priority Areas

Please describe how the applicant meets the following priority criteria. [not to exceed 500 words]

- 1) **Federal Priority:** All participating schools within the application have a 40% K-12th Free and Reduced Lunch rate and are identified as a Comprehensive Support or Targeted Support School under ESSA (based on available 2022-23 data). All schools in the application must be on the priority list in *Appendix A* to receive priority points.
- 2) **Rural:** Applicant/fiscal agent is a rural school district or consortium application includes at least one rural school district as a participating district.
- 3) **Fifth Day:** Applicant is proposing a fifth-day program for school districts and schools who have a four-day school week.
- 4) **Chronic Absenteeism & Graduation:** Application includes at least one high school serving grades 9-12 with either a dropout rate higher than 2.2% and/or a graduation rate lower than 82.3% and/or a completion rate lower than 84.1%; OR application includes at least one school (serving any grades K-12) with a chronic absenteeism rate higher than 35.5%.
- 5) **Specific Youth Populations:** Applicant is proposing to prioritize highly mobile youth or other disadvantaged, marginalized, and/or historically underserved youth for 21st CCLC program(s). Application clearly explains how the proposed program will collaborate with participating school(s)/district(s) and partner(s) to identify, conduct outreach, encourage participation, and track registration/attendance of the identified youth population(s). Application includes relevant data and an adequate explanation of identifying, prioritizing, and serving the identified youth population(s) to receive priority points.
- 6) **Applicants:** New applicants (fiscal agents) that have not been funded through 21st CCLC in the last five years (prior to FY2018-19); OR Applicants (fiscal agents) with programs that have high-quality past performance (within the past five years, since FY2018-19) as determined by meeting Past Performance Exemplar Criteria listed in *Appendix G*.

Section A: Demonstration of Need

- 1) Describe the needs of students (and families) who will be served in the proposed community learning center(s). Describe how the proposed 21st CCLC program(s) will address the needs of students and families, including the need for:

- a) core academic support,
- b) essential skills/educational enrichment activities, and
- c) an array of additional services for students and activities to meaningfully engage their families.

To receive maximum points, applicants must provide objective data as appropriate, including a description of the populations of students (and their families) who will be served in the proposed program(s). Include a description of students' grade level, gender, race/ethnicity, special populations, and any other relevant data or descriptors.

[Not to exceed 500 words]

- 2) Identify resources, including other funds, that are currently available for out-of-school time (OST) programs for the participating school(s). Describe how the proposed 21st CCLC program(s) would establish or expand access to high-quality, comprehensive OST services available within the community.

[Not to exceed 500 words]

Section B: Program Participation Targets

- 1) Complete the chart below on the expected number of students and family members to be served by the 21st CCLC program(s) at each community learning center each year during the initial three-year grant period. Provide rationale for setting the participation targets in the chart, including how applicant determined that the numbers were reasonable and achievable based on the total number of students in the school, student needs and interests, and other related factors. For definitions of each participation target, see Glossary of Terms in *Appendix I*.

[Not to exceed 500 words]

Center (School) Name	Total Number of Students in the School (actual)	Unduplicated 21 st CCLC Students (school year)	Regular Student Attendees (all year)	ADA Student (school year)	ADA Student (summer)	Maximum ADA Student (both school year and summer)	Unduplicated Family Members (all year)
Total							

Section C: Program Development & Partnerships

- 1) List all key stakeholders and describe their involvement in developing this grant application. Stakeholders must include the students to be served and should also include school and district leadership/staff, parents and caregivers, and community partners.

[Not to exceed 500 words]

- 2) Describe the proposed collaboration with partners, including local school districts, external organizations, community-based organizations (CBOs), other public or private organizations, and federal/state/local programs, as appropriate. Collaboration should include activities related to program planning and implementation, especially delivering evidence-based, comprehensive 21st CCLC programs that complement the regular school day for students and their families.

Note: Applicants must include Memorandums of Understanding (MOU) from all major partners listed. A sample MOU can be found in *Appendix J*. If applying as a consortium, a consortium agreement is required. If partnership(s) are unfeasible at the time of application, the applicant must explain how partners will be recruited within the first year of the grant and developed over the duration of the grant.

[Not to exceed 500 words]

Section D: Program Implementation

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

[Not to exceed 250 words]

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

Based on the proposed schedule(s), justify the dosage of programming (hours per week and weeks of the year) for students during the school year and during the summer, including citations of any objective evidence or studies as well as the documented needs and interests of students and families. See “Required Minimum Hours of

Programming” section of this RFA for more information, as well as *Appendix K* for an example of a weekly program schedule.

[Not to exceed 500 words]

- 3) **Coordination with the School Day.** Describe how the applicant will create opportunities for comprehensive academic enrichment and support activities in the 21st CCLC program(s) that will coordinate with the students’ school day to contribute to overall student success, including the academic performance, achievement, and growth of students.
[Not to exceed 250 words]
- 4) **Coordination with Other Programs.** Describe how the proposed 21st CCLC program(s) will coordinate federal, state, and local programs and activities. Examples could include coordination with ESSER/ARP funds, Title I funds, Early Childhood Education, Migrant Education, Special Education, Homeless Education, and/or Foster Care Education.
[Not to exceed 250 words]
- 5) **Positive Youth Development.** Describe how a PYD approach will be incorporated into the proposed 21st CCLC program(s). Address each of the five principles of PYD and provide a specific example of how each of each principle will be addressed in the proposed program(s). For information on PYD, see Glossary of Terms in *Appendix I*.
[Not to exceed 250 words]
- 6) **Youth Voice.** Describe how youth will be engaged in the implementation of the proposed 21st CCLC program(s) for the entire duration of the grant, including how youth participants can share feedback on provided activities and services and how program(s) will effectively and on a consistent basis engage youth participants in program improvement.
[Not to exceed 250 words]
- 7) **Family Engagement.** Describe the proposed family engagement activities for the 21st CCLC program(s) based on identified needs and interests that will provide opportunities for active and meaningful engagement in students’ education, including opportunities for literacy and related educational development. Describe how Two-Generation (2Gen) and Whole Family Approaches will be used in establishing family engagement components in the 21st CCLC program(s). For more information on these approaches, see Glossary of Terms in *Appendix I*.
[Not to exceed 500 words]
- 8) **Participation.** Describe strategies and activities to encourage and document student and family member participation in the proposed 21st CCLC program(s) to meet all proposed participation targets in Section B.
[Not to exceed 250 words]
- 9) **Communication.** Describe how the applicant will disseminate information about the 21st CCLC program(s) to the community in a manner that is understandable, accessible, and ongoing, including multilingual resources as needed.
[Not to exceed 250 words]
- 10) **Transportation.** Describe how students will travel safely to and from the proposed community learning center(s) and home, and how transportation will not be a burden or a barrier to student and family participation.
[Not to exceed 250 words]

Section E: State Performance Measures (PMs)

- 1) Complete the PM in the area of “Core Academics” using one of the pre-written options for this PM based on the guidance provided in *Appendix F*. Provide a summary of the rationale for applicant’s selection of the PM option.
[Not to exceed 250 words]
- 2) Complete the PM in the area of “Essential Skills/Educational Enrichment” using one of the pre-written options for this PM based on the guidance provided in *Appendix F*. Provide a summary of the rationale for applicant’s selection of the PM option.
[Not to exceed 250 words]

- 3) Complete the PM in the area of “Family Engagement” using one of the pre-written options for this PM based on the guidance provided in *Appendix F*. Provide a summary of the rationale for applicant’s selection of the PM option.
[Not to exceed 250 words]

Note: *To receive maximum points, applicants must include both the completed PM and accompanying rationale, including baseline data. Baseline data and justification for PM must be reasonable and appropriate.*

Section F: Subgrantee-Level Evaluation

- 1) Describe how the applicant will fulfill the grant’s reporting and evaluation requirements, specifically:
- a) Ongoing program and fiscal monitoring;
 - b) Regular state-level reporting and evaluation; and
 - c) Annual federal reporting.

In the description, explain who will be responsible for fulfilling requirements; the process to ensure accurate data is collected, maintained, and reported for the entire grant duration; and the tools and methods for local data collection and evaluation. If evaluation costs are included in the applicant’s budget, applicants must justify these costs and explain the proposed deliverables and outcomes to support the applicant’s evaluation. For more information on monitoring, evaluation, and reporting requirements, see *Appendix E*.

[Not to exceed 1,000 words]

- 2) Describe how the applicant will use data, reporting, and evaluation to inform continuous 21st CCLC program improvement, specifically in:
- a) Addressing student and family interests and needs;
 - b) Reviewing attendance and other relevant data to inform programming;
 - c) Evaluating student and family outcomes;
 - d) Achieving grant program goals; and
 - e) Sharing with stakeholders grant progress and success.

[Not to exceed 1,000 words]

Section G: Program Leadership & Staffing

- 1) Describe how program leadership and staff will effectively plan and implement the proposed 21st CCLC program(s), specifically:
- a) Ensuring alignment of the program(s) with the regular school day;
 - b) Continuously engaging students and families in program design;
 - c) Overseeing staff hiring, professional development, and retention; and
 - d) Ongoing monitoring, reporting, and evaluation of program effectiveness for continuous improvement.

[Not to exceed 1,000 words]

- 2) Describe how the 21st CCLC program will recruit, retain, and professionally grow high-quality staff, including staff qualified to provide educational and related activities that will enhance the academic performance, achievement, and growth of students. If applicable, provide a description of how the applicant will encourage and use appropriately qualified people to serve as the volunteers. If no volunteers will be used, explain why.

Note: Applicants must provide 1) job descriptions of key personnel (such as program director and center coordinator) to include amount of FTE for each position and 2) organizational chart(s). A sample job description can be found in *Appendix M*.

[Not to exceed 500 words]

Section H: Adequacy of Resources

- 1) List the proposed 21st CCLC program cost per student (no less than \$2,000 and no more than \$3,000 per student per year). Provide rationale for the funding level per student for each community learning center. See “Program Cost Per Student” section of this RFA for more information.

Note: *To receive maximum points, applicant must not exceed \$3,000 per student per center per year.*

[Not to exceed 250 words]

- 2) Describe how the funds awarded for the 21st CCLC program(s) will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds. To demonstrate the “supplement not supplant” requirement, provide an overview of the full amount and type of resources that support applicant’s work in out-of-school time (OST), including funding from other federal programs, community donations, corporate support, and in-kind contributions.
[Not to exceed 250 words]

- 3) Describe plans for sustaining 21st CCLC grant activities at the community learning center(s) after 21st CCLC funding ends, including how students and families, community partners, and program leadership will be involved in sustainability planning.
- If applicant has not received 21st CCLC funds, discuss approach to sustainability of grant funds and activities.
 - If applicant is a past 21st CCLC subgrantee, discuss experience in sustaining previous 21st CCLC funding and the extent to which 21st CCLC activities were sustained.

[Not to exceed 500 words]

- 4) Complete the Financial Management Risk Assessment (*Attachment C*). This assessment is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds.

Program Budget:

Complete the proposed program budget in GAINS. Please use *Appendix H: Federal Budget References* and *Appendix L: Sample Budget Detail* as resources to complete the budget.

Evaluation Rubric and Application Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 200 points out of the 300 possible narrative points and all required elements must be addressed. An application that scores below 200 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

Part II: Narrative & Budget

Section A:	Demonstration of Need	/20
Section B:	Program Participation Targets	/15
Section C:	Program Development & Partnerships	/15
Section D:	Program Implementation	/50
Section E:	State Performance Measures (PMs)	/30
Section F:	Subgrantee-Level Evaluation	/20
Section G:	Program Leadership & Staffing	/20
Section H:	Adequacy of Resources	/30
Subtotal:		/200

Priority Area Points (if applicable)	/100
Total:	/300

Priority Criteria		Did Not Meet Criteria	Met Criteria
1) Federal Priority: All participating schools within the application have a 40% K-12th Free and Reduced Lunch rate and are identified as a Comprehensive Support or Targeted Support School under ESSA (based on available 2022-23 data). All schools in the application must be on the priority list in Appendix A to receive priority points.		0	20
2) Rural: Applicant/fiscal agent is a rural school district or consortium application includes at least one rural school district as a participating district.		0	20
3) Fifth Day: Applicant is proposing a fifth-day program for school districts and schools who have a four-day school week.		0	20
4) Chronic Absenteeism & Graduation: Application includes at least one high school serving grades 9-12 with either a dropout rate higher than 2.2% and/or a graduation rate lower than 82.3% and/or a completion rate lower than 84.1%; OR application includes at least one school (serving any grades K-12) with a chronic absenteeism rate higher than 35.5%.		0	20
5) Specific Youth Populations: Applicant is proposing to prioritize highly mobile youth or other disadvantaged, marginalized, and/or historically underserved youth for 21st CCLC program(s). Application clearly explains how the proposed program will collaborate with participating school(s)/district(s) and partner(s) to identify, conduct outreach, encourage participation, and track registration/attendance of the identified youth population(s). Application includes relevant data and an adequate explanation of identifying, prioritizing, and serving the identified youth population(s) to receive priority points.		0	20
Prior 21 st CCLC Participation		Appendix G Score	New Applicant or Not Funded in Last Five Years
6) Applicants: New applicants (fiscal agents) that have not been funded through 21st CCLC in the last five years (prior to FY2018-19); OR Applicants (fiscal agents) with programs that have high-quality past performance (within the past five years, since FY2018-19) as determined by meeting Past Performance Exemplar Criteria listed in <i>Appendix G</i> .			0
Priority Points Total:			/100

Section A: Demonstration of Need

- 1) Describe the needs of students (and families) who will be served in the proposed community learning center(s). Describe how the proposed 21st CCLC program(s) will address the needs of students and families, including the need for:
- a) core academic support,
 - b) essential skills/educational enrichment activities, and
 - c) an array of additional services for students and activities to meaningfully engage their families.

