



**COLORADO**  
Department of Education

---

# **Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Grant Program**

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

RFA Webinar – March 2021

# Webinar Agenda



- Application Overview
- Monitoring, Evaluation, and Reporting
- Application Timeline
- Scoring Rubric and Evaluation Criteria
- Technical Assistance Opportunities
- Survey Monkey Apply Online Grant Management System
- Questions

- *Application materials and budget are available for download on the CDE website at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).*

# Request for Applications: Key Elements Overview

# Introduction



- This grant opportunity is designed to distribute funds to qualified applicants pursuant to Title IV, Part B, of ESEA, as amended by ESSA of 2015.
- The three-year grant allows eligible applicants to establish or expand community learning centers that provide students with out of school time programs providing academic enrichment opportunities and activities designed to complement the students' regular academic program.
- CDE will award approximately \$5.75 million to centers across the state.

# What is a 21<sup>st</sup> CCLC Community Learning Center (Center/Site)



The term “community learning center” refers to an entity that:

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

# Purpose

Provided services focus on helping children in low income schools succeed academically through the application of scientifically based practice and extended learning time by:

- 1) Providing opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading, writing, and mathematics;
- 2) Offering students a broad array of additional services, enrichment programs, and activities... that are designed to reinforce and complement the regular academic program of participating students;
- 3) Offering families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

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

# Eligible Applicants



- The term “eligible entity” means
  - a local educational agency (public school district),
  - a Board of Cooperative Educational Services (BOCES)
  - the Charter School Institute,
  - a community-based organization,
  - Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)),
  - another public or private entity, or
  - a consortium of two or more such agencies, organizations, or entities.
- A consortium of eligible applicants may apply together such as a consortium of local education agencies of community-based organizations. However, one entity must be designated as the lead fiscal agent of the consortium (see *Glossary of Terms* in the RFA for the definition and requirements of consortium grants).

# Eligible Applicants (continued)



- Applicants that have received funds from the 21<sup>st</sup> CCLC grant, prior to Cohort VIII, may apply for this current funding opportunity.
- However, in the application the applicant 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.
- **Note: 21<sup>st</sup> Century Community Learning Centers (Sites) currently receiving 21<sup>st</sup> CCLC funding as part of Cohort VIII renewability for grant year four (FY2021-22) are not eligible for this opportunity.**



# Eligible Applicants (continued)



- 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.
- Applicants do not have to demonstrate prior experience in providing out-of-school time programs to be eligible to apply for funding.
- An applicant 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.
- The selection criteria applied by the Colorado 21<sup>st</sup> CCLC program reflects this emphasis on collaborative approaches to the design and delivery of the proposed community learning centers.

# Eligible Applicants (continued)

## Geographic Distribution



- To ensure equitable geographic distribution of funds across Colorado, CDE has placed a limit on the total 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 below outline the maximum number of centers that may be awarded to districts and non-district entities according to student enrollment in Kindergarten through 12<sup>th</sup> grade membership from CDE October Count 2019, found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

Number of Students in District	Maximum Number of Funded 21 <sup>st</sup> CCLC Centers to each District	Maximum Number of Funded 21 <sup>st</sup> CCLC Centers to Non-District Entities*	Total Number of 21 <sup>st</sup> CCLC Funded Centers
0 - 1,000	4 funded centers	4 funded centers	8 funded centers
1,001 - 5,000	5 funded centers	5 funded centers	10 funded centers
5,001 - 25,000	6 funded centers	6 funded centers	12 funded centers
25,001 or more	7 funded centers	7 funded centers	14 funded centers

- The number of centers for each individual grant application cannot exceed six.

# Priority Considerations



- Entities receiving *priority* in this RFA are those that propose to serve students and the families of students who primarily attend high-poverty, low-performing schools as evidenced by:
  - *K-12<sup>th</sup> grade Free and Reduced Lunch rate of 40 percent and above; and*
  - *Schools Identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) in 2019-2020.*
- **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.

# Priority Considerations (continued)

- This RFA includes four additional priority areas for funding. Applicants may be eligible to receive priority points for one or more of the following priority areas:
  - 1) Serving a school with priority eligibility, as determined by the priority list in *Appendix A*.
  - 2) Rural school districts, as defined by CDE\*.
  - 3) High schools serving grades 9-12 with programming that supports students to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs or qualified Advanced Placement (AP) courses. This includes alternative programs serving 9-12 grades within high schools.
  - 4) Fiscal agents that did not receive funding in Cohort VII or Cohort VIII, or Fiscal Agents receiving funding in Cohort VII or Cohort VIII that meet high-quality past performance as outlined in the RFA.
- See *Appendix A* for a listing of schools that meet priority eligibility (based on the most current data available from CDE). *Appendix A* excludes any eligible schools currently receiving 21<sup>st</sup> CCLC grant funds.

# Application Types



- This funding opportunity provides eligible applicants the opportunity to apply for 21<sup>st</sup> CCLC funding in one of three categories:
  - **Traditional:** Program activities held during non-school hours and periods when school is not in session (e.g., before school, after school, weekends, and during summer breaks). Summer programming is required for all funded 21<sup>st</sup> CCLC centers. For more information regarding traditional 21<sup>st</sup> CCLC programming, please refer to section B-1 of the 21<sup>st</sup> CCLC Non-Regulatory Guidance by visiting [www2.ed.gov/programs/21stcclc/guidance2003.pdf](http://www2.ed.gov/programs/21stcclc/guidance2003.pdf).
  - **ELT/Traditional\*:** Programs held during the regular school day in which schools have extended the day, week, or year when school is in session and program activities during non-school hours or periods when school is not in session (e.g., before school, after school, weekends, or during summer breaks). Summer programming is required for all funded 21<sup>st</sup> CCLC centers.
  - **ELT\*:** Programs held during the regular school day when schools have extended the day, week, or year in which school is in session and program activities held outside of the academic calendar year and separately from any regularly scheduled summer school session. Summer programming is required for all funded 21<sup>st</sup> CCLC centers.
- \*See *Appendix B* for required components of Comprehensive ELT Plans.

