# 5th Office Hours Session – March 29, 2021

**Q. You mentioned that Office Hours for the grant were held every Friday, but I didn’t catch a time or exactly how I can sign up for them. I would love to talk and get some answers on behalf of the rest of my team, so please let me know when I would need to be there and how I can access the link?**

A. All information on office hours, including access information, dates and times can be found at [www.cde.state.co.us/21stcclc](http://www.cde.state.co.us/21stcclc). The updated RFA FAQ can be found there as well.

**Q. We are applying for a center at that is on the priority list. Should I use the “school number” listed on the priority list on the application when referring to the “school code”?**

A. Yes, they are the same number.

**Q. We are in the process of creating an arts-based after-school program that will have elementary-age participants but will be run and implemented by middle and high schoolers with adult supervision. I am looking through the grant application, and I want to make sure that it is worth our while to apply? I feel that we hit a majority of the requirements, but we are a one-center operation. Being a rural town, we need activities for our students both after school and through the summer.**

A. This is an applicant-level decision. We recommend reviewing the information, criteria and subsequent scoring provided in the application to determine if you should apply.

**Q. We are partnering with a few main organizations to apply for this grant, and we think we are a consortium of entities that will create one learning center, but I need to confirm with you. This grant fits in very well our intent to continue to partner with our community. Our partners are the rec center, the library, a CBO for youth development and prevention, and a counseling center for youth—group and individual. We will use various spaces for learning, including indoor facilities of each partner, the community, and the outdoors. Do we fit the definition of a consortium of entities?**

A. This is an applicant-based decision. The criteria for consortium grants can be found in the “*Glossary of Terms*” (Appendix J) of the RFA and in this FAQ as a response to other questions regarding consortium grants.

**Q. Is it correct that a "learning center" does not have to be a building?**

**Similar question: We can only apply for sites that we operate out of an actual school location, correct? We offer after-school programs both at schools and at our Y branches.**

A. Applicants can choose where programming is held but they must have a primary location. It is important to follow the requirements found in the RFA including, but not limited, to the following:

* 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 will be asked within the application to describe how the facility in which the program will be housed (in all years of the grant) is safe and accessible in accordance with the Americans with Disabilities Act, and how students will travel safely to and from the center and home.
* The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities (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.
* 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.
* Safe and appropriate space is essential for successful programming. This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the 21st CCLC program be given priority usage over other programs, host centers are expected to reasonably accommodate the space needs of the program.

**Q. Based on the criteria (in this email), are we 1 center, or more? (Assuming each center has to have a minimum of programming hours, we probably could only be 1).**

A. This is an applicant-level decision. We recommend reviewing the definitions, criteria and other information provided in the RFA to determine if you are applying for one center or more.

**Q. I have heard that there may be more funding for this grant. Does that mean that the range of $50,000 - $150,000 per center has changed?**

A. The range of $50,000-$150,000 remains the same. Additional funding may be available through the Elementary and Secondary School Emergency Relief (ESSER) Funds, including the American Rescue Plan (ARP) Act. Final decisions have not been made on this funding. If additional funding is received, the 21st CCLC program will be able to increase the number of grants made to Colorado communities.

Q. It looks like the considerations for Core Academics have changed since the last application cycle in 2018 from "reading and math" to "science and math." This seems significant and we wanted to check and see if this needed to be addressed specifically in the grant (i.e., what specific actions are taken during programming to cover these subjects) or if we could continue with the basis of or organization being that its tutoring is individualized per student and all areas are covered. Our organization also provides extracurricular programming in STEAM areas. Would this be an important consideration in the core academics section, or should that section be dedicated to academic tutoring?

A. Tutoring, reading, math and STEM/STEAM are all allowable activities under the 21st CCLC programming. The types of programming and services offered through 21st CCLC program should be based on student and family needs, as articulated by the applicant in Section A of the narrative section. Specific to the state performance measure on academic outcomes, the focus on math and STEM is based on research showing the high level of impact these types of programs have on student outcomes. Applicants can provide any number of programs and services their application. The math and STEM focus is specific to Performance Measure #1.