Note: To receive maximum points, applicants must provide objective data as appropriate, including a description of the populations of students (and their families) who will be served in the proposed program(s). Include a description of students' grade level, gender, race/ethnicity, special populations, and any other relevant data or descriptors.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response. Applicant provided appropriate objective student data to demonstrate need.
0	5	10	15
2) Identify resources, including other funds, that are currently available for out-of-school time (OST) programs for the participating school(s). Describe how the proposed 21 st CCLC program(s) would establish or expand access to high-quality, comprehensive OST services available within the community.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

Section B: Program Participation Targets

- 1) Complete the chart on the expected number of students and family members to be served by the 21st CCLC program(s) at each community learning center each year during the initial three-year grant period. Provide rationale for setting the participation targets in the chart below, including how applicant determined that the numbers were reasonable and achievable based on the total number of students in the school, student needs and interests, and other related factors. For definitions of each participation target, see Glossary of Terms in *Appendix I*.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response. Applicant provided rationale for all participation targets, and targets seem reasonable and achievable.
0	5	10	15

Section C: Program Development & Partnerships

- 1) List all key stakeholders and describe their involvement in developing this grant application. Stakeholders must include the students to be served and should also include school and district leadership/staff, parents and caregivers, and community partners.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, including describing students as stakeholders.
0	1	3	5

- 2) Describe the proposed collaboration with partners, including local school districts, external organizations, community-based organizations (CBOs), other public or private organizations, and federal/state/local programs, as appropriate. Collaboration should include activities related to program planning and implementation, especially delivering evidence-based, comprehensive 21st CCLC programs that complement the regular school day for students and their families.

Note: Applicants must include Memorandums of Understanding (MOU) from all major partners listed. If applying as a consortium, a consortium agreement is required. If partnership(s) are unfeasible at the time of application, the applicant must explain how partners will be recruited within the first year of the grant and developed over the duration of the grant.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response. Applicant included MOU(s), a consortium agreement, and/or an explanation of partnership development as needed.
0	3	7	10

Section D: Program Implementation

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

2) **Program Schedule.** Describe the schedule at each proposed community learning center, including:

- A sample weekly program schedule, including hours of operation as well as student and family activities; and
- The number of hours per week and the total number of weeks of programming provided for students and families during the school year and during the summer.

Based on the proposed schedule(s), justify the dosage of programming (hours per week and weeks of the year) for students during the school year and during the summer, including citations of any objective evidence or studies as well as the documented needs and interests of students and families. See “Required Minimum Hours of Programming” section of this RFA for more information, as well as *Appendix K* for an example of a weekly program schedule.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response. Applicant included citations for evidence base of programs. Program schedule meets minimum requirements and aligns with needs and interests.
0	3	7	10

3) **Coordination with the School Day.** Describe how the applicant will create opportunities for comprehensive academic enrichment and support activities in the 21st CCLC program(s) that will coordinate with the students’ school day to contribute to overall student success, including the academic performance, achievement, and growth of students.

4) **Coordination with Other Programs.** Describe how the proposed 21st CCLC program(s) will coordinate federal, state, and local programs and activities. Examples could include coordination with ESSER/ARP funds, Title I funds, Early Childhood Education, Migrant Education, Special Education, Homeless Education, and/or Foster Care Education.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response. Coordination with the school day and with other programs is evident and appropriate.
0	3	7	10

5) Positive Youth Development. Describe how a PYD approach will be incorporated into the proposed 21 st CCLC program(s). Address each of the five principles of PYD and provide a specific example of how each of each principle will be addressed in the proposed program(s). For information on PYD, see Glossary of Terms in <i>Appendix I</i> .			
6) Youth Voice. Describe how youth will be engaged in the implementation of the proposed 21 st CCLC program(s) for the entire duration of the grant, including how youth participants can share feedback on provided activities and services and how program(s) will effectively and on a consistent basis engage youth participants in program improvement.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, including all five principles of PYD.
0	3	7	10
7) Family Engagement. Describe the proposed family engagement activities for the 21 st CCLC program(s) based on identified needs and interests that will provide opportunities for active and meaningful engagement in students' education, including opportunities for literacy and related educational development. Describe how Two-Generation (2Gen) and Whole Family Approaches will be used in establishing family engagement components in the 21 st CCLC program(s). For more information on these approaches, see Glossary of Terms in <i>Appendix I</i> .			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, including 2Gen and Whole Family Approaches.
0	3	7	10
8) Participation. Describe strategies and activities to encourage and document student and family member participation in the proposed 21 st CCLC program(s) to meet all proposed participation targets in Section B.			
9) Communication. Describe how the applicant will disseminate information about the 21 st CCLC program(s) to the community in a manner that is understandable, accessible, and ongoing, including multilingual resources as needed.			
10) Transportation. Describe how students will travel safely to and from the proposed community learning center(s) and home, and how transportation will not be a burden or a barrier to student and family participation.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, but some clarification is required.	Applicant provided all information in a clear, thorough, and exemplary responses <u>for all three questions.</u>
0	3	7	10

Section E: State Performance Measures (PMs)

1) Complete the PM in the area of “Core Academics” using one of the pre-written options for this PM based on the guidance provided in <i>Appendix F</i> . Provide a summary of the rationale for applicant’s selection of the PM option.			
2) Complete the PM in the area of “Essential Skills/Educational Enrichment” using one of the pre-written options for this PM based on the guidance provided in <i>Appendix F</i> . Provide a summary of the rationale for applicant’s selection of the PM option.			
3) Complete the PM in the area of “Family Engagement” using one of the pre-written options for this PM based on the guidance provided in <i>Appendix F</i> . Provide a summary of the rationale for applicant’s selection of the PM option.			
Note: To receive maximum points, applicant must include both the completed PM and accompanying rationale, including baseline data. Baseline data and justification for PM must be reasonable and appropriate.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, but some clarification is required.	Applicant provided all information, including rationale, in a clear, thorough, and exemplary

			responses for all three questions.
0	10	20	30

Section F: Subgrantee-Level Evaluation

1) Describe how the applicant will fulfill the grant's reporting and evaluation requirements, specifically:

- a) Ongoing program and fiscal monitoring;
- b) Regular state-level reporting and evaluation; and
- c) Annual federal reporting.

In the description, explain who will be responsible for fulfilling requirements; the process to ensure accurate data is collected, maintained, and reported for the entire grant duration; and the tools and methods for local data collection and evaluation. If evaluation costs are included in the applicant's budget, applicants must justify these costs and explain the proposed deliverables and outcomes to support the applicant's evaluation. For more information on monitoring, evaluation, and reporting requirements, see *Appendix E*.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, but some clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, including persons responsible, processes, tools, and methods for data collection, reporting, and evaluation.
0	3	7	10

2) Describe how the applicant will use data, reporting, and evaluation to inform continuous 21st CCLC program improvement, specifically in:

- a) Addressing student and family interests and needs;
- b) Reviewing attendance and other relevant data to inform programming;
- c) Evaluating student and family outcomes;
- d) Achieving grant program goals; and
- e) Sharing with stakeholders grant progress and success.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, but some clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response for all five listed components.
0	3	7	10

Section G: Program Leadership & Staffing

1) Describe how program leadership and staff will effectively plan and implement the proposed 21st CCLC program(s), specifically:

- a) Ensuring alignment of the program(s) with the regular school day;
- b) Continuously engaging students and families in program design;
- c) Overseeing staff hiring, professional development, and retention; and
- d) Ongoing monitoring, reporting, and evaluation of program effectiveness for continuous improvement.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, but some clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response for all four listed components.
0	3	7	10

2) Describe how the 21st CCLC program will recruit, retain, and professionally grow high-quality staff, including staff qualified to provide educational and related activities that will enhance the academic performance, achievement, and growth of students. If applicable, provide a description of how the applicant will encourage and use appropriately qualified people to serve as the volunteers. If no volunteers will be used, explain why.

Note: Applicants must provide 1) job descriptions of key personnel (such as program director and center coordinator) to include amount of FTE for each position and 2) organizational chart(s). A sample job description can be found in *Appendix M*.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, but some clarification is required or there are missing required attachment(s).	Applicant provided all information in a clear, thorough, and exemplary response. Applicant included job description(s) for key personnel and organizational chart(s).
0	3	7	10

Section H: Adequacy of Resources

1) List the proposed 21st CCLC program cost per student (no less than \$2,000 and no more than \$3,000 per student per year). Provide rationale for the funding level per student for each community learning center. See “Program Cost Per Student” section of this RFA for more information.

Note: To receive maximum points, applicant must not exceed \$3,000 per student per center per year.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, but some clarification is required, or applicant exceeded \$3,000 per-student cost.	Applicant provided all information in a clear, thorough, and exemplary response. Applicant did not exceed \$3,000 per-student cost.
0	1	3	5

2) Describe how the funds awarded under the 21st CCLC program(s) will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds. To demonstrate the “supplement not supplant” requirement, provide an overview of the full amount and type of resources that support applicant’s work in out-of-school time (OST), including funding from other federal programs, community donations, corporate support, and in-kind contributions.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

3) Complete the Financial Management Risk Assessment (*Attachment C*). This assessment is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds.

Risk Assessment not fully completed or scored	High Risk Score	Medium Risk Score	Low Risk Score
0	3	7	10

4) Describe plans for sustaining 21st CCLC grant activities at the community learning center(s) after 21st CCLC funding ends, including how students and families, community partners, and program leadership will be involved in sustainability planning.

- If applicant has not received 21st CCLC funds, discuss approach to sustainability of grant funds and activities.
- If applicant is a past 21st CCLC subgrantee, discuss experience in sustaining previous 21st CCLC funding and the extent to which 21st CCLC activities were sustained.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response, according to whether applicant has/has not previously received 21 st CCLC funds.
0	1	3	5

5) Complete your proposed program budget in GAINS.

Budget not fully completed in GAINS.	Budget fully completed in GAINS.
0	5

Attachment A: Center Expectations: Principal Sign-off Form

The principal of each participating school must sign the "Center Expectations: Principal Sign-off Form" outlining school responsibilities. This form must be submitted for each center for which the applicant is applying and. If awarded the 21st CCLC Grant, the funded applicant (subgrantee) will resubmit this form on an annual basis or whenever there is a new principal or superintendent.

Center/School Name: _____

Program Director: _____ Center Coordinator: _____

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

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

By accepting 21st CCLC funding at your school, you are committing to actively supporting both the quality and compliance of the program. Research shows that programs with supportive host administrations make a more significant and lasting impact on the school community than those programs that operate in a silo within a building. For more information on 21st CCLC programs, please visit [CDE's 21st CCLC webpage](#).

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

- **Designating a Primary Contact:** 21st CCLC programs should have a primary contact within the administration of the host school to support ongoing alignment and coordination between the school and the program. It is the expectation that the principal and/or superintendent plays a leadership role in collaborating with 21st CCLC programs. While a designated contact may be appointed, the responsibility for school collaboration lies in the Principal role.
- **Access to Student Data:** The federal government requires 21st CCLC subgrantees to report on multiple data points for students attending the program, including attendance, and demographic data as well as federally mandated performance measures (GPRA). Funded centers report regularly to CDE on these data points, which in turn reports aggregated and non-personally identifiable information to the U.S. Department of Education. In addition, each funded grant application has a specific set of performance measures, determined by the subgrantee, which is reported annually to CDE. By signing this form, you agree to assist the 21st CCLC program at your school with obtaining this data for reporting purposes.
- **Access to Appropriate Program Space:** Safe, appropriate, and easily accessible space is essential for successful programming and is a federal grant requirement (§4204(b)(2)(A)(i)). This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the 21st CCLC program be given priority usage over other programs, host schools are expected to reasonably accommodate the space needs of the program.
- **Alignment with the School Day:** Programs are expected to align with and augment the learning that happens for students during the regular school day. Programs can support the learning goals of specific students or reinforce the educational priorities within a building. This happens most effectively through intentional coordination between the 21st CCLC program and day school staff.
- **Recruitment and Outreach:** 21st CCLC programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued 21st CCLC funding is contingent on meeting these participation expectations. For that reason, it is essential that host centers support ongoing recruitment of students and outreach to the community about the program through continual coordination between the grant program and the participating school(s).
- **Sustainability:** The 21st CCLC program is intended to be seed money, providing several years of funding to support the building of a culture of extended day or out-of-school time engagement of students within a building, with the intention of sustaining the program after the grant ends. Programs may seek alternative funding, utilize volunteers or other day school staff, or leverage existing funding streams to support the program. Sustainability should be an ongoing conversation throughout the grant period between all stakeholders, including host administrators.
- **Participation in CDE Monitoring Visits:** During each grant period, CDE is required to conduct onsite monitoring of the compliance and quality of funded programs. These visits include program observations, a review of fiscal grant management, and meetings with key stakeholders of the program, including host administrators.

Please confirm your commitment to supporting the 21st CCLC program in your building and/or district by signing below.