# Eligible Applications (continued)

## Expanded Learning Time



- **Eligibility for Expanded Learning Time (ELT):**

- ELT is the time that a local educational agency (LEA) or school extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the state-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year.
- An applicant may apply to use 21<sup>st</sup> CCLC funds to conduct activities during the school day in a school that previously expanded its school day, week, or year. However, the ELT applicant must submit a plan with the 21<sup>st</sup> CCLC grant application addressing the Comprehensive ELT Plan requirements provided in *Appendix B*.
- Applicants seeking 21<sup>st</sup> CCLC funds for ELT programs must provide all students at the school with at least 300 additional program hours before, during, or after the traditional school day programming, in accordance with the submitted Comprehensive ELT Plan, and including a 21<sup>st</sup> CCLC Summer Program.

# Available Funds and Duration of Grant

- CDE will award approximately **\$5.75 million** in 21<sup>st</sup> 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.
- Additional funding may be available for this opportunity through the Elementary and Secondary School Emergency Relief (ESSER) Fund. Federal law requires awards to be of sufficient size and scope to support high-quality, effective programs.
- Grants will not be made in an amount less than **\$50,000** and **no more than \$150,000, per year per center**.
- It is anticipated that approximately 30 centers will be awarded through this competitive funding opportunity.



# Available Funds and Duration of Grant

- Grants awarded receive funds for a period of three years. Annual funding is contingent upon continued federal appropriations for the 21<sup>st</sup> CCLC grant program.
- Those awarded applicants, also referred to as subgrantees, meeting renewability exemplar criteria outlined in *Appendix C* will be eligible for an automatic two years of renewability funding upon completion and approval of a brief continuation application.

Grant Year	Example Amount	Timeframe
Year 1	\$150,000	July 1, 2021 – June 30, 2022
Year 2	\$150,000	July 1, 2022 – June 30, 2023
Year 3	\$150,000	July 1, 2023 – June 30, 2024
<b>Renewability Decision Based on Exemplar Criteria Outlined in <i>Appendix C</i></b>		
Year 4	\$150,000	July 1, 2024 – June 30, 2025
Year 5	\$150,000	July 1, 2025 – June 30, 2026

- 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 subgrantee's award may be reduced.



# Available Funds and Duration of Grant (continued)

- Funds from this opportunity will be distributed on a competitive basis, giving consideration to applications that include schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA Title I, Part A, section 1111(d), and equitable distribution of grants to different geographic regions within the state.
- 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, or ADA).
- Funding requests in the application should be based upon a maximum annual per pupil cost of \$2,000, which takes into account all program costs (e.g., administrative, programming, and transportation costs).
  - Applicants with a proposed cost per pupil above the recommended \$2,000 amount must provide written justification within their application response under Section H: Adequacy of Resources, justifying the need for funds that exceed the recommended cost per pupil.
- If, based on the number of students served through ADA, approved applicants 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.

# Available Funds and Duration of Grant (continued)

- A consortium of entities\* may apply together to provide services for centers.
  - Each center in the consortium must receive a minimum of \$50,000 per year for its 21<sup>st</sup> CCLC program.
  - One organization must be designated as the lead fiscal agent of the consortium.
  - In addition, a consortium applicant must designate one individual, a Program Director, who will be responsible for communication and coordination across all centers within the consortium.
- **Note:** Applications must adequately align the proposed use of funds in the budget and budget narrative.
- There will be no carryover of funds allowed during or after the three-year grant period, nor during renewability years four and five.

# Involuntary Reductions



- Applicants must set participation goals in *Section B* that are realistic and achievable across the grant period. By the end of year two, applicants must be serving at least 75% of students projected for the “Average Daily Attendance” column. Funding will be reduced in subsequent grant years by the cost per student amount for each student lower than the projected figures at the end of year two’s average 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*). For example, if you are requesting \$100,000 and plan to serve 100 students per day, the cost per student would be \$1,000.
- If, based on the proposed and actual ADA, approved applicants 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.

# Allowable Use of Funds



As the 21st CCLC budget is being prepared the following slides provide clear guidance on the allowable uses of funds and the Federal regulations that apply to the 21st CCLC grant.

- 21<sup>st</sup> CCLC funding may be used to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. 21<sup>st</sup> CCLC academic enrichment opportunities and activities can include in-person (when health guidelines allow), virtual, remote or hybrid models of programming.
- Funds must be used solely for the purposes set forth in this grant program.
- Grant funds must be used to **supplement and not supplant** any federal, state, and local moneys currently being used to provide afterschool programming.

# Allowable Use of Funds



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



## Required Minimum Hours of Programming:

- For each year of the three-year grant period, all subgrantees must provide out-of-school programming during the regular school year and summer programming. While additional hours of programming can be offered, subgrantees are required to adhere to the following:
  - No fewer than 12 hours of programming per week (can include weekends) for 26 weeks during the traditional school year.
  - No fewer than 60 hours of summer programming. Applicants can meet this hour requirement by providing any number of day/hour/week combinations that meet the required hours.
  - Programming includes students as well as family members of students served.
  - Applicants writing for the use of 21<sup>st</sup> CCLC funds for ELT programs must provide all students at the school with at least 300 additional program hours before, during, or after the traditional school day programming in accordance with the submitted Comprehensive ELT Plan and a 21<sup>st</sup> CCLC Summer Program.
- Of note, required minimum hours of programming can occur during the fifth day for schools/districts with a four-day school week.