Lists of allowable activities can be found on pages 8-9 of the RFA.

Q. The text of the RFP reads that transportation is not mandatory, but is a "recommended activity;" however, we remembered transportation as being mandatory for Cohort VIII. Just some clarification on this would be great!

A. “Describing how the facility in which the program will be housed (in all years of the grant) is safe and accessible in accordance with the Americans with Disabilities Act, and how students will travel safely to and from the center and home” are a part of the requirements of the grant and questions/statements on transportation can be found in the narrative section and assurances in the RFA. However, different programs have different models and not all applicants include transportation costs in their application because that is provided by another partner.

Q. We are still gathering the appropriate signatures for each school (4 total); however, we have a couple questions about the application side. Since we are applying for four schools total, in three different school districts, how do we create three separate applications needed for each district? We successfully created one application for Park Lane Elementary; however, I’m not seeing how to create the application for our two Denver Schools and for the one school located in Sheridan. I'm unable to see the option to create an additional application for a different school district.

A. Applicants may apply for schools within several districts under one application. Applicants would denote how many schools will be included in the application (in this case, four schools) on the “Applicant Information” page within the online application. The question is: “How many centers (schools) will be funded (maximum number is 6)?”. The number input into this text field turns on the appropriate number of “Center/School Information and Signatures” pages in the proceeding section of the online application. On each of the “Center/School Information and Signatures” pages, applicants can denote which schools and districts will be served, and signatures of both school principals and district superintendents are required on these pages for each proposed center.

Applicants may also create separate applications for each district they wish to serve with the grant. Users can create one SurveyMonkey Apply account, but start and submit multiple applications under one account. Applicants can denote separate districts and schools to be served on the “Center/School Information and Signatures” pages following the steps listed in the paragraph above. If you are having issues creating multiple applications under your account, please use the “Support Center” function at the upper right corner of your SurveyMonkey Apply screen.

Q. Per our letter of intent submitted on 3/3, we are applying for the following schools: Alice Terry Elementary School (Sheridan/Englewood), Park Lane Elementary School (Aurora), Farrell B. Howell Ece-8 (Denver), and Florida Pitt Waller K-8 School Ece-8 (Denver). We reviewed the Q/A similar to this question: Q. How many sites can my organization apply for under one grant application? A. Applicants may apply for up to six sites per application. This FAQ addresses multiple schools within the same school district; however, not for our scenario. What would be the best approach here?

A. Applicants can apply for up to six sites per application, regardless if those sites are under one school district or multiple.

Q. In previous years, we have been able to include our end/reference notes separately in the submission and not have them count towards the total word count. Will this be the same approach this year? If not, is it recommended that we submit them in the Additional Document Uploads? If yes on the latter, is the Task Language still true for this approach: “Upload other documentation as needed. Please note that any additional documents provided by applicants will not be scored and reviewers are not obligated to consider any supplemental materials in their evaluation of the application. Please ensure that all necessary application elements appear in the narrative and required attachments.” What is a good approach here for our end/reference notes?

**Similar Question: When using a variety of different sources for evidence and research, is there a designated spot for listing citations given the constraints of SurveyMonkey? Will it count towards the word count?**

A. Applicants may add citations, footnotes, and so forth at their discretion in multiple areas of the application. One option is to add the citations and footnotes at the end of each question response in each narrative section (see the screenshot below). Another option is to add internal references/citations throughout the narrative and, on the “Additional Document Uploads” page, upload a document page containing the bibliography/ endnotes for all references/citations within the narrative. Be advised that reviewers are not required to review and score anything above and beyond the narrative sections, including documents included in the “Additional Document Uploads”.