Principal Signature: _____ Date: _____

Attachment B: Non-Public School Consultation Form

All subgrantees/fiscal agents receiving funds under the Title IV, Part B, 21st CCLC grant program must, after timely and meaningful consultation with appropriate officials of nonpublic schools located in the area served by the subgrant, provide to nonpublic school children and educators educational services and other benefits that are equitable in comparison to such services and other benefits provided with program funds to public school children and educators. (Every Student Succeeds Act of 2015, Section 8501(a)(1), (3)(A)).

Before subgrantees/fiscal agents make any decision that affects the opportunity of eligible nonpublic school children, teachers and other educational personnel to participate, the subgrantee/fiscal agent shall engage in timely and meaningful consultation with nonpublic school officials. The requirement to provide for the equitable participation of nonpublic school children and educators applies regardless of whether a subgrantee is an LEA, CBO, or other eligible entity.

This form is due on September 1 each year that the subgrantee/fiscal agent is funded by the 21st CCLC grant. CDE collects this information on an annual basis for all current subgrantees/fiscal agents. This completed document must be kept in your records and available to CDE upon request. More information on nonpublic schools can be found on [CDE's Non-Public School Resources webpage](#). [View a list of nonpublic schools in Colorado](#).

Subgrantee/Fiscal Agent:		Program Director:	
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Please complete the following form related to the involvement of eligible nonpublic schools in the 21st CCLC grant program for which you are the subgrantee/fiscal agent.

- ☐ There are no nonpublic schools located within the attendance zone of the targeted school(s) that serve the same age/grade span(s) as the target student population for the 21st CCLC program. (If there are no nonpublic schools in your attendance zone, no further information is required.)
- ☐ There are nonpublic schools located within the attendance zone(s) of the targeted school(s) that serve the same age/grade span(s) as the target student population for the 21st CCLC program, and these schools (listed below) have been consulted as either
- 1) part of the most recent annual Federal Program Consolidated Application submission by the LEA(s) of the recipient school(s),
 - OR
 - 2) the annual consultation process followed by the 21st CCLC subgrantee/fiscal agent.

Nonpublic school(s) in the attendance zone(s) that serve the same age/grade span(s) as the target student population of the subgrantee/fiscal agent 21 st CCLC recipient school(s): [add rows as needed]	

Nonpublic school(s) that have been contacted and were consulted by the 21 st CCLC subgrantee/fiscal agent:						
School Name	School Official Name & Title	Contact Method	Date of Contact	Accept, Decline, No Response	Reason(s) for declining	Estimated Number of Students to be Served (if accepted)
				<input type="radio"/> Accept <input type="radio"/> Decline <input type="radio"/> No response		
				<input type="radio"/> Accept <input type="radio"/> Decline <input type="radio"/> No response		

Attachment C: Financial Management Risk Assessment

All applicants applying for 21st CCLC funds must fill out the following assessment. These questions are intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the fiscal agent's financial management functions. Scores from this section will determine if the organization's level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential grant awards.

Financial Management Risk Assessment					
1) Is the applicant on the Federal or State Debarment? (If Yes, no need to complete the rest of this form.)	Yes	No			
	25	0			
2) Is the applicant in good standing on the Secretary of State Registration list?	Yes (or N/A)	No			
	0	5			
3) Does the applicant have an active, no exclusion, UEI Number?	Yes	No			
	0	5			
4) Has the applicant ever been suspended or debarred from receiving state or federal grants or contracts?	Yes	No			
	5	0			
5) Has the applicant ever had a government contract, project, or agreement terminated?	Yes	No			
	5	0			
6) Has there been changes in the applicant's fiscal and/or program personnel in the previous year?	Yes	No			
	5	0			
7) Does the applicant use a commercial/licensed financial software system? If Yes, what system?	Yes	No			
	0	5			
8) Does the applicant's financial software system ensure that grant funds are not comingled with general operating funds?	Yes	No			
	0	5			
9) Has the applicant received federal or state awards from the Colorado Department of Education in the past four years (since FY18-19)? If Yes, which program and year?	Yes	No			
	0	1			
10) Does the applicant have written procedures for procurement, time and effort (federal) and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance?	Yes	No			
	0	5			
11) How many years has the applicant been in existence?	<2 years	2-5 years	6-10 years	11-14 years	15 years or more
	4	3	2	1	0
12) Does the applicant have experience managing other federal, state, local and/or private funds?	<1 year	2-4 years	5-7 years	8-10 years	More than 10 years
	4	3	2	1	0
13) Does the applicant have experience administering federal funds or other grants that provide funds for services to a comparable target population?	<1 year	2-4 years	5-7 years	8-10 years	More than 10 years
	4	3	2	1	0
14) Number of years that the applicant's primary fiscal contact has been in the position (or a similar position) as of the application date?	<1 year	1-2 years	3-5 years	6-9 years	More than 10 years
	4	3	2	1	0
15) Amount of grant award requested for this project:	More than \$300,000	\$200,000 - \$299,999	\$100,000 - \$199,999	\$50,000 - \$99,999	
	4	3	2	1	
16) Single Audit Status (answer only if you receive <i>more than</i> \$750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs.	No single audit performed	Received a Program AND Fiscal audit finding	Received a Fiscal OR Program audit finding	No findings were received	
	4	3	2	0	
17) Financial Audit Status (answer NOT required to have a Single Audit, but instead a standard financial audit).	No audit performed for prior year	Financial Audit completed for prior year		IRS 990 Form	
	5	0		0	
18) Submit a copy of most recent financials (non-district entities only). Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget).	40% or greater	31% - 39%	20% - 30%	6% - 19%	<5%
	4	3	2	1	0
High Risk – More than 20 points		Medium Risk – 8-20 points		Low Risk – Below 8 points	
Total Points:					Risk Designation:

Attachment D: 21st CCLC Program Assurances

**Applicants will agree to the below Assurances within the 21st CCLC application in GAINS.
An upload of this document is not required.**

The applicant hereby applies for and, if awarded, accepts the funds requested in this application. In consideration of the receipt of these grant funds, the applicant agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept 21st CCLC funding agree to the following assurances:

Duplication of Benefits

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or “double-dipping.” Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

- 1) Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

Fraud, Waste and Abuse

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

- Embezzlement, bribery, or other public corruption involving federal or state funds;
- Serious mismanagement involving federal or state programs or funds;
- Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
- Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
- Conflicts of interest-violation of arm’s length agreements;
- Contract and procurement irregularities;
- Theft or abuse of government property;
- Employee misconduct; or
- Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

- 2) Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

Conflict of Interest

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government’s or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest).

- 3) Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

The Colorado Department of Education may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results. Project modifications and changes in the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant must be captured in GAINS from the following personnel:

- Applicant Authorized Representative
- Applicant Fiscal Manager

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

Attachment E: General Assurances, Requirements, and Certifications Form for State-Administered Federal Education Programs

Applicants will agree to the below Assurances within the 21st CCLC application in GAINS.
An upload of this document is not required.

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

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

Dated this _____ day of _____, 202_.

The Superintendent/Organization

President/Board of Directors of: _____ (legal name of entity)

- | | |
|--|---|
| <input type="checkbox"/> Local Educational Agency (public school district) | <input type="checkbox"/> Indian Tribe or tribal organization |
| <input type="checkbox"/> Board of Cooperative Educational Services (BOCES) | <input type="checkbox"/> Another public or private entity |
| <input type="checkbox"/> Charter School Institute (CSI) | <input type="checkbox"/> Consortium of two or more agencies, organizations, or entities |
| <input type="checkbox"/> Community-Based Organization (CBO) | |

This assurance form shall remain in effect for the duration of the programs it covers. The state shall not require the submission or amendment of this assurance form unless required by changes in federal or state law or by other significant change in circumstances affecting the assurances contained herein.

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

- ☐ The recipient hereby assures that they will comply with the following Federal Assurances, Regulations, and Attachments, including 3, 8, 9, 10, 11, 12, 13, 14, T, E3, E4, and E5 found on [CDE's Federal Attachments webpage](#).
- ☐ The recipient hereby assures that they will comply with all Federal Regulations, including EDGAR as applicable; and 2 CFR as applicable, found on [the U.S. Department of Education's webpage](#).
- ☐ A completed and submitted ESEA General Assurances Form (Attachment F of this application, also found on [CDE's 21st CCLC webpage](#)).
- ☐ The recipient hereby assures that they will comply with GEPA, completing the GEPA form (Attachment G of this application).
- ☐ The recipient hereby assures that they will comply with federal and state statutes as applicable.
- ☐ The recipient hereby assures that they will comply with the 21st CCLC assurances under Title IV, Part B of the ESEA, as amended by ESSA, found below.
- ☐ The recipient hereby assures that they will comply with the CDE administrative requirements of Colorado's 21st CCLC Grant Program, found below.

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

21 st CCLC Assurances	Source
A. Any eligible entity that receives an award under this part from the State will align the activities provided by the program with the challenging State academic standards.	ESEA Title IV, Part B, 4203(c)(3)(E)
B. Any such eligible entity that receives an award under this part from the State identifies and partners with external organization(s), if available, in the community.	ESEA Title IV, Part B, 4203(c)(3)(F)
C. Funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local and non-public funds expended to provide programs and activities authorized under this part, and other similar programs.	ESEA Title IV, Part B, 4203(a)(9) and 4204(b)(2)(G)
D. The program will take place in a safe and easily accessible facility.	ESEA Title IV, Part B, 4204 (b)(2)(A)(i)
E. The proposed program was developed, and will be carried out, in active collaboration with the school(s) that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H) (which includes partnerships between an LEA, a community-based organization, and other public entity or private entity, if appropriate), in compliance with applicable laws relating to privacy and confidentiality.	ESEA Title IV, Part B, 4204 (b)(2)(D)(i)

F. The proposed program was developed and will be carried out in alignment with the challenging State academic standards and any local academic standards.	ESEA Title IV, Part B, 4204 (b)(2)(D)(II)
G. The program will primarily target students who attend schools eligible for schoolwide programs under section 1114 of ESEA and the families of such students.	ESEA Title IV, Part B, 4204 (b)(2)(F)
H. Funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.	ESEA Title IV, Part B, 4204 (b)(2)(G)
I. The community will be given notice of an intent to submit an application and that the application and any waiver requests will be available for public review after submission of the application.	ESEA Title IV, Part B, 4204 (b)(2)(L)
J. The LEA has engaged in timely and meaningful consultation with private school officials regarding the provision of equitable 21 st CCLC activities and services to private school children.	§ 1112(c)(2), § 1117(a)(1)(A), § 1117(b)

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

21st CCLC Administrative Grant Program and Fiscal Requirements	
1. Community learning centers must offer services exclusively during non-school hours or periods when school is not in session, including before school, afterschool, evenings, weekends or during school breaks.	
2. Section 4204(b)(2)(H) of Title IV, Part B, of ESSA requires districts applying for local grants to provide a description of the partnership between a local educational agency, a community-based organization (CBO), and other public or private organizations, if appropriate. If the local applicant is another public or private organization (e.g., an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.	
3. The proposed community learning center may be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. Applicants must assure that the program will take place in a safe and easily accessible facility. §4204(b)(2)(A)(i)	
4. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families, if those students are part of the target population.	
5. 21 st CCLC staff members, volunteers, and community partners working directly with students in 21 st CCLC programs must adhere to the same level of mandatory reporting requirements of the partner school(s)/districts(s) of the students and family members being served.	
6. Orientation, Annual Conferences, and Regional Trainings: New subgrantees are required to attend a one-time grant orientation. In each year of the grant period, all subgrantees are required to participate in at least subgrantee meetings (may be held regionally) each fiscal year to discuss implementation and access technical assistance. Substitute time and travel expenses to support participation in these sessions should be built into the project budget.	
7. Applicants must submit all federal and state mandated data as outlined in the evaluation section of this application. 21 st CCLC participation data should be submitted through the Colorado EZReports data submission system.	
8. The application must provide assurances of specific state and federal requirements. See Assurances and Certifications in <i>Attachments D-G</i> .	
9. As required by federal law, school districts submitting applications must consult with all private schools in their attendance areas to provide the opportunity for staff at those schools to participate in an equitable basis of this program. Private schools that choose to participate should be involved in the program's development as well as its implementation and need only participate at levels equivalent to their public-school counterparts in a given district. Applicants will be required to produce for CDE written documentation of private school notification and consultation through the private school notification template. This template is not required to be submitted with the application materials but must be completed and on file to submit to CDE upon request and during the initial technical assistance visit and each subsequent year of the awarded grant. The private school notification template can be found on CDE's 21st CCLC webpage .	
10. Subgrantees must designate a primary program and fiscal contact that will be responsible for submitting all required reports and requests for funds. Changes in these key personnel must be communicated to CDE prior to change occurring.	
11. The applicant will provide the Colorado Department of Education such information as may be required to determine if the subgrantee is making satisfactory progress toward achieving the goals of the grant program within periods specified by the state office (e.g., State Assessment by State Assigned Student IDs, Federal Reporting System). By accepting grant funds, applicants agree to participate in the federal and state evaluation of the Colorado 21 st CCLC program, as well as provide individual student data by SASID.	
12. The school district will provide Free and Reduced Lunch data to the applicant and utilize the federal Afterschool Snack Program, if applicable.	
13. The applicant will successfully follow the required annual 21 st CCLC Evaluation mandates outlined in the Monitoring, Evaluation, and Reporting section of this RFA and in <i>Appendix E</i> .	