# Allowable Use of Funds (continued)

## Allowable Activities

### Examples of Allowable Activities:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, for eligible and enrolled students that are aligned with the goals of the 21st CCLC program as outlined in the application:
  - State academic standards and any local academic standards; and
  - Local curricula that are designed to improve student academic achievement;
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- 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;
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.);
- Fifth day programming for schools/districts with a four-day school week;
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity;

*A full list of allowable activities is provided in the RFA.*



# Allowable Use of Funds (continued)

- Funds must be used solely for the purposes set forth in this RFA. Subgrantees must meet all 21<sup>st</sup> CCLC requirements when using program funds to support ELT.
- No funds provided pursuant to this funding opportunity 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 21<sup>st</sup> CCLC grant funds separately within their accounting system to ensure only those expenses approved by the grant are reimbursed with 21<sup>st</sup> CCLC grant funds.
  - The Office of Management and Budget (OMB) Uniform Grant Guidance (UGG) provides further guidance regarding these accounting requirements.
- Administrative, programmatic, and fiscal requirements of subgrantees that are awarded funds and participate in the 21<sup>st</sup> CLCC grant program are outlined in full in *Appendix H* and *Appendix I*.
- **Program Income and Local Match:** Program income and local match are not applicable with this funding opportunity.



## Indirect Costs

- The 21<sup>st</sup> CCLC program does allow indirect costs to be charged to the grant. Districts/BOCES are required to use the CDE School Finance calculated restricted indirect rate.
- CBOs and IHEs are able to charge indirect based on their current approved Federal Indirect Restricted Rate. A copy of the Federal Indirect Cost Agreement must be submitted to CDE upon approval of the application.
- If a CBO/IHE does not have an approved Federal Indirect Cost Rate Agreement they will be allowed to charge 5% direct administrative costs.
- The budget template provides additional guidance on how to charge the administrative costs when the agency does not have a restricted indirect cost rate.

# Request for Applications: Monitoring, Evaluation and Reporting

# Monitoring, Evaluation, and Reporting

- In accordance with ESSA Sec. 4205(b)(1), 21<sup>st</sup> 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 achievement standards.
- The following slides detail the federal, state, and local requirements for monitoring, *evaluation*, and reporting for the Colorado 21<sup>st</sup> CCLC grant program.
- By accepting grant funds, subgrantees agree to participate in all components of the program monitoring, evaluation, and reporting efforts listed below.

# Monitoring, Evaluation, and Reporting (continued)

## Program Monitoring

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

# Monitoring, Evaluation, and Reporting (continued)

## Onsite Monitoring Visits and Sustainability Plan

### Sustainability Plan:

- 21<sup>st</sup> CCLC funding is meant as seed funding to incubate OST programs serving students and their families
- Sustainability beyond the grant period is vital to ensure program longevity.
- Ongoing sustainability efforts are a requirement of this grant and can include partnerships and other opportunities.
- By the end of the second year of funding, subgrantees will be required to complete a written comprehensive sustainability plan that describes strategies for securing partnerships and other sources of funding or in-kind resources to maintain the level of program services beyond the grant period.
- The 21<sup>st</sup> CCLC state office is here to help facilitate planning and providing technical assistance regarding sustainability. However, it's important to note that sustainability of programming beyond the life of your 21<sup>st</sup> CCLC grant is the responsibility of 21<sup>st</sup> CCLC subgrantees.

# Monitoring, Evaluation, and Reporting (continued)

## Federal Evaluation and Reporting

### Federal Evaluation and Reporting:

- CDE is required to collect data from subgrantees on the effectiveness of all programs and activities provided with 21<sup>st</sup> CCLC funds. This evaluation addresses the federal Government Performance and Results Act (GPRA) measures for the federal 21<sup>st</sup> 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 21<sup>st</sup> CCLC state office:
  - **Grant-Level and Center-Level Process Tracking:** Subgrantees are required to track and report on several characteristics on a monthly basis. Data include the number of students and adults served (e.g., parents, guardians, family members), student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details.
  - **GPRA Measures:** 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. Information on exact GPRA measures can be found in the RFA.

# Monitoring, Evaluation, and Reporting (continued)

## State Evaluation and Reporting

### State Evaluation and Reporting:

- The state evaluation of the 21<sup>st</sup> CCLC grant program will focus on the impact of 21<sup>st</sup> CCLC programs on student academic achievement, school day attendance of regular student attendees, essential skills building, family engagement and achievement of state 21<sup>st</sup> CCLC performance measures. The following evaluation components will be collected from all subgrantees during the grant period:
  - **End-of-Year Reporting and Performance Measures:** End-of-year data collection will be used to demonstrate progress toward reaching objectives, as well as enrollment and participation rates throughout the program year. Subgrantees are expected to meet or exceed approved performance measures across the grant period. Each applicant must develop one SMART performance measure in each of the four areas:
    - 1) Core Academics
    - 2) School Attendance of Regular Student Attendees (i.e., students who attended a program for 30 days or more).
    - 3) Essential Skills/Educational Enrichment
    - 4) Family Engagement
  - Subgrantees will be required to track and report progress on each of their performance measures in the end-of-year online survey annually during the grant period. Subgrantees will also be required to provide quantitative evidence to substantiate their performance ratings. See *Appendix D* for more information on developing and submitting state Performance Measures.