**Q. Can we add tables, graphs, and lists to the narrative boxes in the online application, and change the font or paragraph styles (bold, italic, underlined, indented, etc.)?**

Similar Question: We like to use different charts (non-text) in the different narrative sections, and we only see one chart available under Section B in the narrative. If we wanted to use charts to make our narrative less word heavy (more colorful and easier to read!), what would be the best approach here knowing that if we submit reference materials in this section, Additional Document Upload area, they may not be viewed and or scored together. What would be a good approach here? We have reviewed the previous Q/A in the FAQ: Q. In the online application would we be able to submit tables if not, what can we do, can we send or upload tables as a PDF. If we cannot submit tables how can we submit the chart that is required with projected numbers for each center?

A. We have received multiple questions in this area. Unfortunately, SurveyMonkey is limited in this area. Applicants are able copy and paste bulleted lists from a Word or Adobe PDF document and the bullets should still appear in the narrative boxes. If not, applicants can add dashes to each new bullet to denote a list. Applicants can also copy and paste tables into the boxes so that text may appear in a grid, but applicants cannot change the width of the columns and the cells will not have outlines. Graphs and other visuals could be uploaded by applicants under the “Additional Document Uploads” page, but please be advised that reviewers are not required to review and score anything above and beyond the narrative sections. Paragraphs cannot be indented but each paragraph can be separated by a new blank line. Font styles cannot be changed but applicants can use capitalized words and so forth for emphasis.

**Q. Is the Comprehensive ELT Plan scored? If so, what is the rubric? How many points? Is it appropriate to copy/paste pieces of the ELT Plan into Section D: Project Implementation? There is a lot of overlap, and ELT Plan is not scored, but has a lot of valuable information that strengthens the program piece of our narrative.**

A. Although your ELT model will be a part of your overall application responses throughout the document. The best connection points is Section D, question #1 (7 points) and #2 (5 points).

**Q. How long should the average Comprehensive ELT Plan be? (just looking for a ‘ballpark’ range)**

A. This is an applicant-level decision there is no expected minimum or maximum range.

**Q. Confirming the additional 300 hours for ELT programming is based on CDE’s minimum requirement of 990 hours per year for elementary schools, correct?**

A. Work specifically with your partner school to list how many hours they offer prior to the ELT model and how many will be offered after the proposed ELT model.

**Q. Visual organization matters...Is there any way to format answers in Survey =Monkey? Ex: It would be helpful to have some sort of heading to frame parts of the narrative by underlining, or bolding etc. … If we are limited to plain text - what is the preferred formatting? (the online application doesn’t allow you to indent for paragraphs - should we separate with a double line space?) (can’t add bullet points for schedule outlines...)**

A. See answer above.

**Q. In the SurveyMonkey Application, Question 6 of Section H provides a text box (regarding the financial risk assessment)… are you looking for a brief narrative or description about the Risk Assessment Rubric, or do we just list our score?**

A. After filling out the assessment, please list the score in that area.

Q. We are looking into the 21st Century grant funding opportunity. I was looking through the PowerPoint slides about the grant, and see a lot of references to various Appendices, but I’m unsure of where to locate them to get more information. Can you please assist?

A. All appendices can be found at the back of the RFA hardcopy document.

**Q. In regards to staff time and budgets should we be including salary details for only program days during school year and summer, or can we factor in non-program days and PTO for staff? Does that make sense? I guess the question is can we include PTO days for staff in our 21st budget?**

A. Typically, labor costs are charged to a grant, it encompasses whatever leave time is included in that position. If the employee is paid through various funding sources, the PTO hours should be shared proportionally across funding codes.

Q. What is the four-digit code CBOs and other non-LEA entities should use on the RFA cover page?

A. CBO and non-LEA entities should put “TBD” in that area and a number will be assigned if the applicant is awarded a grant.