14. The application will maintain appropriate fiscal and program records that are made available for fiscal audits of funds under this program, conducted by the recipient agencies annually as a part of their regular audit and by CDE as part of their regular monitoring cycle. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.
15. Applicants approved for this grant shall request reimbursement using the CDE-designated tool at a minimum of a quarterly basis and are also required to submit Interim Financial Report (IFRs) once a year (March of each fiscal year) and an Annual Financial Report (AFR) at the end of September of each fiscal year for the previous year.
16. During each year of the grant period, subgrantees will participate in an annual subgrantee training to discuss implementation issues and access technical assistance. In addition, new subgrantees and new program leadership in previously funded 21 st CCLC programs will attend a grant program orientation.
17. If utilizing an external evaluator, the annual contract will not exceed 6% of the allocation per center and based upon approved justification in <i>Section F: Subgrantee-Level Evaluation</i> .
18. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
19. The applicant will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
20. The applicant will complete and submit to CDE a 21 st CCLC sustainability plan by the end of the second year of funding. The sustainability plan template is found on CDE's 21st CCLC webpage .
21. The applicant shall remain in sound fiscal standing throughout the grant period.
22. The applicant will follow procurement policies and procedures as it would for any non-federal funds and comply with Uniform Grants Guide (UGG) §200.322

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

21st CCLC Program report templates, reporting surveys, fiscal documents, and other required submissions from subgrantees under this program can be found on [CDE's 21st CCLC webpage](#).

Attachment F: Elementary and Secondary Education Act (ESEA) General Assurances Form

Applicants will agree to the below Assurances within the 21st CCLC application in GAINS.
An upload of this document is not required.

Purpose:

The purpose of the form is to collect the requisite general assurances for the administration of ESEA Title programs in a single location. The Elementary and Secondary Education Act (ESEA) General Assurances form replaces the Single Assurances form previously collected for the administration of all Federal programs. The ESEA General Assurances form includes the general assurances outline in the Every Student Succeeds Act (ESSA), as well as the assurances required of all recipients of Federal funds.

Instructions:

Every applicant for the 21st Century Community Learning Center as authorized by Title V, Part B of the ESEA as amended by ESSA must submit an executed ESEA General Assurances form before the grant recipient will be granted approval.

If an applicant is awarded and becomes a 21st CCLC subgrantee, a copy of the signed form must be kept on file at your central office for review upon request by independent auditors, or State or Federal officials. Staff responsible for grants administration or fiscal management should either have a copy of the document or be informed of the location and contents of the document.

In consideration of participating in any educational program for which Federal funds are available including, but not limited to, ESEA Title programs and any Federal competitive grant program administered by the Colorado Department of Education, and of receiving Federal funds to carry out any such program, the board of directors of _____ by action at its meeting on, 20 , provides the following assurances to the Colorado Department of Education.

The LEA assures that it is, or will take action to become, in compliance with the following:

- ☐ Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d through 2000d-4) and its implementing regulations and in accordance therewith, no person in the United States 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 receiving Federal financial assistance from the Department of Education.¹
- ☐ Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794), as amended, and its implementing regulations which prohibit discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.²
- ☐ Title II of the Americans With Disabilities Act (42 U.S.C. §§ 12131-34) and its implementing regulations which prohibit discrimination on the basis of disability by public entities³, or with Title III of the Americans with Disabilities Act (42 U.S.C. §§12181-89) and its implementing regulations which prohibit discrimination on the basis of disability by covered public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established in the implementing regulations⁴, whichever is applicable.
- ☐ Title IX of the Education Amendments of 1972 (20 U.S.C. §1681-1683), as amended, and its implementing regulations which prohibit discrimination on the basis of sex in education programs and activities receiving Federal financial assistance, whether or not the program or activity is offered or sponsored by an educational institution as defined in the implementing regulations.⁵
- ☐ All contractors, subcontractors, sub grantees 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 statutes, regulations, guidelines and standards associated with Title IX of the Education Amendments of 1972 against those students or employees.⁶
- ☐ Age Discrimination Act of 1975 (42 U.S.C. § 6101 et seq.), as amended, and its implementing regulations which prohibit discrimination on the basis of age in programs or activities receiving Federal financial assistance.⁷

¹ 34 C.F.R. Part 100

² 34 CFR Part 104

³ 28 C.F.R. Part 35

⁴ 28 C.F.R. Part 36

⁵ 34 CFR part 106

⁶ 34 C.F.R. § 106.4 (2016).

⁷ 34 CFR part 110

- ☐ That the LEA will:
- administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications⁸;
 - use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program⁹;
 - make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of Title 20, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties¹⁰;
 - 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;
 - The LEA will ensure, in the case of any project involving construction—
 - the project is not inconsistent with overall State plans for the construction of school facilities, and
 - 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 under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities; and
 - adopt (or has adopted) effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.¹¹
- ☐ The LEA will ensure that the control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities, and that a public agency or eligible agency will administer those funds and property.^{3,12}
- ☐ The LEA will ensure that 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.³
- ☐ The LEA will ensure that 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.³
- ☐ The LEA will provide, on a request made by military recruiters or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the LEA, unless the parent of each student has submitted the prior consent request which, upon receiving, prohibits the LEA from releasing such information without the prior written consent of the parent.¹³
- ☐ The LEA will ensure that a student who is attending a persistently dangerous public elementary or secondary school, or who becomes a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school, will be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school.¹⁴
- ☐ The LEA will ensure that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.¹⁵
- ☐ The LEA will ensure that it is in compliance with the requirements and provisions under the Children’s Internet Protection Act and its implementing regulations.¹⁶

⁸ § 8306(a)(2)(B).

⁹ § 8306(a)(6)(A)-(B).

¹⁰ § 8306(a)(5).

¹¹ 20 U.S.C. 1232e (2015).

¹² 20 U.S.C. 1232e (2015); § 8306(a)(2)(A).

¹³ 20 U.S.C. § 7908(a) (2015).

¹⁴ Every Student Succeeds Act of 2015, § 8532.

¹⁵ 20 U.S.C. § 7904(b) (2015).

¹⁶ 47 C.F.R. § 54.520(c) (2016).

- ☐ That 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.
 - a) 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 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 sub grant application, contract or cooperative agreement to which the disclosure applies.
 - b) The recipient shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and all sub-recipients shall certify and disclose accordingly.

NOTE: This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. 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.¹⁷

- ☐ The LEA has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974¹⁸ and its regulations.¹⁹
- ☐ The LEA will 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.²⁰
- ☐ The LEA will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the Secretary, or other Federal officials.²¹
- ☐ The LEA afforded a reasonable opportunity for public comment on the application and considered such comment before the application was submitted.²²
- ☐ To the extent authorized by law, the LEA 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 attorney(s)' 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.

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.

Compliance with these assurances constitutes a condition of continued receipt of Federal financial assistance and is binding upon the district, administrative unit, LEA, BOCES or other entity, its successors, transferees and assignees for the duration of the programs.

In the event of failure to comply with these assurances, it is understood that funds can be terminated and the right to receive further assistance can be denied.

These are statutorily required assurances for the receipt of Federal funds under the specifically designated programs. In addition, recipients are required to fulfill all statutory, regulatory and program plan requirements inherent in the application and approval process for each program.

¹⁷ 45 CFR Appendix A to Part 93

¹⁸ , 20 U.S.C. §1232g

¹⁹ (34 C.F.R. Part 99)

²⁰ § 8306(a)(3).

²¹ § 8306(a)(4).

²² § 8306(a)(7).

Attachment G: General Education Provisions Act (GEPA) General Assurances Form

Applicants will agree to the below Assurances and complete the GEPA Statement within the 21st CCLC application in GAINS. An upload of this document is not required.

GEPA Statement

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

Describe and Accept

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

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

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

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

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

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

Appendix A: 21st CCLC Priority Schools

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

- K-12th grade Free and Reduced Lunch rate of 40 percent and above in 2022-23; and
- Schools identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2022-23.

The list below is based on the most current data available from the Colorado Department of Education (CDE) and excludes any eligible schools currently receiving 21st CCLC grant funds through Cohort IX (9) and Cohort X (10). Based on the criteria above, the following centers are considered priority applicants for this 21st CCLC Cohort 11 RFA:

District Code	District Name	School Code	School Name
0020	Adams 12 Five Star Schools	1878	Coronado Hills Elementary School
0020	Adams 12 Five Star Schools	4000	Hillcrest Elementary School
0020	Adams 12 Five Star Schools	4699	New America School - Thornton
0020	Adams 12 Five Star Schools	6956	Pathways Future Center
0020	Adams 12 Five Star Schools	4187	Silver Hills Middle School
0020	Adams 12 Five Star Schools	8310	STEM Launch
0020	Adams 12 Five Star Schools	8842	Thornton Elementary School
0020	Adams 12 Five Star Schools	5814	Thornton Middle School
0020	Adams 12 Five Star Schools	210	Vantage Point
0030	Adams County 14	20	Adams City Middle School
0030	Adams County 14	186	Alsup Elementary School
0030	Adams County 14	1426	Central Elementary School
0030	Adams County 14	2308	Dupont Elementary School
0030	Adams County 14	6534	Hanson Elementary School
0030	Adams County 14	4516	Kearney Middle School
0030	Adams County 14	22	Lester R Arnold High School
0030	Adams County 14	5982	Monaco Elementary School
0030	Adams County 14	7500	Rose Hill Elementary School
0180	Adams-Arapahoe 28J	214	Altura Elementary School
0180	Adams-Arapahoe 28J	310	Arkansas Elementary School
0180	Adams-Arapahoe 28J	464	Aurora Hills Middle School
0180	Adams-Arapahoe 28J	9396	Aurora West College Preparatory Academy
0180	Adams-Arapahoe 28J	914	Boston K-8 School
0180	Adams-Arapahoe 28J	9514	Clara Brown Entrepreneurial Academy
0180	Adams-Arapahoe 28J	1720	Clyde Miller K-8
0180	Adams-Arapahoe 28J	1948	Crawford Elementary School
0180	Adams-Arapahoe 28J	2673	Edna and John W. Mosley P-8
0180	Adams-Arapahoe 28J	3272	Fulton Academy of Excellence
0180	Adams-Arapahoe 28J	3354	Gateway High School
0180	Adams-Arapahoe 28J	3471	Global Village Academy Aurora
0180	Adams-Arapahoe 28J	4270	Iowa Elementary School
0180	Adams-Arapahoe 28J	4646	Kenton Elementary School
0180	Adams-Arapahoe 28J	4970	Lansing Elementary Community School
0180	Adams-Arapahoe 28J	4973	Laredo Elementary School
0180	Adams-Arapahoe 28J	6068	Montview Math & Health Sciences Elementary School
0180	Adams-Arapahoe 28J	6310	North Middle School Health Sciences & Technology Campus
0180	Adams-Arapahoe 28J	6728	Paris Elementary School
0180	Adams-Arapahoe 28J	7233	Rocky Mountain Prep: Fletcher
0180	Adams-Arapahoe 28J	7558	Sable Elementary School
0180	Adams-Arapahoe 28J	7932	Sixth Avenue Elementary School
0180	Adams-Arapahoe 28J	8078	South Middle School
0180	Adams-Arapahoe 28J	9060	Vaughn Elementary School

0180	Adams-Arapahoe 28J	9140	Virginia Court Elementary School
0180	Adams-Arapahoe 28J	9756	Yale Elementary School
1620	Aguilar Reorganized 6	58	Aguilar Elementary School
0100	Alamosa RE-11J	115	Alamosa Elementary School 3-5
0100	Alamosa RE-11J	114	Ortega Middle School
0220	Archuleta County 50 Jt	6652	Pagosa Springs Elementary School
0220	Archuleta County 50 Jt	6657	Pagosa Springs Middle School
0480	Boulder Valley Re 2	125	Arapahoe Ridge High School
0480	Boulder Valley Re 2	1842	Columbine Elementary School
0480	Boulder Valley Re 2	4496	Justice High Charter School
0490	Buena Vista R-31	1508	Chaffee County High School
1500	Burlington RE-6J	1150	Burlington Middle School
0190	Byers 32J	8994	Astravo Online Academy Elementary School
1140	Canon City RE-1	5704	McKinley Elementary School
0640	Centennial R-1	1398	Centennial School
8001	Charter School Institute	655	High Point Academy
8001	Charter School Institute	6219	New America School - Aurora
8001	Charter School Institute	6266	New Legacy Charter School
8001	Charter School Institute	6914	The Pinnacle Charter School
0130	Cherry Creek 5	2653	Endeavor Academy
0130	Cherry Creek 5	7102	Polton Community Elementary School
0130	Cherry Creek 5	7277	Red Hawk Ridge Elementary School
9000	Colorado School for the Deaf & Blind	1924	Colorado School for the Deaf & Blind
1010	Colorado Springs 11	269	Achieve Online
1010	Colorado Springs 11	3890	Adams Elementary School
1010	Colorado Springs 11	1798	Columbia Elementary School
1010	Colorado Springs 11	5146	Eastlake High School of Colorado Springs
1010	Colorado Springs 11	3360	Galileo School of Math and Science
1010	Colorado Springs 11	8457	Jack Swigert Aerospace Academy
1010	Colorado Springs 11	4358	Jackson Elementary School
1010	Colorado Springs 11	4090	Mann Middle School
1010	Colorado Springs 11	5948	Mitchell High School
1010	Colorado Springs 11	5988	Monroe Elementary School
1010	Colorado Springs 11	2528	Nikola Tesla Education Opportunity Center
1010	Colorado Springs 11	6306	North Middle School
1010	Colorado Springs 11	7482	Roosevelt Charter Academy
1010	Colorado Springs 11	7556	Sabin Middle School
1010	Colorado Springs 11	871	The Bijou School
1010	Colorado Springs 11	9445	West Elementary School
1010	Colorado Springs 11	9404	West Middle School
3010	Cripple Creek-Victor RE-1	2024	Cripple Creek-Victor Junior-Senior High School
0170	Deer Trail 26J	2136	Deer Trail Elementary School
0870	Delta County 50(J)	2155	Grand Mesa Choice Academy
0880	Denver County 1	10	Abraham Lincoln High School
0880	Denver County 1	99	Academy 360
0880	Denver County 1	67	AUL Denver
0880	Denver County 1	520	Barnum Elementary School
0880	Denver County 1	650	Beach Court Elementary School
0880	Denver County 1	6350	Bruce Randolph School
0880	Denver County 1	3655	Center for Talent Development at Greenlee
0880	Denver County 1	1528	Cheltenham Elementary School
0880	Denver County 1	1774	Colfax Elementary School
0880	Denver County 1	1748	Colorado High School Charter
0880	Denver County 1	1561	Colorado High School Charter - GES
0880	Denver County 1	1816	Columbian Elementary School
0880	Denver County 1	1846	Columbine Elementary School