# Monitoring, Evaluation, and Reporting (continued)

## Local Evaluation

### Local Evaluation:

- CDE requires that each subgrantee develop and implement an evaluation plan to highlight their unique outcomes and impact.
- The evaluation should include:
  - a focus on short-term and long-term program outcomes as applicants outline in Section A: Demonstration of Need of this RFA;
  - detailed evidence of progress on state performance measures found in Section G: State Performance Measures of this RFA;
  - and evidence that the program is high quality and provides quality opportunities for academic enrichment to help students meet the state and local student academic achievement standards.



# Monitoring, Evaluation, and Reporting (continued)

## Local Evaluation

- The local evaluation should also focus on gathering results to inform program improvement and promote sustainability.
  - **Evaluation Plan and Initial Report:** Subgrantees are required to submit their evaluation plan and an initial evaluation report with preliminary results during the first year of the grant.
  - **Annual Evaluation Report:** An evaluation report must be shared annually with CDE and must be made public upon request. The report should highlight program results from the local evaluation efforts, program strengths, and specific recommendations for program improvement and sustainability.
- Examples of local subgrantee evaluation reports and an example evaluation report template with reporting guidance can be found at [www.cde.state.co.us/21stccclc/subgranteeresources](http://www.cde.state.co.us/21stccclc/subgranteeresources).

# Monitoring, Evaluation, and Reporting (continued)

## Other Considerations

### Other Considerations:

- Applicants must have, or acquire, the capacity to complete the evaluation requirements. A subgrantee may, but is not required to, purchase the services of an external evaluator for the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program.
  - Annual evaluation costs cannot exceed 6% per center based upon the justification provided in *Section F: Subgrantee-Level Evaluation*.
- Templates and sample documents for all Data Collection Types listed below can be found using the link in *Appendix E: Monitoring, Evaluation, and Reporting Timeline*.



- CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored.
- CDE provides a secure, online system known as EZReports to collect PII for reporting requirements for this grant program. PII will be collected, used, shared, and stored in compliance with applicable laws and CDE's privacy and security policies and procedures.
- **Note:** Application materials submitted 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 Technical Assistance and Intent to Apply

- Several types of technical assistance are offered to all potential applicants to encourage high-quality applications. All technical assistance opportunities are available at no cost to applicants. Resources include:
  - **Online Resources:** CDE's 21<sup>st</sup> CCLC website offers links to other helpful websites and resources at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).
  - **Recorded Application Training Webinar:** Posted at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).
  - **Office Hours:** In an effort to ensure that all potential applicants have the same information and are provided consistent responses to questions regarding Colorado's 21<sup>st</sup> CCLC RFA, one-hour "21<sup>st</sup> CCLC Office Hours" will be available starting Friday, March 5, 2021.
    - 21<sup>st</sup> CCLC Office Hours will provide applicants with a chance to ask questions and/or receive updated response to questions that have been received by the 21<sup>st</sup> CCLC state office.
    - Web access links, dates, and times of 21<sup>st</sup> CCLC Office Hours will be posted on CDE's 21<sup>st</sup> CCLC webpage at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).
    - 21<sup>st</sup> CCLC Office Hours discussions will be recorded and posted to the webpage.

## Intent to Apply

- If interested in applying for this funding opportunity, please complete the Intent to Apply form at <https://app.smartsheet.com/b/form/375ec40cb2ff48ad93f5eed363181fae> by **Wednesday, March 3, 2021, by 11:59 pm.**
  - Though strongly encouraged, the Intent to Apply is informational and is not a required component of the grant application submission process. Those who complete the intent to apply will receive updates on the grant.



# Review Process and Timeline



- Teams of independent peer reviewers with expertise in the field of out-of-school time (OST) programming will review the eligible submitted applications.
- This review will be based on the specific criteria listed in this RFA and detailed in the scoring rubric. Applicants will receive notification regarding the status of their application no later than **Tuesday, June 1, 2021.**
- **Note:** This is a competitive process – applicants must score at least 210 points out of the 280 possible points in the narrative and bonus point sections to be approved for funding.
  - Applications that score below 210 points may be asked to submit revisions that would bring the application up to a fundable level.
  - There is no guarantee that submitting an application will result in funding or funding at the requested level.
  - All award decisions are final.
  - Applicants that do not meet the qualifications may reapply for future grant opportunities.

# Submission Process and Deadline



- Completed applications (including all required elements outlined below) must be submitted online via SurveyMonkey Apply Online Application Platform, which can be accessed at <https://21cclccohortix.smapply.io/> by **Wednesday, April 14, 2021, by 11:59 pm.**
  - Within the online application, applicants must complete and/or upload the following: Job Descriptions of Key Personnel and Organizational Chart(s), the 21<sup>st</sup> CCLC Program Funding Chart, the Electronic Budget Workbook, Letters of Commitment, and Consortium Agreement (if applicable) before the online application can be submitted.
  - Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours after the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).
- All application materials are available for download on CDE's 21<sup>st</sup> CCLC webpage at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).



- The total narrative (*Sections A-H*) of the application cannot exceed 17,000 words (the equivalent of 34 typed pages) in the online application, excluding any required attachments.
  - Applications that exceed 17,000 words cannot be submitted via SurveyMonkey Apply.
- The signature pages must include electronic signatures of the lead organization/fiscal agent.
- The submission of duplicate applications that are identical, except for names and descriptions of the eligible center, will not be accepted. Applications from applicants in the same district or working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible center(s).