**Q. Appendix F: Risk Assessment, on question number 9, please provide some guidance on the scope/number of grants to be provided. Some LEA's receive many grants per year and this could be a lengthy response. Question on form: “Has the authorized representative received federal or state awards from the Colorado Department of Education in the past four years (since FY16-17)? If Yes, which program and year?”**

A. Applicants can group grants in broad categories for that question. For example: ESEA FY16-17, FY17-18, FY 18-19, FY19-20, FY20-21; IDEA (include appropriate fiscal years); CARES Act (include appropriate FY years), etc.

# 4th Office Hours Session – March 26, 2021

Q. How can applicants access additional support directly from SurveyMonkey?

A. Applicants can access the SurveyMonkey Apply “support center” at the upper right corner of their browser next to their account name.



Q. For authorized representative signatures throughout the application, does it need to be the same person or can it be anyone who has signing privileges at our organization/district?

A. It should be the same person throughout and must be someone who has signatory authority for funding requests and reimbursements, if awarded.

Q. Would a CBO board president be an acceptable signatory for the GEPA statement, or does it need to be a Superintendent of the schools to be served and/or school board president?

A. If you are a CBO applicant, the President of the Board is an acceptable signatory.

Q. If a lead applicant is planning to submit two separate applications to serve different sites, do you have guidance on much of the applications’ narrative sections need to be differentiated if some information will be similar or the same for the two applications (for example, organizational/leadership capacity)?

A. 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).

Q. Will grant reviewers be made aware of formatting limitations within SurveyMonkey Apply?

A. Yes, grant reviewers will use the same system to review and will be trained on the structure of the online application and submitted applications. As a reminder, all applications will be submitted under the same formatting parameters of SurveyMonkey Apply.

# 3rd Office Hours Session – March 19, 2021

**Extending the due date: 21st CCLC Grant Application now due Wednesday, May 12, 2021 by 11:59 PM**

**Q. I am working with a small school district and there is a questions regarding the 12 hours per week. They are creating a weekly schedule to meet this parameter, however due to the size of their school and community, some days the program will have to be cancelled for middle or high school basketball or volleyball games as the same families/teachers will be running those events instead of the 21st Center. They will average 12 hours a week by adding in some Saturday programming. Is it acceptable to average 12 hours per week over the course of the school year?**

A. Cohort IX subgrantees are required to have at least 12 hours of OST programming each week. These hours can be thought of as the hours that the 21st CCLC is “open” in any given week, and is inclusive of any parent and family or weekend programming offered. If you cannot meet the 12 hours for a particular week, averaging is allowed. However, the 12 hours minimum should be the “regular schedule.”

Please note that two programs running during the same time block are only counted once towards the required hours.

**Q. Is the cost per student based on the full grant (all sites/centers) or do you want a cost per student per site/center?**

A. The way the RFA is set up, cost per student is at the grantee level. It is not center/site specific. If there is a large difference in cost per student by center/site, please provide additional information in the narrative rubric section H.2 and other appropriate areas throughout application.

**Q. We are writing for a school in our school district. This district is small and comprises 3 different elementary schools (ECE, K-2, 3-8), and are in very close proximity to each other. As we know, if a family has multiple children in a home, a barrier to attendance can be if a sibling can also be in the program. We plan to target families that attend our school for our summer program. This means that some of the students will be from the neighboring 3-5 school. Can you confirm that we will still receive priority points for writing specifically for out school and the siblings, so that we can support the whole family?**

A. Writing for multiple sites is an option for this RFA. However, all school codes must be on the priority list to receive the points.

Centers/sites are expected to prioritize for services the students described in the “target population” section of the grant application. If programs have maximized students from this population at the host site and have space for additional students, they may serve any students from the greater community who meet the target population parameters (e.g. age or grade level). For example, programs that are not at capacity may serve students who are home schooled or attend private schools if they live in the school community, assuming priority for program spots is given to students that grant was approved to serve. Likewise, centers/sites must prioritize the parents and families of student participants for family services. If the program is considered family engagement for the student population, you can offer programming to siblings but this is not an option with primary 21st CCLC student programming.