0880	Denver County 1	1939	Compass Academy
0880	Denver County 1	1489	Compassion Road Academy
0880	Denver County 1	5844	Contemporary Learning Academy
0880	Denver County 1	2188	Denver Center for 21st-Century Learning at Wyman
0880	Denver County 1	2129	Denver Center for International Studies at Fairmont
0880	Denver County 1	4494	Denver Justice High School
0880	Denver County 1	6509	Denver Online
0880	Denver County 1	6088	Dora Moore ECE-8 School
0880	Denver County 1	2223	DSST: Cole Middle School
0880	Denver County 1	2364	Eagleton Elementary School
0880	Denver County 1	2726	Emily Griffith High School
0880	Denver County 1	2641	Excel Academy
0880	Denver County 1	2880	Fairview Elementary School
0880	Denver County 1	3000	Florence Crittenton High School
0880	Denver County 1	3032	Force Elementary School
0880	Denver County 1	3296	Garden Place Academy
0880	Denver County 1	3512	Goldrick Elementary School
0880	Denver County 1	3641	Green Valley Elementary School
0880	Denver County 1	3704	Gust Elementary School
0880	Denver County 1	4782	Hallett Academy
0880	Denver County 1	3746	Hamilton Middle School
0880	Denver County 1	4450	Johnson Elementary School
0880	Denver County 1	4498	Kaiser Elementary School
0880	Denver County 1	4513	Kepner Beacon Middle School
0880	Denver County 1	4762	Knapp Elementary School
0880	Denver County 1	4795	Kunsmiller Creative Arts Academy
0880	Denver County 1	5044	Legacy Options High School
0880	Denver County 1	5342	Lowry Elementary School
0880	Denver County 1	5448	Manual High School
0880	Denver County 1	3647	Marie L. Greenwood Academy
0880	Denver County 1	5608	Mathematics and Science Leadership Academy
0880	Denver County 1	5973	McAuliffe Manual Middle School
0880	Denver County 1	5685	McGlone Academy
0880	Denver County 1	5716	McMeen Elementary School
0880	Denver County 1	5621	Monarch Montessori
0880	Denver County 1	7188	Montbello Career and Technical High School
0880	Denver County 1	2209	Montbello High School
0880	Denver County 1	6002	Montclair School of Academics and Enrichment
0880	Denver County 1	6308	North High School Engagement Center
0880	Denver County 1	2757	Northeast Early College
0880	Denver County 1	8131	Oakland Elementary
0880	Denver County 1	6508	Omar D Blair Charter School
0880	Denver County 1	7246	Respect Academy
0880	Denver County 1	7361	RiseUp Community School
0880	Denver County 1	7471	Rocky Mountain Prep: Southwest
0880	Denver County 1	7554	Sabin World School
0880	Denver County 1	7698	Schmitt Elementary School
0880	Denver County 1	7942	Skinner Middle School
0880	Denver County 1	8006	Smith Elementary School
0880	Denver County 1	8232	Stedman Elementary School
0880	Denver County 1	9730	STRIVE Prep - Green Valley Ranch
0880	Denver County 1	7926	STRIVE Prep - Kepner
0880	Denver County 1	9390	STRIVE Prep - Lake
0880	Denver County 1	9735	STRIVE Prep - Noel
0880	Denver County 1	7973	STRIVE Prep - Rise
0880	Denver County 1	9336	STRIVE Prep - Sunnyside

0880	Denver County 1	9389	STRIVE Prep - Westwood
0880	Denver County 1	8145	Summit Academy
0880	Denver County 1	9702	West Middle School
0880	Denver County 1	9548	Whittier ECE-8 School
0880	Denver County 1	9739	Wyatt Academy
1110	District 49	3475	GOAL Academy
1110	District 49	6810	Patriot High School
0900	Douglas County Re 1	3995	HOPE Online Learning Academy High School
0900	Douglas County Re 1	3847	HOPE Online Learning Academy Middle School
1520	Durango 9-R	1526	Colorado Connections Academy @ Durango
2520	East Otero R-1	4841	La Junta Intermediate School
2520	East Otero R-1	4843	La Junta Primary School
9170	Education reEnvisioned BOCES	1448	Colorado Preparatory Academy Elementary School
9170	Education reEnvisioned BOCES	6971	Pikes Peak Online School
0120	Englewood 1	206	Colorado's Finest High School of Choice
0120	Englewood 1	2746	Englewood High School
0120	Englewood 1	2752	Englewood Middle School
2405	Fort Morgan Re-3	5180	Lincoln High School
1000	Fountain 8	1332	Carson Middle School
1000	Fountain 8	3106	Fountain Middle School
1000	Fountain 8	203	Welte Education Center
1220	Garfield 16	3586	Grand Valley High School
1195	Garfield Re-2	9231	Wamsley Elementary School
3120	Greeley 6	54	Bella Romero Academy of Applied Technology
3120	Greeley 6	3162	Franklin Middle School
3120	Greeley 6	4425	Jefferson Junior/Senior High
3120	Greeley 6	53	Winograd K-8 Elementary School
1070	Hanover 28	6701	Prairie Heights Elementary School
0980	Harrison 2	369	Atlas Preparatory Middle School
0980	Harrison 2	1000	Bricker Elementary School
0980	Harrison 2	1383	Centennial Elementary School
0980	Harrison 2	3392	Giberson Elementary School
0980	Harrison 2	6162	Mountain Vista Community School
0980	Harrison 2	6686	Panorama Middle School
0980	Harrison 2	7611	Sand Creek International School
0980	Harrison 2	8350	Stratton Meadows Elementary School
0980	Harrison 2	8923	Turman Elementary School
0980	Harrison 2	9602	Wildflower Elementary School
1390	Huerfano Re-1	63	Peakview School
1540	Ignacio 11 JT	4252	Ignacio Elementary School
1420	Jefferson County R-1	108	Alameda International Junior/Senior High School
1420	Jefferson County R-1	109	Arvada K-8
1420	Jefferson County R-1	965	Brady Exploration School
1420	Jefferson County R-1	4798	Connections Learning Center on the Earle Johnson Campus
1420	Jefferson County R-1	2550	Eiber Elementary School
1420	Jefferson County R-1	8248	Emory Elementary School
1420	Jefferson County R-1	2820	Everitt Middle School
1420	Jefferson County R-1	4422	Jefferson Junior/Senior High School
1420	Jefferson County R-1	5623	Longview High School
1420	Jefferson County R-1	5354	Lumberg Elementary School
1420	Jefferson County R-1	33	McLain Community High School
1420	Jefferson County R-1	5972	Molholm Elementary School
1420	Jefferson County R-1	6237	New America School
1420	Jefferson County R-1	6330	North Arvada Middle School
1420	Jefferson County R-1	6806	Parr Elementary School
1420	Jefferson County R-1	7468	Rose Stein International Elementary

1420	Jefferson County R-1	8036	Sobesky Academy
1420	Jefferson County R-1	8223	Stevens Elementary School
1420	Jefferson County R-1	8432	Swanson Elementary School
1420	Jefferson County R-1	8834	Thomson Elementary School
1420	Jefferson County R-1	9328	Weber Elementary School
1420	Jefferson County R-1	9412	Westgate Elementary School
0290	Las Animas RE-1	443	Academy of Las Animas Online School
0010	Mapleton 1	507	Adventure Elementary
0010	Mapleton 1	509	Clayton Partnership School
0010	Mapleton 1	3590	Global Intermediate Academy
0010	Mapleton 1	187	Mapleton Expeditionary School of the Arts
0010	Mapleton 1	6315	North Valley School for Young Adults
2000	Mesa County Valley 51	1520	Chatfield Elementary School
2000	Mesa County Valley 51	1686	Clifton Elementary School
2000	Mesa County Valley 51	6666	Palisade High School
1130	Miami/Yoder 60 JT	5854	Miami-Yoder Middle/High School
2020	Moffat County RE: No 1	1938	Craig Middle School
2740	Monte Vista C-8	6036	Bill Metz Elementary School
2740	Monte Vista C-8	6030	Byron Syring Delta Center
2740	Monte Vista C-8	5579	Marsh Elementary School
2740	Monte Vista C-8	6044	Monte Vista Middle School
2035	Montezuma-Cortez RE-1	609	Battle Rock Charter School
2035	Montezuma-Cortez RE-1	4546	Kemper Elementary School
2035	Montezuma-Cortez RE-1	5836	Mesa Elementary School
2035	Montezuma-Cortez RE-1	8133	Southwest Open Charter School
2180	Montrose County RE-1J	6366	Northside Elementary School
2180	Montrose County RE-1J	9149	Vista Charter School
2690	Pueblo City 60	822	Bessemer Elementary School
2690	Pueblo City 60	954	Bradford Elementary School
2690	Pueblo City 60	1828	Columbian Elementary School
2690	Pueblo City 60	6677	Paragon Learning Center
2690	Pueblo City 60	6770	Park View Elementary School
2690	Pueblo City 60	7481	Roncagli Stem Academy
2700	Pueblo County 70	9130	Vineland Elementary School
0040	School District 27J	1021	Innovations & Options
0123	Sheridan 2	8123	SOAR Academy
0580	South Conejos RE-10	252	Antonito High School
0580	South Conejos RE-10	248	Guadalupe Elementary School
0470	St Vrain Valley RE1J	1844	Columbine Elementary School
0470	St Vrain Valley RE1J	5288	Longs Peak Middle School
0470	St Vrain Valley RE1J	6498	New Meridian High School
0470	St Vrain Valley RE1J	6404	Northridge Elementary School
0470	St Vrain Valley RE1J	6010	Timberline PK-8
0470	St Vrain Valley RE1J	8903	Trail Ridge Middle School
3000	Summit RE-1	8376	Silverthorne Elementary School
1560	Thompson R2-J	1920	Cottonwood Plains Elementary School
1560	Thompson R2-J	9260	Harold Ferguson High School
1560	Thompson R2-J	9674	Winona Elementary School
1580	Trinidad 1	2944	Fisher's Peak Elementary School
2190	West End RE-2	6196	Naturita Elementary School
0990	Widefield 3	9560	Discovery High School

Appendix B: Applicant Readiness Assessment Tool

Directions: Use this tool to assess your readiness for applying for the 21st Century Community Learning Centers (CCLC) Grant. Rate each question for each topic/area on a scale of 1 to 4 (Do not agree=1, Slightly agree=2, Agree=3, Strongly Agree=4). After rating all questions, calculate the total rating and use the key to determine whether you are ready to apply. This information is to be used by potential applicants internally and will not be submitted to CDE as part of the application submission or process. CDE will not use this completed tool as part of the review process in consideration of awarding funds to applicants.

TOPIC/AREA		QUESTION	RATING
1	Priority Schools	The school(s) proposed to be served have 40% free/reduced lunch eligibility AND have been identified to receive Comprehensive Support or Targeted Support (CS or TS) as of 2022-23. Rate this topic: All schools are on the priority list = 4, no schools are on the priority list = 1)	
2	Planning	A least one individual can set aside 50-100 hours to lead a team through planning, research, intentional program design, stakeholder engagement, and online application entry process.	
3	Stakeholder Engagement	Key stakeholders (including school leadership/staff, families/caregivers, students, and community partners) have been engaged to discuss the readiness and capacity of the lead applicant to design and implement a comprehensive 21 st CCLC program at the school(s).	
4	Youth Voice & Choice	Youth have been directly consulted and involved in the planning and designing of the 21 st CCLC program at the proposed school(s).	
5	Needs Assessment	Based on stakeholder engagement and available data, there is a demonstrated need for after-school/expanded learning programs, including summer learning programs, in the community to support overall student learning and school improvement.	
6	Readiness	The proposed school(s)/center(s) are ready to help develop and maintain a full comprehensive community learning center, using the most effective evidence-based practices to meet high expectations around student learning.	
7	Partnerships	At least one viable partnership has been developed between the school(s) and community agency, faith-based organization, municipality and/or individual community partners or people that will be successful in supporting the program over time. If there are no partnerships currently, a plan is in place to identify and establish one within the first year of the grant.	
8	School Leadership	The school principal and other school leaders are committed to being active participants and collaborators of the program throughout the life of the grant. If the school experiences turnover in leadership, there is a plan in place to ensure continuity of buy-in from the school for the grant program.	
9	Implementation	If awarded, the applicant has a dedicated staff member to lead the implementation of the 21 st CCLC program design (CDE recommends at least a 0.5 FTE program director, who could also serve as center coordinator). The applicant has read and understand all program and fiscal implementation requirements and is ready to implement if awarded.	
10	Organizational Capacity	The applicant has a strong organizational structure that has the capacity to support the project including hiring new staff (a director, site leaders, many other new staff).	
11	Fiscal Capacity	The organization understands all fiscal training and reporting requirements listed in the grant application and has the capacity to take on increased financial Federal grant management responsibilities over time.	
12	Data/Evaluation	The organization understands all monitoring, evaluation, and reporting requirements listed in the grant application and has the capacity to take on increased evaluation (data) responsibilities over time.	