# Required Elements



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

- **Part I: Application Introduction and Required Attachments (not scored)**
  - Applicant Information: Completed in full
  - Center Information and Signature Page: Completed and signed by all appropriate parties
  - Center Expectations: Principal and Superintendent Sign-off Form: Signed by all appropriate parties
  - Certifications and Assurances: Completed in full and signed by all appropriate parties
  - Completed and Signed “One Time General Assurances, Requirements, and Certifications Form” (*Appendix H*)
  - Completed and Signed “GEPA Form” (*Appendix I*)
  - Completed and Signed “ESEA General Assurances Form” (<https://www.cde.state.co.us/21stcclc>).
- **Part II: Narrative (Sections A-H cannot exceed 17,000 words)**
  - Narrative Executive Summary: Completed (Not scored)
  - Narrative Sections A-H: Completed and within word limits (Scored)
- **Part III: Required Attachments (not part of the narrative limit but needed for full scoring of narrative sections)**
  - Job Descriptions of Key Personnel and Organizational Chart(s)
  - Financial Management Risk Assessment (*Appendix F*)
  - 21<sup>st</sup> CCLC Program Funding Chart (*Appendix G*)
  - Letter(s) of Commitment from collaborating organizations and/or consortium agreement
  - Electronic Budget



# Center Expectations

## Principal and Superintendent Signoff Form

- This form ensures that the principal(s)/superintendent(s) at the schools to be served are aware of the application, ready and able to accommodate the program, and agree to important assurances that support program success.

**Center Expectations: Principal and Superintendent Sign-off Form**

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

**Center/School Name:** \_\_\_\_\_

**Program Director:** \_\_\_\_\_ **Center Coordinator:** \_\_\_\_\_

By accepting 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs, please visit [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

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

- **Designating a Primary Contact:** 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC subgrantees to report on multiple data points for students attending the program, including performance, attendance, and demographic data as well as federal mandated GPRA measures outlined in the evaluation section of this document. Funded centers report regularly to CDE on these data points, which in turn reports aggregated and non-personally identifiable information to the U.S. Department of Education. In addition, each funded grant application has a specific set of performance measures, determined by the subgrantee, which is reported on annually to CDE. By signing this form, you agree to assist the 21<sup>st</sup> CCLC program at your school with obtaining this data for reporting purposes. Further, to ensure student privacy, you agree to not include any student or educator personally identifiable information in this application.
- **Access to Appropriate Program Space:** Safe and appropriate space is essential for successful programming. This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the 21<sup>st</sup> CCLC program be given priority usage over other programs, host centers are expected to reasonably accommodate the space needs of the program.
- **Alignment with the School Day:** Programs are expected to align with and augment the learning that happens for students during the traditional school day. Programs can support the learning goals of specific students or reinforce the educational priorities within a building. This happens most effectively through intentional coordination between the 21<sup>st</sup> CCLC program and day school staff.
- **Recruitment and Outreach:** 21<sup>st</sup> CCLC programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued 21<sup>st</sup> CCLC funding is contingent on meeting these participation expectations. For that reason, it is essential that host centers support ongoing recruitment of students and outreach to the community about the program.
- **Sustainability:** The 21<sup>st</sup> 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.

**Principal Name:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Superintendent Name:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

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

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Superintendent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*If appointing a designated contact, please fill out the following:*

**Name:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM | 18

# Application Narrative

# Selection Criteria and Evaluation Rubric

- **Part I: Application Introduction** [not scored]
  - Cover Pages and Assurances: Complete applicant information and program assurances.
  - Executive Summary: Provide a brief description of the applicant's program to be funded by the 21<sup>st</sup> CCLC Grant. This summary does not count toward the narrative word limits.
- **Part II: Narrative** [255 Points + 25 Possible Bonus Points]
  - The rubric criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 210 points out of the 280 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded.
    - **For those applicants that have previously received 21<sup>st</sup> CCLC funding, the expectation is that the narrative will include references to that award, where applicable.**
      - For example, discuss how the funds contributed to the program and what still needs to be accomplished. In particular, applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.
- **Scoring Definitions**
  - Minimally Addressed or Does Not Meet Criteria - information not provided
  - Met Some but Not All Identified Criteria - requires additional clarification
  - Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response
  - Met All Criteria with High Quality - clear, concise, and well-thought-out response

# Priority Area Points

- CDE will verify the criteria below to determine if the application met the priority area criteria section of the RFA.

<b>PRIORITY AREA POINTS:</b> CDE will indicate whether this application met the priority area criteria section of the RFA.			
<b>This application includes:</b>			
<b>40 Points</b>	<b>10 Points</b>	<b>10 Points</b>	<b>10 Points</b>
Serving a school with 40% FRL and identified as a Comprehensive and Targeted Support School under ESSA. All schools in the application must be on the priority list in <i>Appendix A</i> to receive this set of priority points.	Rural (See qualifying definition under <i>Appendix J: Glossary of Terms</i> )	High school serving 9-12 grades with programming that supports students to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs, or qualified Advanced Placement (AP) courses. This includes alternative programs serving 9-12 grades within high schools.	Fiscal agents that did not receive funding in Cohort VII or Cohort VIII, or Fiscal Agents receiving funding in Cohort VII or Cohort VIII that meet high-quality past performance (See “Priority Considerations” section of RFA)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Priority Area Points:</b>			

# Section A: Demonstration of Need



- 1) Provide an analysis of objective data, including citations of data sources, establishing the need for out-of-school time services including:
  - core academic support,
  - academic enrichment, and
  - an array of additional services for students and their families in the schools and communities targeted.
- 2) Identify what resources are currently available for out-of-school time programs and outline describe the gaps or weaknesses in out-of-school-time services, infrastructure, or opportunities, including the nature and magnitude of those gaps and weaknesses.
- 3) Explain whether the target population in this proposed application includes students (and families of students) who may be at risk for academic failure and include supports to serve students at highest risk of dropping out as evidenced by CDE instructional program areas. This includes students with disabilities, students with limited English proficiency, students experiencing homelessness, students in migrant education, and students in foster care.