**Q. I am applying to renew our Consortium and wondering what exactly was expected for the Consortium agreement? I will have letters of commitment from each of the three site’s principals acknowledging that we are a consortium grant along with each center’s principal signoff form, but curious if there is something different that is expected?**

A. Specific criteria and considerations for consortium grants are found in the “*Glossary of Terms*” (Appendix J) of the RFA and in questions/responses from last week’s office hours (found below).

**Q. Regarding Appendix F, I was planning on having the district’s grant team/manager fill out this form and sign demonstrating our history of financial compliance and competency, would that be the correct representative to fill out this form? Additionally, in SurveyMonkey it requests to upload financial documents, would this be our past AFR or a hyperlink for the entire district’s report on their financial standing?**

A. The authorized representative, who will be signing the application in other areas, should also sign the risk assessment. Applicants should submit their last audited report such as the financial statements for the most recent financial period at the organization level. Applicants can submit a hyperlink to these documents if it is available.

**Q. For the GEPA statement, I was told that for some grants applicants are asked to submit a write up/narrative of their own, but in the SurveyMonkey the way I understood it was that the guidelines are outlined and our requirements are to check the box demonstrating acknowledgment and agreement followed by a district representative signature? So my question in short is do we just need to read the terms, accept and check the box and add the signature?**

A. References to providing new/separate GEPA statements in the application have been removed. Applicants are required to check off on the assurances.

**Q. Is the budget narrative a separate upload?**

A. No, it is not a separate upload. There is a text box in the online application where you will be able to respond.

# 2nd Office Hours Session – March 12, 2021

Q. Does this grant accept applications on an annual basis?

A. CDE’s 21st CCLC Office usually releases Request for Applications (RFAs) for new rounds of funding every other year. The timing for the RFA release is based on the amount of funding available at the state level.

Q. My district’s school is not listed as a priority school in Appendix A but I do understand we would be eligible for some of the other priority points (including rural). Can you please let me know in past grant rounds if schools have been awarded when not listed on the priority list? Does this happen frequently?

A. You are correct about priority points. Your district can apply even if the schools are not on the Appendix A priority list. In the last grant round, schools received grants that were not on the priority list because their application scored high in other areas.

Q. Based on the letter of intent, do you have a sense of how competitive this round will be?

A. It is always competitive, yet we may be receiving some additional ESSER funds in addition to our regular allocation for this RFA, so more funding should be available this year. That means, if the additional funding is confirmed, we will be providing more grants than projected. We cannot project or predict how the competitive grant process will play out. However, it is a good year to apply due to the potential increase of additional funding.

Q. Can a school district and nonprofit apply for a consortium grant?

A. A school district and nonprofit can apply as a consortium. However, there are specific criteria and considerations. The language below comes from the “*Glossary of Terms*” (Appendix J) of the RFA.

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. Additionally, 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;
* Each must have substantial roles in the delivery of services;
* Each must share grant resources to implement the proposed project effectively;
* Each must be involved in the management and oversight of the proposed program; and
* 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.

Q. If an applicant is writing a consortium grant can all the sites listed in the grant received up to $150,000 each?

A. 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. The collaboration outlined in the application must include detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation. If a consortium grant is applying for multiple centers, each center/site must meet the requirements outlined in the RFA for partnering with schools. Each proposed center can apply for $50,000 to $150,000. As is the case with other applications, the funding amount requested should be reasonable and appropriate, and based on demonstration of need and other criteria outlined in the RFA. Please be sure to see the *“Glossary of Terms”* (Appendix J) of the RFA for additional information that should be include in consortium applications.