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

Ratings:

45-60 points	75% or more of total	We are ready to apply for Colorado's 21 st CCLC grant!
30-44 points	50%-75% of total	We may be ready, but we should consult with stakeholders, partners, and leadership to address areas with low scores before applying.
Below 30 points	Below 50% of total	We are not ready and should possibly consider applying in the next grant competition instead.

Appendix C: Allowable, Recommended, and Necessary Grant Activities

Allowable and Recommended Student and Family Activities:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services aligned with state and local academic standards and/or local curricula designed to improve student achievement;
- Well-rounded education activities, such as arts and music education, and cultural programs;
- Activities that enable students to be eligible for credit recovery or attainment;
- Strategies for increasing school attendance and/or for decreasing chronic absenteeism;
- Strategies for increasing graduation rates and/or decreasing dropout rates;
- Programs that assist students who have been truant, suspended, or expelled;
- Literacy education programs, including financial literacy programs and environmental literacy programs;
- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods, STEM materials, training, and/or instructors;
- Programs that partner with in-demand fields of the workforce or build career competencies and career readiness;
- Postsecondary and Workforce Readiness activities that prepare students for college and careers;
- Service-learning*;
- Competency-based learning*;
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity;
- Programs that accommodate individuals with disabilities and students with Individualized Education Plans (IEPs);
- Programs for students who are English learners that emphasize language skills and academic achievement;
- Expanded library service hours;
- Parenting skills programs that promote parental involvement and family literacy;
- Health and wellness activities including prevention programs, wraparound programs to engage families and connect them with services, utilizing youth peer specialists and family advocates, and connecting families with the Colorado system of care, known as COACT Colorado*;
- Drug and violence prevention programs and counseling programs;
- Mental health support activities, including connecting Youth Mental Health First Aid staff*;
- Positive youth development programming, including programs that promote positive youth/adult partnerships;
- Two Generation (2GEN) and Whole Family Approaches to support adult and early childhood education, employment and training, financial literacy, and asset accumulation; and
- Student enrichment field trips to support engagement and learning **Note:** All field trips require prior approval. No out-of-country travel is allowed under this grant, and all out-of-state travel requires prior approval by CDE.

Other Necessary Grant Activities:

- Staff salaries and benefits for program delivery, program support, grant management and administration;
- Costs associated with tracking and completing the required grant monitoring, reporting, and evaluation components (e.g., end-of-year report, performance measures, attendance tracking, etc.)
- Costs associated with attending orientation meetings, annual conferences, and regional training days hosted by CDE (e.g., mileage, substitute costs, hotel if more than 50 miles from event, etc.);
- Professional development for staff working directly with 21st CCLC programs, including costs associated with attending federal or state-sanctioned convenings or other approved conferences directly aligning with the goals and intent of the 21st CCLC grant program;
- Ensuring the transportation needs of participating students will be met (traveling to and from programs), inclusive of hiring and pay bus drivers, adding bus routes, chartering vehicles, buying public transportation passes, paying for shared ride services, etc.;
- Daily snacks for students during scheduled programming. Food for family engagement events may be allowable if it is central and essential to the programming. Prior approval from CDE is required. Please reference the [21st CCLC Food Costs FAQ](#) for more information.

*See *Appendix I* for Glossary of Terms

Appendix D: Continuation Exemplar Criteria for Years 4 and 5

Awarded applicants (also known as subgrantees) have the opportunity to receive funding at 100% of the original award for the continuation years four and five if the subgrantee meets the continuation exemplar criteria found below. Of note, if during any portion of the grant period a subgrantee fails to meet the program goals, participation targets, and performance measures set forth in its approved application, the awarded subgrantee's award may be reduced. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction.

Exemplar Criteria - Program:

- Subgrantee is serving at least 75% of all participation targets for students and family members in the approved application (averaged across the three-year grant period).
- Key program staff have attended all mandatory state meetings and additional trainings, as appropriate.
- Subgrantees report a minimum of "making progress" on all three state Performance Measures across the three-year grant period.
- Subgrantee is fulfilling the requirements of the funded program as specified in the approved project application.
- All programmatic findings or ongoing formal program concerns have been addressed by the subgrantee. Formal program concerns will be communicated with the subgrantee in writing.
- Program demonstrates successful evaluation results across the three-year grant period.
- All submissions of required program reports are accurately completed and received by the submission date.

Reports include:

- 21st CCLC End-of-Year Reporting Survey and Continuation Plan; and
- Sustainability Plan (due at the end of Year 2).

Exemplar Criteria - Fiscal:

- Less than 10% of 21st CCLC funding per center is unspent at the end of each fiscal year.
- Budget revisions are requested prior to the annual budget revision deadline of May 1 of each fiscal year.
- Budget revision requests are submitted to CDE when the annual amount exceeds 10% for budget categories found on the budget summary worksheet page of CDE's 21st CCLC budget.
- Funding reimbursement requests are completed in a timely manner (must be done at least quarterly).
- Funding must be spent according to the subgrantee's approved budget.
- All fiscal findings or ongoing fiscal concerns have been addressed by the subgrantee. Formal fiscal concerns will be communicated with subgrantee in writing.
- Compliance of federal and state statutes and assurances as found in *Attachments D-G* of the RFA.
- All submissions of required fiscal reports are accurately completed and received by the submission date. Reports include:
 - 21st CCLC annual budget;
 - Financial System-generated Interim Financial Reports;
 - Annual Financial Report that includes a financial system-generated general ledger for the same period (due to CDE on the last working day of September each year); and
 - Documents pertaining to fiscal monitoring and desk review.

Appendix E: Monitoring, Evaluation, and Reporting Requirements

In accordance with ESSA Sec. 4205(b)(1), 21st CCLC programs are required to conduct ongoing monitoring and evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and to provide evidence that the program helps students meet the state and local student academic standards.

Below is a chart listing evaluation expectations by year across the grant period. Years four and five are continuation years and must meet continuation criteria outlined in *Appendix D* to be eligible. Templates and sample documents for all Data Collection Types listed below can be found on [CDE's 21st CCLC webpage](#).

Data Collection Type	Year 1	Year 2	Year 3	Year 4	Year 5
Program Monitoring Onsite Visit by CDE (by end of Year 3)		X			
Additional Onsite Visits by CDE (orientation and continuation)	X			X	
End-of-Year Reporting and Performance Measures/Continuation Plan	X	X	X	X	X
Quality Implementation Rubric and Action Tool	X	X	X	X	
Grant-level and Center-level Tracking (EZReports)	X	X	X	X	X
Federal GPRA Measures Reporting	X	X	X	X	X
State Assigned Student Identifiers (for GPRA Measures Reporting)	X	X	X	X	X
Teacher Surveys (for GPRA Measures Reporting)	X	X	X	X	X

Below are the federal, state, and local requirements for monitoring, evaluation, and reporting for the Colorado 21st CCLC grant program. Applicants must have, or acquire, the capacity to complete the evaluation requirements. **By accepting grant funds, awarded applicants (also known as subgrantees) agree to participate in all components of the program monitoring, evaluation, and reporting efforts listed below.**

Program Monitoring:

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

CDE will conduct at least two onsite visits to every funded center during the three-year grant period. The first onsite visit will be a welcome visit, occurring within the first semester of programming. The second onsite visit will be for monitoring to evaluate the subgrantee's program. Additional visits may occur based on results from ongoing monitoring and risk analysis conducted by CDE. An additional onsite visit may be conducted for subgrantees if awarded funds past the three-year grant period.

The purpose of the onsite monitoring visit is to validate information provided in fiscal and program reports, and to gather more detailed information on implementation efforts and program quality. The following activities will occur during the onsite monitoring visit:

- **Program and Fiscal Compliance Monitoring:** CDE staff will utilize a Monitoring and Compliance Template (MCT) during the monitoring onsite visit. The tool has indicators that link to federal mandates to assess program and fiscal compliance of 21st CCLC programs under ESSA.
- **Quality Monitoring:** Subgrantees will complete the Out-of-School Time Observational Tool and CDE will review with the subgrantee during the onsite visit to measure program quality and positive youth development activities. Additionally, subgrantees should plan for CDE to observe programming at each center for at least 30 minutes as well as conduct interviews with key grant stakeholders.

Monitoring visits are an important part of program oversight and will be scheduled collaboratively at least 60 days prior to the visit. Prior to an onsite visit, subgrantees may be required to submit additional relevant information that will allow CDE to conduct an efficient and effective visit. A report of findings and recommendations for next steps for program improvement will be available to the 21st CCLC Program Directors approximately 60 days following the onsite monitoring visit. More information about the 21st CCLC monitoring process can be found on [CDE's 21st CCLC Subgrantee Resources webpage](#).

State Evaluation and Reporting:

The state evaluation of the 21st CCLC grant program will focus on the impact of 21st CCLC programs on grant objectives and achievement of state 21st CCLC performance measures. The following evaluation components will be collected from all subgrantees during the end of the annual grant period (also called End-of-Year Reporting):

- **End-of-Year Survey:** Annually, subgrantees will be required to complete end-of-year data collection and evaluation to demonstrate progress toward reaching program objectives, including participation targets and state Performance Measures throughout a given program year. Subgrantees are expected to meet or exceed approved participation targets and performance measures across the grant period. Subgrantees will be required to track and report progress on each of their participation targets and performance measures in the end-of-year online survey annually during the grant period. Subgrantees will also be required to provide quantitative evidence to substantiate their performance ratings.
- **Quality Implementation Rubric (QIR) and Action Tool(s):** Subgrantees will be required to complete an online Quality Implementation Rubric (QIR) and Action Plan on an annual basis to inform CDE staff of program implementation progress. The rubric measures effectiveness of program implementation and program quality. The QIR and Action Tool will be submitted by the subgrantee in years one through four of the grant.
- **Sustainability Plan:** Subgrantees will also submit a Sustainability Plan with Funding Chart at the end of Year 2 of the initial three-year grant period.

External Evaluation Considerations:

A subgrantee may, but is not required to, purchase the services of an external evaluator for the 21st CCLC grant programs. Evaluation costs include all the costs associated with the evaluation of the program including the cost of the purchase of assessment/survey tools, evaluation and assessment trainings, data collection activities, recording and maintenance of data, the purchase of data collection and evaluation systems, data analysis, CDE reporting, report writing, and any other activities related to the evaluation of the 21st CCLC program. Annual evaluation costs cannot exceed 6% per grant based upon the justification provided in *Section F: Subgrantee-Level Evaluation*.

- **If an external evaluator has been identified,** identify that individual and/or organization, and provide a description of the qualifications and responsibilities of the evaluator.
- **If an external evaluation will be contracted,** describe how the external contractor will be identified and selected (e.g., required qualifications).
- **If working with an internal evaluator,** identify that individual (or individuals) and provide a description of their qualifications and responsibilities. **If an external or internal evaluator is not used,** the applicant must identify a qualified internal staff member to complete the evaluation requirements.

Federal Evaluation and Reporting:

CDE is required to collect data from subgrantees on the effectiveness of all programs and activities provided with 21st CCLC funds. This evaluation addresses the federal Government Performance and Results Act (GPRA) measures for the federal 21st CCLC grant program that will be collected from subgrantees and reported to the U.S. Department of Education. The following information will be collected through a data reporting system run through Colorado's 21st CCLC state office:

- **Grant-Level and Center-Level Tracking (EZReports):** Subgrantees are required to track and report on several characteristics on a monthly basis using EZReports, the statewide 21st CCLC data collection system. Data include activities, staffing, and participation for each funded center. To accurately and completed report this data, subgrantees must enter and report student SASID, the number of students and adults served, student

demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details.

- **GPRA Measures for program outcomes:** Subgrantees will be required to collect and report on data for the following GPRA Measures. CDE will aggregate the data and report to the U.S. Department of Education.