*TOTAL POINTS: 21 (plus up to 3 additional bonus points)*



## Section B: Number of Students to be Served

- 1) Based on the demonstrated need in Section A, identify the sub-populations of students (and, as applicable their families) the proposed program is designed to serve. Include a description of students' grade level, gender, race/ethnicity, special populations, etc.
- 2) Complete the chart below on the expected number of students and families to be served by 21st CCLC programming during the three-year grant program period.

Center (School) Name	Total Number of Students in the School 2020-21 (actual)	Unduplicated 21 <sup>st</sup> CCLC Students 2021-22 (projected)	Regular Student Attendees 2021-22 (projected)	ADA Student Fall 2021 - Spring 2022 (projected)	ADA Student Summer 2022 (projected)	Unduplicated Family Members 2021-22 (projected)

- 3) How does the expected number of students and families to be served (as listed in the completed chart) compare with the total number of students in the school and the number of students needing these programs? Response must include numbers and percentages.
- 4) Describe strategies and activities to encourage and document regular student attendance in the proposed 21st CCLC program and activities. (Regular student attenders are those students who attend at least 30 days of 21st CCLC programming across the program year. Attendance does not have to be consecutive.)

*TOTAL POINTS: 29 (plus up to 3 additional bonus points)*



# Section C: Project Development and Design

- 1) Describe how parents, students, and the community partners were involved in developing the 21st CCLC grant application and their ongoing collaborative roles in implementing the proposed project.
- 2) Describe how the proposed program will coordinate with the students' school day. Description should include how the sharing of expertise, continuity of expectations, coordinated emphasis on academic outcomes, and the facilitation of joint use of the school facility will occur.
- 3) Detail the proposed collaboration with partners, including external organizations, community-based organizations, and other public or private organizations, and federal, state, and local programs, as appropriate. If such a partnership is not appropriate, the application must explain why.
- 4) List and describe the respective roles and responsibilities of the partners in:
  - a) Planning the program design;
  - b) Delivering program services;
  - c) Planning for program sustainability after the grant period ends;
  - d) Accessibility to develop partnerships; and
  - e) If partnership is not included, application explains how partners will be recruited and developed over the duration of the grant.

*Continued on next slide...*





## Section C: Project Development and Design (cont.)

- 5) Identify specific outreach activities that will be conducted to encourage the participation of the students and their families.
- 6) Describe how the program connects with family and community resources to leverage continued support of programming.
- 7) Describe how the facility in which the program will be housed (in all years of the grant) is safe and accessible (ADA), and how students will travel safely to and from the center and home.
- 8) Describe how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.

*TOTAL POINTS: 42 (plus up to 3 additional bonus points)*



# Section D: Project Implementation



- 1) Describe the activities proposed in this application (can include in-person (when health guidelines allow), virtual, remote or hybrid models of programming). Are they currently accessible to students? Describe how the proposed activities would expand accessibility to high-quality services available in the community.
- 2) Describe the program schedule, including the number of hours of programming/ week provided for students and families, and weeks of programming/year to be provided during the regular school year and as applicable, during the summer break (a minimum of 12 hours per week for 26 weeks during the regular school year and 75 hours of summer programming for traditional 21st CCLC programs).
- 3) Describe how the proposed 21<sup>st</sup> CCLC program and activities are aligned with the Unified Improvement Plan of the school(s) from which the center(s) will draw students as well as the relationship of services with **federal/state programs and educational reform efforts** (e.g., Title I, Part A of ESSA; Early Childhood Education; Migrant Education; Special Education; Homeless Education; Foster Education; Postsecondary Workforce Readiness; Expelled and At-Risk Student Services (EARSS); and Individual Career and Academic Plans (ICAP)).

*Continued on next slide...*



## Section D: Project Implementation (cont.)



- 4) Describe how a Positive Youth Development (PYD) approach will be used when working with youth, families, and other community members. Address each of the five principles of PYD and provide a specific example of each principle in addressing opportunities for youth and fostering positive relationships. For information on the five principles of PYD, see Glossary of Terms in *Appendix J*.
- 5) Describe how a Two Generation (2GEN) and Whole Family Approaches will be used in establishing family engagement components at the site level.

*TOTAL POINTS: 29 (plus up to 5 additional bonus points)*



# Section E: Project Leadership and Staffing



- 1) Describe the capacity of program leadership (Program Director, Center Coordinator(s), Fiscal Officer, and Data Analyst) to provide effective program implementation, including oversight of major planning elements, such as curriculum and instructional approaches, professional development, and ongoing monitoring of program effectiveness.
- 2) Describe how the program will recruit and retain high quality staff, including but not limited to experience and professional preparation in providing educational and related activities that will enhance the academic performance, achievement, and positive youth development of students.
- 3) Describe the professional activities planned for staff that will promote academic growth and consistency in proposed programming, including but not limited to:
  - a) Regular staff meetings;
  - b) Professional development; and
  - c) Staff evaluation.
- 4) If the eligible entity plans to use volunteers in activities carried out through the community learning center, provide a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. If no volunteers will be used, explain why.