Q. Our organization runs an education collaborative and as such I’ve had many of the schools we work with reach out for our support around this grant. We want to clear on the approved role of non-profits within this grant and advise them correctly. The RFA says: “Partnering with one or more outside organizations, such as a nonprofit organization with demonstrated experience in improving student achievement”. If the school/district is requesting support from our organization around coaching and services for planning, community relationships, data collection, SEL curriculum/program, and College and Career Readiness/work based learning projects, these would be acceptable budgeted items?

A. In terms of the question regarding planning, the costs associated with any of the work done prior to the award would not be allowed as the grant does not allow pre-award costs. For the other question, if the LEA is the applicant applying as the fiscal agent for the grant, your organization would be considered a partner. If your organization is the applicant applying as the fiscal agent for the grant, the LEA would be the partner. Whichever way you choose to apply, it is important to clearly outline the established role(s), timelines, and deliverables of the applicant and the partner.

Allowable activities under the grant can be found on page eight of the RFA. These costs must align with the demonstration of need and subsequent program design and implementation outlined in the proposal.

Q. In the online application would we be able to submit tables if not, what can we do, can we send or upload tables as a PDF. If we cannot submit tables how can we submit the chart that is required with projected numbers for each center?

A. A chart is formatted in the online application that you fill out with the information, it is similar in format to the one provided in the referenced hard copy.

Q. I am not able to add more than one center to the online application. Can you please tell us how to do this?

A. The number of center pages to be displayed are tied to the answer to the following question under the first page of “Applicant Information”:



For example, if you enter the number “3” in the box and click through the applicant pages, then the navigation pane on the left side should display three “Center/School – Information and Signature” sections.

# 1st Office Hours Session – March 12, 2021

Q. Is the *Intent to Apply* a mandatory requirement to apply for a grant?

A. If interested in applying for this funding opportunity, please complete the Intent to Apply form by Wednesday, March 10, 2021, by 11:59 pm (this has been extended a week from the original date of March 3, 2021). 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.

Q. What is the difference between subgrantees vs. centers/sites/schools?

A. Under the law, the state provides grants to fiscal agents outlined in the “eligible applicants” section of the RFA on page three. Once funded, these entities are called subgrantees. A subgrantee runs an approved program at “center,” usually at school. A center is also referred to as a site.

Q. Does the fiscal agent need to be a school district? Can other community agencies apply?

A. No, the fiscal agent does not need to be a district. It can be any entity described on page three of the RFA under the “eligible applicants” section. However, whichever entity is applying as the fiscal agent for the grant, it must have an established DUNS # with the federal government and have an active status on SAM.gov.

Q. Can one application request funding for multiple priority schools and how are those priority points assigned?

A.One application may serve more than one priority school in a district. Remember, information on all the schools for which the applicant is applying must be included in the application. Of note, all schools in the application must be on the priority list in Appendix A to receive the priority points assigned to priority schools.

Q. What is the different between “district” and “non-district entity” when looking at the table on page four of the RFA that addresses equitable geographical distribution?

A. A district is a public school district in Colorado. A non-district entity is another eligibility entity listed on page three of the RFA. That entity must partner with the local district and schools for which the applicant is seeking funding.

**Q. In developing the RFA were there considerations other than student population for the equitable distribution tables on page 4? What other considerations were taken into account?**

A. One of the overarching priorities in developing this RFA was to align Colorado’s 21st CCLC grant program with the new requirements under the Every Student Succeeds Act (ESSA). To ensure equitable distribution of grants to meet the needs of students statewide and fulfill requirements under ESSA, CDE staff researched what other states are doing to ensure equitable access under ESSA. The model outlined in the Colorado RFA is based on models discussed at national meetings hosted by the U.S. Department of Education and used in other states to ensure compliance and equity.

Q. Do the graph limits include current grants under 21st CCLC in Cohort VIII?

A. No. Current grants funded under the 21st CCLC Cohort VIII do not count toward the equitable distribution table totals on page three of the RFA.

**Q. How many sites can my organization apply for under one grant application?**

A. Applicants may apply for up to six sites per application.