GPRA Measure	Subgrantee Requirement
ACADEMIC ACHIEVEMENT: Percentage of students in grades 4-8 participating in 21 st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments. Percentage of students in grades 4-8 participating in 21 st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	Subgrantees are required to collect and report student State Assigned Student Identifiers (SASIDs) for all students served. A SASID is a unique 10-digit student identifier assigned to each student in the State of Colorado. SASIDs will be used to pull assessment data by CDE to fulfill this GPRA measure requirement.
GRADE POINT AVERAGE (GPA): Percentage of students in grades 7-8 and 10-12 attending 21 st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	Subgrantees will annually identify students in grades 7-8 and 10–12 attending 21 st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0. Subgrantees are required to report (in aggregate) to CDE the number of students identified and the number of students within this identified group that showed improvement in GPA during the reporting school year. This information may be gathered using school records, teacher/school staff report, parent/guardian report, or self-report.
BEHAVIOR: Percentage of students in grades 1-12 attending 21 st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	Subgrantees will annually identify students in grades 1-12 attending 21 st CCLC programming during the school year and summer who received at least one in-school suspension in the previous year. Subgrantees are required to report (in aggregate) to CDE the number of students identified and the number of students within this identified group that showed a decrease in number of in-school suspensions during the reporting school year. This information may be gathered using school records, teacher/school staff report, parent/guardian report, or self-report.
SCHOOL DAY ATTENDANCE: Percentage of youth in grades 1-12 participating in 21 st CCLC during the school year and summer who had a school-day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.	Subgrantees are required to collect and report student State Assigned Student Identifiers (SASIDs) for all students served. A SASID is a unique 10-digit student identifier assigned to each student in the State of Colorado. SASIDs will be used to pull attendance data by CDE to fulfill this GPRA measure requirement.
STUDENT ENGAGEMENT IN LEARNING: Percentage of students in grades 1-5 participating in 21 st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	All subgrantees are required to collect teacher surveys for each student who attended a program for 75 hours or more. The purpose of the survey is to assess student improvements in school engagement. Regular classroom teachers should complete the survey for elementary students. A math or English teacher should complete the survey for middle and high school students. Teachers completing the survey should not be serving as 21 st CCLC program staff. A data collection platform will be available for subgrantees to use to send out teacher surveys electronically and collect results.*

***Note:** To support continuous program improvement efforts, CDE will continue to collect this data from teachers of students in grades 1-12 who attended a program for 75 hours or more.

Appendix F: 21st CCLC State Performance Measure Guidance

All applicants must develop one State Performance Measure with quantifiable outcomes in each of these three areas:

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

These performance measures are directly connected to the intent of the 21st CCLC grant program as authorized by the Every Student Succeeds Act (ESSA). Funded applicants (also known as subgrantees) will be required to submit an annual end-of-year report on the progress they have made on their specific performance measures and validate their responses with data (including percentages and numbers).

CDE tracks and evaluates performance measures each year of the initial three-year funding period as well as in years 4 and 5 if funding is continued for a subgrantee. Subgrantees must be able to demonstrate that they are at least making progress on each performance measure in order to meet exemplar criteria, a measure CDE uses to determine whether subgrantees are eligible for continuation of funding in years four and five of the 21st CCLC grant. CDE will collaborate with awarded applicants (also known as subgrantees) to finalize performance measures prior to receiving a grant award. Changes to performance measures can be made by subgrantees in consultation with CDE during the grant period, but all changes require review and approval by CDE to take effect.

Instructions: Use the three tables below to create your performance measures in each of the three areas: 1) Core Academics, 2) Essential Skills/Educational Enrichment, and 3) Family Engagement. For each performance measure, one option is to be selected from the list of options. The options are already written as SMART Goals (specific, measurable, achievable, relevant, and time-based) and should not be modified other than the applicant placing their information into the brackets of the provided option. Copy and paste the content that you create from the options into the online application. Please note, regular student attendees are students who attended a program for 75 hours or more during each program year.

Performance Measure 1: Core Academics

To help students meet the challenging state academic standards, 21st CCLC programs will provide academic activities in mathematics, science, and literacy (e.g., tutoring, homework help, STEM activities, credit recovery).

Choose one of the three Core Academics Performance Measure options listed below. For the option selected, enter information into the brackets specific to your proposed 21st CCLC program.
Option #1 By the end of each year of the grant, <i>[insert percentage]</i> of regular student attendees will demonstrate growth in <i>[math and/or science and/or literacy]</i> as measured by <i>[insert indicator/instrument such as assessment scores, NWEA MAP, DIBELS]</i> at <i>[insert timeline such as the end-of-year]</i> .
Option #2 By the end of each year of the grant, <i>[insert percentage]</i> of regular student attendees will show an <i>[insert point]</i> improvement in unweighted Grade Point Average (GPA) as compared to previous <i>[year, semester]</i> unweighted GPA.
Option #3 By the end of each year of the grant, <i>[insert percentage]</i> of regular student attendees will show a positive change in <i>[completing classwork and homework on time, participating in class, etc.]</i> as measured by <i>[insert indicator/instrument such as teacher surveys]</i> .
Provide rationale: What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years?
Performance Measure #1: Core Academics

Performance Measure 2: Essential Skills/Educational Enrichment

To reinforce and complement the regular academic program of students, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing students' essential skills. This performance measure can include educational enrichment activities that support essential skills and performance-based activities that support learning through enriching opportunities that participants would not otherwise receive. Please select at least one skill from the below list of Essential Skills required in the Colorado Academic Standards:

- creativity skills
- innovation skills
- critical-thinking skills
- problem-solving skills
- communication skills
- collaboration skills
- social and cultural awareness
- civic engagement
- initiative and self-direction
- flexibility
- productivity and accountability
- character and leadership

[View the Colorado Academic Standards Colorado Essential Skills Guidance.](#)

<p>Choose one of the three Essential Skills/Educational Enrichment Performance Measure options listed below. For the option selected, enter information into the brackets specific to your proposed 21st CCLC program.</p> <p>Option #1 By the end of each year of the grant, <i>[percentage]</i> of regular student attendees will improve their <i>[insert Essential Skill(s) from list above]</i> by at least <i>[insert level of increase expected such as one rating score]</i> from <i>[insert measurement timeline such as from pre-test to post-test]</i> as measured by <i>[insert indicator such as self-assessments or teacher surveys]</i>.</p> <p>Option #2 By the end of each year of the grant, as a result of participating in <i>[insert name of specialized course/class/program]</i>, <i>[percentage]</i> of regular student attendees will demonstrate a positive change in <i>[insert Essential Skill(s) from list above]</i> from <i>[insert measurement timeline such as from beginning of the year to the end of the year]</i> as measured by <i>[insert indicator such as self-assessments or teacher surveys]</i>.</p> <p>Option #3 By the end of each year of the grant, <i>[percentage]</i> of regular student attendees will show improvement in teacher-reported engagement in learning such as <i>[being attentive in class, behaving well in class, getting along well with other students, etc.]</i> as measured by teacher surveys.</p> <p>Provide rationale: What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years?</p> <p>Performance Measure #2: Essential Skills/Educational Enrichment</p>

Performance Measure 3: Family Engagement

To increase active and meaningful engagement in their children's education, the 21st CCLC program will provide services, programs, and activities for families of students served by community learning centers. This performance measure can include parent/family activities that provide educational opportunities for parents and families to reengage in their students' education. Parent/family activities include Two-Generation activities, language classes, parenting classes, culturally responsive activities, and engaging parents/families in student outcomes.

<p>Choose one of the two Family Engagement Performance Measure options listed below. For the option selected, enter information into the brackets specific to your proposed 21st CCLC program.</p> <p>Option #1 In each year of the grant, <i>[number/percentage]</i> of <i>[parents/caregivers/family members]</i> who attended <i>[number of sessions]</i> of a specialized program (e.g., parenting classes, college preparation class) will increase <i>[insert outcome such as their capacity to support their student's learning]</i> as measured by <i>[insert indicator such as a structured interviews or surveys]</i> at <i>[insert timeline such as the end-of-year]</i>.</p> <p>Option #2 In each year of the grant, <i>[number/percentage]</i> of <i>[parents/caregivers/family members]</i> will report a <i>[percentage, rating, etc.]</i> increase in <i>[skill, capacity, support, caregiving]</i> as measured by <i>[insert indicator such as a post-reflective survey]</i> at <i>[insert timeline such as the end of the year]</i>.</p> <p>Provide rationale. What data did you review and evaluate? What other school-specific or student-specific factors did you consider? Which stakeholders, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years?</p> <p>Performance Measure #3: Family Engagement</p>

Appendix G: Past Performance Exemplar Criteria

As stated in this RFA, awarded applicants (also known as subgrantees) can receive funding at 100% of the original award for the continuation years four and five if the subgrantee meets the continuation exemplar criteria found in *Appendix D* of this RFA. To support strong 21st CCLC program and fiscal management during this coming grant cycle, the 21st CCLC state office at the Colorado Department of Education (CDE) will apply the same Exemplar Criteria to score to all current or previous applicants (fiscal agents) based on their most recent performance managing critical programmatic and fiscal aspects of their 21st CCLC program(s). Points will be deducted from the total score for each “Continuation Exemplar Criteria for Funding in Years 4 and 5” (*Appendix D*) that was not met in the previous grant cycle. **This section of the application will be scored by CDE’s 21st CCLC state office using End-of-Year Reporting, Monitoring, and other performance tracking data collected and analyzed during the applicant’s most recent grant cycle.**

	21 st CCLC Exemplar Criteria	Yes (0 points)	No (-2 points)
PROGRAM	1. Subgrantee met a minimum of 75% of all participation targets for students and family members in the approved application (averaged across sites and the most recent grant period).		
	2. Key program staff attended all mandatory state meetings and additional trainings, as appropriate.		
	3. Subgrantee reported a minimum of “making progress” on all state Performance Measures across the previous grant period.		
	4. Subgrantee fulfilled the requirements of the funded program as specified in the approved project application.		
	5. Subgrantee addressed and resolved programmatic findings or formal program concerns.		
	6. Program demonstrated successful evaluation results across the previous grant period.		
	7. Required program report submissions were accurately completed and received by the submission dates.		
FISCAL	8. Subgrantee did not revert more than 10% of funding per center at the end any fiscal year.		
	9. Budget revisions were requested prior to the annual budget revision deadline of May 1 of each fiscal year.		
	10. Budget revision requests were submitted to CDE when the annual amount exceeded 10% for budget categories found on the budget summary worksheet page.		
	11. Funding reimbursement requests were completed in a timely manner (must have been at least quarterly).		
	12. Funding was spent according to the subgrantee’s approved budget.		
	13. Fiscal findings or ongoing fiscal concerns were addressed by the subgrantee.		
	14. Subgrantee was never found to be non-compliant of federal and state statutes and assurances as found in <i>Attachments D-G</i> of the RFA.		
	15. Submissions of required fiscal reports were accurately completed and received by the submission dates.		
Total points		/-30	

Scoring:

Applicants (fiscal agents) with programs that have high-quality past performance (within the past five years) as determined by meeting all criteria listed in this appendix will receive **0 points**. Applicants (fiscal agents) with programs that have failed to meet any criterion in this appendix (within the past five years) will receive a reduction of priority points in the areas listed above, with a deduction of two points per missed criteria for a total of up to **-30 points**.

Appendix H: Federal Budgeting References

Program Codes

Program codes allow funded applicants (also known as subgrantees) to charge costs, instructional and support, directly to the federal 21st CCLC grant program. Program codes include:

- **Instructional Program** refers to direct instructional services to students. These can be provided by a classroom teacher, interventionist, etc.
- **Support Program** refers to services that facilitate and enhance the instructional programs. Examples are school counselors, parent liaisons, transportation, community services, curriculum design, assessment, etc.
- **Administration** refers to any activity required for administering the grant, but not working with students directly. Business services are included in this function. Local Education Agencies (LEAs) may not budget for administration costs because LEAs have a negotiated Indirect Cost Rate (ICR) with the Colorado Department of Education and may claim up to their ICR in their budget. Community-Based Organizations (CBOs) and other entities that do not have a CDE-negotiated ICR may budget up to 8% of their total requested amount per center.

Object Codes

Object codes describe the service or commodity obtained as a result of the specific expenditure. The following object codes are included in the 21st CCLC budget. (Note: The list provided has been simplified for convenience of filling out the 21st CCLC budget. A complete list of all object codes can be found in the [Chart of Accounts](#).²³)

0100 Salaries.

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

- Regular employees and substitutes
- Extra Duty

0200 Employee Benefits.

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

- Insurance
- Retirement

0300 Purchased Professional and Technical Services.

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

- Curriculum improvement services
- Counseling and guidance services
- Contracted instructional services
- Data processing services

0350 Employee training and developing services.

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

²³ If a code that the district would typically use is not available, then you would "roll to the bold" and use the closest available code. For example, if a salary position would be coded to 0110 in the district's accounting system, then here it would be coded to 0100 salary.

0500 Other Purchased Services.

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

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

0580 Travel, Registration, and Entrance.

Expenditures for transportation, meals, lodging, and other expenses associated with travel for the school district.

Payments for per diem in lieu of reimbursements for subsistence (room and board) are also charged here. Travel costs associated with field trips are coded here, including if provided by district-operated transportation services or if contracted or chartered.

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

0600 Supplies.

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

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

0640 Books and Periodicals.

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

0730 Equipment.

Expenditures for the initial and replacement items of equipment, such as machinery, furniture, fixtures, and vehicles.

Machinery, furniture, and fixtures (including teacher desks, chairs, and file cabinets), technology equipment, and other equipment that are used for instructional purposes should be charged to appropriate instructional programs.

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

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

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

0735 Non-Capital Equipment.

Expenditures for items classified as equipment but costing less than the district policy for capital assets inventory.

Alternatively, non-capital equipment may be coded as a supply to an object in the 0600 series.

Rolling of the Bold

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

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

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

Budget Considerations

Allowable Technology

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

A physical inventory of equipment²⁴ (including Small and Attractive Items) should be taken and the results reconciled with the property records at least bi-annually. LEAs determine their own capitalization threshold.