*TOTAL POINTS: 20 (plus up to 3 additional bonus points)*



# Section F: Subgrantee Level Evaluation

- 1) Describe the applicant's capacity, or how applicant would acquire the capacity, to complete the required evaluation components, as described in the Monitoring, Evaluation, and Reporting section of this RFA and in Appendix E (e.g., subgrantee-level and center-level process tracking, end-of-year report, local evaluation report).
  - 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, applicant must identify a qualified internal staff member to complete the evaluation requirements.
- 2) Describe the evaluation process to complete each required evaluation component described in the Monitoring, Evaluation, and Reporting section of this RFA and in *Appendix E*, and to measure program progress on each of the identified performance measures. Specify:
  - Feasible and appropriate methods to collect information and frequency of collection;
  - The process that will be in place to ensure accurate data is collected, maintained, and reported.

*Continued on next slide...*



# Section E: Subgrantee Level Evaluation (cont.)

3) Provide an evaluation plan that demonstrates how the applicant will implement the local evaluation requirement and report on findings through the annual evaluation report to CDE. The plan must include the following:

- Identify the short-term and long-term outcomes that will be evaluated;
- Describe the measures and tools that will be used;
- Describe how the data on students and adults served by the program will be collected; and
- Identify the timeline of the evaluation activities
- Justify the costs of evaluation that will be included in the budget. For example, why are specific amounts being requested, how are the amounts derived, what are the deliverables and outcomes of the evaluation? Of note, CDE approves services and not vendors.

4) Describe how the proposed program will use formal and informal data collected for state reporting and from the local evaluation to inform monitoring, accountability, and continuous improvement, including but not limited to:

- Monitoring student academic progress;
- Addressing student interests and needs;
- Reviewing attendance data to inform programming hours;
- Monitoring students' essential skills development; and
- Achievement of program goals.

*TOTAL POINTS: 24 (no additional bonus points)*



# Section G: State Performance Measures (PMs)

- 1) Complete one performance measure (PM) worksheet in the area of “Core Academics.”
- 2) Complete one performance measure (PM) worksheet in the area of “Essential Skills/ Educational Enrichment.”
- 3) Complete one performance measure (PM) worksheet in the area of “Attendance.”
- 4) Complete one performance measure worksheet in the area of “Family Engagement.”

***Please Note:***

- As part of the conditions for the grant, each applicant must develop one performance measure in each of the four main outcome areas found below, that include annual benchmarks for the initial three-year grant period.
- More information on the specifics of each PM area can be found in the RFA.
- The performance measure must be written as a SMART goal. More information on performance measure development and SMART goals can be found in the Performance Measure Development Guide at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc).

*TOTAL POINTS: 40 (plus up to 5 additional bonus points)*





# Section H: Adequacy of Resources



- 1) Describe how the costs of the proposed project (as presented in the submitted budget and budget narrative) are reasonable and the budget is sufficient.
- 2) List the proposed cost per pupil and provide justification for the funding level per pupil. Does the proposed budgeted amount represent a maximum of \$2,000 per pupil? If costs exceed \$2,000 per pupil, provide a written justification for the need for funds that exceed the maximum amount.
- 3) Provide a budget narrative that demonstrates the connection of activities to the grant funds request and your overall 21st CCLC program. Be sure to relate how your request for 21st CCLC funding fits into the various sources of funding for your program outlined in the funding chart (Appendix F), and how this funding will enable you to achieve your program objectives.
- 4) Describe how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds.
- 5) Demonstrate the relevant commitment of each partner to the success of implementation of the proposed project.

**Note:** Applicant must include commitment letters from all partners listed in order to receive maximum points. If applying as a consortium, a consortium agreement is required.



# Section H: Adequacy of Resources (cont.)



- 6) Complete the Financial Management Risk Assessment (*Appendix F*). 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 Results for RFA Rubric Scoring:**

- Low Risk Score= 10 points
  - Medium Risk Score= 5 points
  - High Risk Score= 3 points
  - Risk Assessment not fully completed, scored, and/or signed= 0 points
- 7) Describe applicant's vision for sustaining center activities after 21<sup>st</sup> CCLC funding ends. Formal sustainability plans will be required by the end of Year 2.
- Note:** To receive maximum points, if applicant is a past 21<sup>st</sup> CCLC subgrantee, discuss experience in sustaining previous 21<sup>st</sup> CCLC funding. If applicant has not received 21<sup>st</sup> CCLC funding, discuss approach to sustainability as a newly awarded subgrantee.
- 8) Provide an overview of the full amount and type of resources that support applicant's work in 21<sup>st</sup> CCLC by completing the 21<sup>st</sup> CCLC Program Funding Chart (*Appendix G*). Include funding from other federal programs, community donations, corporate support, and in-kind contributions.

*TOTAL POINTS: 50 (plus up to 3 additional bonus points)*




# SurveyMonkey Apply

# Starting the application

- Link to the online application: <https://21cclccohortix.smapply.io/>

Use the paper copy of the RFA for reference!

  
Colorado Department of Education 21st CCLC Cohort IX Grant Competition

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

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

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

Programs

**Colorado 21st Century Community Learning...**  
Accepting applications from Feb 10 2021 12:00 AM (MST) to Apr 14 2021 11:59 PM (MDT)  
[MORE >](#)

Click here to read more about the grant and to apply

# Starting the application

- Log in to an existing account or register if you don't have an account

Don't have a SurveyMonkey Apply account? [REGISTER](#)

- Click “apply” after the landing page to begin your application

Colorado 21st Century Community Learning Centers (CCLC) Cohort IX Grant Competition  Introduction	<a href="#">APPLY</a> Opens Feb 10 2021 12:00 AM (MST) Deadline Apr 14 2021 11:59 PM (MDT)
--	--

- Name your application

Application name must include the applicant's official organization name

75 characters maximum

[CANCEL](#) [CREATE APPLICATION](#)

- Take the eligibility quiz to proceed to the application

Are you considered a local educational agency (public school district), a Board of Cooperative Educational Services (BOCES), the Charter School Institute (CSI), a community-based organization, an Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities?