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

Food

For the federal 21st CCLC grant program, snacks for students attending 21st CCLC programs is a requirement. Generally, food may be offered to family members that attend 21st CCLC programs. Please use the [Food Costs FAQs](#) posted on Colorado’s 21st CCLC webpage for more information.

Otherwise, there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant. Subgrantees hosting meetings should structure the agendas so there is time for participants to purchase their own food, beverages, and snacks. Grant award notices now include an enclosure that addresses the use of grant funds for conferences and meetings. The [“Memo on Conferences and Meetings” may be found on the CDE Grants Fiscal page of Federal Attachments.](#)

²⁴ ECFS §200.33 - *Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

Appendix I: Glossary of Terms

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

Average Daily Attendance (ADA): Average Daily Attendance for the 21st CCLC center, or the number of students proposed to attend programming at each center on any given day on average during the school year program and during the summer program. To determine the ADA, divide the total monthly attendance by the number of program days in the month. School Year ADA is the cumulative average across the regular school year. Summer ADA is the cumulative average across the entire summer program (any combination of days/hours/weeks). Maximum ADA is the total number of unique students who will attend programming on any given day during the school year program and the summer program. To determine the ADA, divide the total monthly attendance by the number of program days in the month.

Center(s): The location(s) where the majority of the subgrantee's activities occur, which should be school-based.

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

Chronic Absenteeism: When a student misses 10 percent or more of a school year or approximately 18 days a year. This is equivalent to two days every month. [Learn more about Colorado's attendance.](#)

COACT Colorado: Builds a system of services and supports for children with serious behavioral health challenges and their families. These individualized, culturally, and linguistically relevant services and supports are based on an evidence-based process known as high-fidelity wraparound. Learn more about [COACT Colorado](#).

Community-Based Organization: a public or private nonprofit organization of demonstrated effectiveness that (a) is representative of a community or significant segments of a community; and (b) provides educational or related services to individuals in the community (20 USC § 7801(5)).

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

Consortium: Group of two or more eligible entities, which can include community-based organizations and school districts. A consortium of entities may apply together to provide services for centers. One organization must be designated as the lead fiscal agent of the consortium. In addition, an applicant consortium must designate one individual, a Program Director, who will be responsible for communication and coordination across all centers within the consortium. Please note this does not include applications that meet the minimum requirement for partnering with a school. The collaboration outlined in the application must include detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation. Consortium applications must demonstrate:

- The strength and quality of the proposed collaboration throughout the entire grant application. The LEA and other organization(s) must work extensively in the planning and design of the program;
- That all entities have substantial roles in the delivery of services, must share grant resources to implement the proposed project effectively, and must be involved in the management and oversight of the proposed program;
- Must have a signed agreement between both entities stating the collaboration of efforts, resources, and funding must be submitted with the grant application. This document must clearly define and detail the roles and responsibilities of all parties involved with explicit expectations outlined.

Cost per student rate: The amount of funding requested must be reasonable and based on the number of students proposed to attend programming at each center on an average daily basis (also referred to as Average Daily Attendance (ADA)). Cost per student is figured by dividing the total annual allocation by the expected average daily attendance for students at each center (as determined in *Section B: Program Participation Targets*). For example, if you are requesting \$100,000 and plan to serve 100 students per day, the cost per student would be \$1,000.

Disadvantaged, marginalized, and/or historically underserved youth: Students who are excluded from social, economic and/or educational opportunities enjoyed by other youth in their community due to numerous factors beyond their control. Youth identified in these categories may feel or are underserved, disregarded, ostracized, harassed, persecuted, or sidelined in the community. Examples of youth who are in these categories are students of color, students who identify as Black Indigenous People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) students, students with disabilities, and English learners. [Learn more about these populations.](#)

External Organization: The term external organization means: (A) a non-profit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or (B) in the case of a community where there is no such organization, a non-profit organization in the community that enters into a written agreement or partnership with an organization described in (A) of this definition to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities. A list of prescreened external organizations can be found on [CDE's 21st CCLC Subgrantee Resources webpage](#). This list does not comprehensively cover all external organizations in the state of Colorado. The list is developed as organizations voluntarily complete this process. The details provided regarding external organizations is provided for information only. CDE does not endorse, represent, or warrant the accuracy or reliability of any of the information, content, services, or other materials provided by these educational service providers. Any reliance upon any information, content, materials, products, services, or vendors included on or found through this listing shall be at the user's sole risk.

Family Members: Parents, guardians, siblings, aunts, uncles, grandparents, etc. of students served in the program.

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

Hours of Programming: The number of program hours offered to students participating in 21st CCLC programming. Hours of operation should be relatively consistent across the school year. 21st CCLC Programs must offer a minimum of 10 student contact hours per week for 24 weeks during the regular school year. All 21st CCLC programs must also offer a minimum of 60 hours of summer programming annually.

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

Memorandum of Understanding (MOU): An agreement between two parties, such as an applicant and a partner or other service provider, to identify and document the shared services, deliverables, costs, and terms between the parties. All programs creating partnerships involving the transfer of 21st CCLC funds must have a valid MOU or other contract on file. It is essential that awarded 21st CCLC applicants (also known as grantees) have MOUs in place for all identified partners/providers within the first year of their grant and in all subsequent grant years. MOUs should be kept on file and periodically reviewed and updated with any changes to reflect actual services, deliverables, costs, and terms between the parties. A sample MOU can be found in *Appendix J* of this document.

Mental Health First Aid Colorado: Promotes and supports mental health education and wellness for Coloradans. Through the organization's Mental Health First Aid course, participants will learn signs and symptoms of a mental health challenge or crisis, what to do in an emergency, and where to get help. More information at [Mental Health First Aid Colorado](#).

Obligated Funds: There is a liability to disburse funds immediately or at a later date as a result of a series of actions, such as contracts, personal services contracts, and employee salaries/fringe for work already completed, not yet paid out.

Other public or private entity: One of the categories of eligible entities for the 21st CCLC Grant. For the purpose of this grant program, these entities must be based in Colorado and have an education-related focus to serve and support students and their families in core academic, educational enrichment/essential skills, and family engagement.

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

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

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

Programs that promote parental involvement and family literacy: These activities specifically target adult family members of youth participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.

Regular Student Attendees: Students who have attended a 21st CCLC program for at least 75 hours (which do not have to be consecutive) during the attendance reporting period.

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

Rural and Small Rural Designation: A Colorado school district is determined to be rural giving consideration to the size of the district, the distance from the nearest large urban/urbanized area and having a student enrollment of 6,500 students or less. Small rural districts are those districts meeting these same criteria and having a student population of fewer than 1,000 students. A list of public school districts meeting this definition can be found on [CDE's website](#).

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

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

Subgrantee: The name of the funded eligible entity that acts as the fiscal agent for the grant.

Tutoring: These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students

individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day. For 21st CCLC-funded programs, tutorial services should follow the high-impact/high-dosage tutoring model. [Learn more about this tutoring model.](#)

Two-Generation (2Gen) Approach: This approach is designed to address the needs of children and their parents together (whole family) in a way that supports a family's full potential and puts each individual of the family on a path to permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2Gen approach. 2Gen programs provide services to both child and adults (whole family) simultaneously and track outcomes for both. Examples include financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care and education and supportive services. For more information, visit [Pioneering 2Gen Approaches in Colorado](#) and [The Colorado Guide to 2GEN](#), and See *Whole Family Approach*, described in this *Glossary of Terms*. There are five core principles that underlie the 2Gen approach:

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

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

Unobligated Funds: Appropriated funding that is awarded but not reimbursed and is remaining uncommitted by contract at the end of a fiscal period.

Whole Family Approach: This approach is built on the understanding that conditions that affect the family will impact child development, as will the direct experiences of a child (taken from [Ascend at the Aspen Institute](#)). In developing and implementing programs and service delivery, the whole family's needs with explicit efforts to link services for children and parents are considered. Whole Family strategies are integral to the Two-Generation (2Gen) approach, described in this *Glossary of Terms*. Elements of a Whole Family Approach:

1. Serve two (or more) generations
2. Promote responsive parenting and family life
3. Develop and strengthen leadership skills
4. Assume partnership /responsibility
5. Include all parents
6. Partner with agencies to provide access to education, economic supports, and social/mental health services.

Appendix J: Sample Memorandum of Understanding (MOU) Template

This is intended to be an example for applicants and should be modified according to applicant's proposed 21st CCLC programs as well as applicant's specific protocols, processes, documents, etc. for entering partnership agreements.

21st Century Community Learning Center (CCLC) Program
2023 Memorandum of Understanding
Between
the _____
and the _____

I. Introduction

This section describes the need, the organizations involved, and why these organizations need to work together. Questions to consider in this section include:

1. Why is the MOU being created?
2. What agencies are participating?
3. Why is this MOU necessary?

This MOU is necessary and has been created to address:

- Item 1: Description
- Item 2: Description
- Item 3: Description

II. Purpose

This portion should briefly explain the goals of the MOU and how and when it will be utilized. Questions to consider in this section include:

1. What are the various goals of the MOU (be specific)?
2. How will these goals be carried out (be specific)?
3. When will these goals be carried out (be specific)?

The goals of this MOU include:

- Goal 1: Description
- Goal 2: Description
- Goal 3: Description

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

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

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

III. Roles and Responsibilities

To better collaborate, both sides must understand what each other needs to succeed. Understanding expectations from the beginning will lead to a more aligned and successful experience. Questions to consider in this section include:

1. Which duties will each organization take the lead on and which duties will be carried out collaboratively?
2. Which resources that need to be shared does only one party possess?
3. What do both organizations' staff need (resources, training, etc.) to effectively carry out the MOU objectives?

Individual roles and responsibilities include:

Organization 1:

- Role and responsibility 1
- Role and responsibility 2
- Role and responsibility 3

Organization 2:

- Role and responsibility 1
- Role and responsibility 2
- Role and responsibility 3

Shared roles and responsibilities include:

- Role and responsibility 1
- Role and responsibility 2
- Role and responsibility 3

IV. Oversight and Terms of Agreement

The MOU should be considered a working document – this section in particular. Questions to consider in this section include:

1. How will both sides measure success?
2. When will both sides amend the MOU if circumstances change?
3. How will initiatives at the local, state, and federal level be incorporated into the MOU?

The MOU goals will have been successfully carried out when:

- Goal 1 indicator(s) of success
- Goal 2 indicator(s) of success
- Goal 3 indicator(s) of success

The MOU will be amended by:

- First check-in date
- Second check-in date

The MOU will be amended when:

- Stipulation one
- Stipulation two

Other Terms of Agreement:

- Agreement one
- Agreement two

Agreed:

Organization 1 Representative

Date

Organization 2 Representative

Date

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Appendix K: Sample Weekly Schedule

This is intended to be an example for applicants and should be modified according to applicant's proposed 21st CCLC programs. All programming is inclusive of program check in/attendance, snack, transitions, and dismissal/pick up.

School Year Schedule:

Day of the Week	Time	Activity	Hours
Monday	3:30-5:30 pm	Monday Funday (2 hours after school) – academic enrichment by 4 providers	2
Tuesday	6:45-7:45 am, 3:30-5:00 pm	Tutoring & Movement (1 hour before school, 1.5 hours after school)	2.5
Wednesday	3:30-5:30 pm	STEAM Club (2 hours after school) – focus on math, science, art	2
Thursday	6:45-7:45 am, 3:30-5:00 pm	Tutoring & Movement (1 hour before school, 1.5 hours after school)	2.5
Friday	3:30-5:30 pm	SEAL Club (2 hours after school) – focus on social-emotional learning	2
Once a month*	6:00-8:00 pm	Family STEAM Nights (Monday night for 2 hours)	2

*Not included in regular weekly hours of programming

Summer Schedule:

Day of the Week	Time	Activity	Hours
Monday	8:00 am-4:00 pm	Math Monday Funday (Math & Movement, Math Hoops)	8
Tuesday	8:00 am-4:00 pm	Let's put the "A" in STEAM! (Mad Science, Sticky Fingers, arts enrichment)	8
Wednesday	8:00 am-4:00 pm	Career Exploration (Featuring community members)	8
Thursday	8:00 am-4:00 pm	Tech Camp Thursday (STEM kits, makerspace, etc.)	8
Friday	8:00 am-4:00 pm	Field Trip Friday	8

Appendix L: Sample Budget Detail

This is intended to be an example for applicants and should be modified according to applicant's proposed 21st CCLC programs. The budget below corresponds with the weekly schedule in Appendix K.

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

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

Appendix M: Sample Job Description Template

This is intended to be an example for applicants and should be modified according to applicant's proposed 21st CCLC programs as well as applicant's specific protocols, processes, documents, etc. for hiring individuals.

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

Date Posted: x/x/2023

Location:

Closing Date:

MINIMUM HOURLY RATE:

MAXIMUM HOURLY RATE:

STANDARD HOURS PER WEEK: 20

FTE: 0.5 (recommended for one center)

MONTHS PER YEAR:

YOUR ORGANIZATION is...

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

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

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

EDUCATION AND RELATED WORK EXPERIENCE:

As the district/school/eligible entity deems appropriate.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- As the district/school/eligible entity deems appropriate.

SALARY INFORMATION:

As the district/school/eligible entity deems appropriate.

BENEFITS INFORMATION:

As the district/school/eligible entity deems appropriate.