[I'll do this later](#) [Save my profile](#)

# Add collaborators

1 of 12 tasks complete

Last edited: Mar 1 2021 09:18 PM (UTC)

**REVIEW** **SUBMIT**

Deadline: Apr 15 2021 05:59 AM (UTC)

**AY** Anna Young (Owner)  
young\_a@cde.state.co.us

**Collaborators** **Add**

buchanan\_c@cde.state.co.us  
Invited: Mar 1 2021  
View & edit

...

Change access  
Remove  
Resend invite

Add collaborators to help you complete the application, including signing the required signatures pages.

Add a message with instructions to each collaborator of what they need to access/complete within the application.

Add collaborators to view or contribute to your application, including completing parts of the application as well as providing required signatures prior to submission.

**Email address of collaborators** Separate addresses by commas  
mcginn\_d@cde.state.co.us

**Type of access**  
☒ View & edit ☐ View only

**Message (optional)**  
Hello, Please provide your signature on the School Information and Signature pages. Let me know if you have any questions, thanks! Anna

Manage your collaborators by clicking the “...” on the menu

# Navigate and save the application

0 of 12 tasks complete

Last edited: Mar 1 2021 08:18 PM (UTC)

**REVIEW** **SUBMIT**

Deadline: Apr 15 2021 05:59 AM (UTC)

Colorado 21st Century Community Learning Center Application

**Alphabet School District**  
ID: 0000000020

**APPLICATION** ACTIVITY

Your tasks

- Applicant Information
- Center/School #1 - Information and Signatures
- Assurances and Certifications
- ESEA General Assurances Form
- GEPA Statement
- Narrative Executive Summary
- Narrative
- Financial Management Risk Assessment
- 21st CCLC Program Funding Chart
- Job Descriptions and Organizational Chart
- Letter(s) of Commitment and/or Consortium Agreement
- Budget

Start the application by clicking any of the application tasks

The status of each task is represented with these symbols

[Back to application](#)

Colorado 21st Century Community Learning Center Application

**Alphabet School District**  
ID: 0000000020

- Applicant Information
- Center/School #1 - Information and Signatures
- Assurances and Certifications
- ESEA General Assurances Form
- GEPA Statement
- Narrative Executive Summary

**PREVIOUS** **SAVE & CONTINUE EDITING** **MARK AS COMPLETE**

**PREVIOUS** **SAVE & CONTINUE EDITING** **NEXT**

Navigation buttons at the bottom of each page

✓ Draft saved

11%

Monitor your progress and saves on each page



# Track word count

- After you complete all questions in each narrative section, tally the word count for the section by adding the “word count” value under each question and add it to the “Section Total Word Count” box

**Section Total Word Count**  
Please input the total word count for this section by adding the word counts from the questions above.

- Once you have completed all narrative sections, the total word count for all sections will display before you mark as complete

**Final Word Count: 13120**

PREVIOUS

SAVE & CONTINUE EDITING


MARK AS COMPLETE

**REMINDER:** Applications that exceed 17,000 words for the narrative cannot be submitted

# Upload attachments


- Before submitting the application, the following attachments must be uploaded in valid formats:
  - ESEA General Assurances Form
  - 21<sup>st</sup> CCLC Program Funding Chart
  - Job descriptions and organizational chart
  - Letter(s) of commitment and/or consortium agreement
  - Excel budget workbook

Download the Excel Budget Workbook [template](#), fill out the workbook, and upload the completed file.



ATTACH FILE

[Show accepted formats](#)



21st CCLC RFA Budget 2\_15\_21

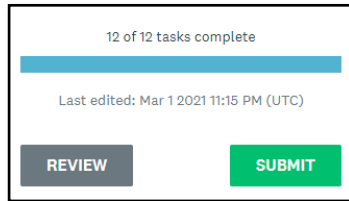
...

Filename: \_2\_15\_21.xlsx Added: Mar 1 2021

MARK AS COMPLETE

# Submit the application

- You can't submit the application until all tasks are complete



- If you click “review”, you can preview and download a complete version of the application prior to submission

Submit using this button

Download using this button

Preview using the scrollbar

Back to application

SUBMIT YOUR APPLICATION

Collaborators Download

Colorado 21st Century Community Learning Centers (CLCC) Co...  
Alphabet School District  
ID: 0000000020 Last edited: Mar 1 2021 11:15 PM (UTC)

Your tasks

Application Stage 100.0% complete  
Last edited: Mar 1 2021 11:15 PM (UTC)

Instructions

✓ Applicant Information Completed: Mar 1 2021

**Applicant Information**  
Grants under the 21st CLCC program are not awarded directly to a school. Awards will be issued to the authorized representative.  
Lead Applicant

Organization Name  
Alphabet School District



- **Program Questions:**

Dana Scott, Director of the Office of Student Support and State Coordinator for the 21<sup>st</sup> CCLC Grant Program  
(303) 866-6791 | [Scott\\_D@cde.state.co.us](mailto:Scott_D@cde.state.co.us)

- **Budget/Fiscal Questions:**

Marti Rodriguez, Office of Grants Fiscal Management  
(303) 866-6769 | [Rodriguez\\_M@cde.state.co.us](mailto:Rodriguez_M@cde.state.co.us)

- **Application Process Questions:**

Mandy Christensen, Competitive Grants and Awards  
(303) 866-6250 | [Christensen\\_A@cde.state.co.us](mailto:Christensen_A@cde.state.co.us)