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# GENERAL

Q. I’m a school district (LEA) and trying to complete the electronic budget template. It looks like the Indirect Cost Rate on the budget summary tab for my LEA is incorrect.

A. CDE has updated the LEA Excel budget template with the new FY2023-24 CDE-approved Indirect Costs Rates. We have updated the template on the Cohort X webpage, emailed the new template to everyone who submitted an Intent to Apply, and as a response to individual inquiries received via email. Applicants should use this updated template for completing and submitting their proposed budget for the 21st CCLC Cohort X grant competition. Applicants cannot be awarded until their budget is reviewed and approved using this new template.

Q. Our school is not on the list. Where can we find the four-digit school code/number?

A. All school codes can be found here: [www.cde.state.co.us/schoolview](http://www.cde.state.co.us/schoolview). Look for the section “Find School and District Information” and click on the document “All Colorado School Districts.”

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 Friday, March 31, 2023 by 11:59 pm. Though strongly encouraged, the ITA is informational and is not a required component of the grant application submission process. Those who complete the ITA will receive grant updates such as unique technical assistance opportunities.

**Q. I am unable to attend any of the grant-writing trainings. Will the virtual training be recorded?**

A. Yes, the virtual training will be recorded and posted to the 21st CCLC Cohort X webpage: [www.cde.state.co.us/21stcclc/cohortx](http://www.cde.state.co.us/21stcclc/cohortx).

Q. We want to have before-school programming, meaning we would offer activities prior to school starting in the morning. Is this allowable?

A. Yes, 21st CCLC funds are for programs offered any time school is not in session, including before school, after school, on the weekends, during school breaks including summer.

1. **May we use 21st CCLC funds to support activities that occur during recess?**

A. No, 21st CCLC funds must be used for programming during non-school hours, when school is not in session (before, after, weekend, holidays, summer).

Q. I am working on two different projects and considering submitting two applications. Will I be able to submit two separate applications?

A. All applications for the 21st CCLC Cohort X grant competition are submitted through SurveyMonkey Apply. If you have previously submitted applications via SurveyMonkey Apply, you should already have an account. SurveyMonkey Apply will allow you to create and submit more than one application. Please keep in mind that all applications have a maximum of seven centers allowed in the application. If you are having an issue creating or submitting applications via SurveyMonkey Apply, please reach out to Lead Consultant, Jacqueline Chavez (chavez\_j@cde.state.co.us).

**Q. I am in Cohort 8 and our 21st CCLC data was skewed by COVID-19. How much should I include my Cohort 8 data and use it to develop goals in this new application?**

A. Previously funded subgrantees are expected to reference the existing program and any relevant data in their applications for Cohort 10. Applicants may provide context for the data, such as a caveat that the data is skewed because of the impact of COVID-19. Applicants should reference ongoing needs or services and explain how continuation or expansion of services will address student and family needs based on available data.

Q. Is a site committed to providing summer programming as well as the time during the school year or can sites just have a summer program and regular school year program?

A. If funded, a center must provide both school year and summer programming each year of the grant. The performance period for this grant is July 1 to June 30 each year. For year 1 on of the grant, funded applicants (subgrantees) are not required to have summer programming July or August 2023, but should plan on having summer programming June and/or July 2024. Please see the “Required Minimum Hours of Programming” section on page 7 of the RFA.

Q. Instead of having one site director for the program, if awarded, could FTE be multiple stipends for the commitment given to teachers to divide and conquer the work? I saw the exemplar and didn't know how FTE had to be done.

A. CDE recommends having dedicated staff member(s) totaling at least a 0.75 FTE to perform the oversight and management of this grant program. While teachers often provide student and family programming, previously funded programs have often struggled when the program does not have adequate staffing and/or have multiple staff members working minimally on the grant program. See “Applicant Capacity” section of this RFA for more information.

# DEFINITION AND DESCRIPTION OF TERMS

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. 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. Will Average Daily Attendance (ADA) be determined off the summer and academic year or just academic?

A. Currently there are two separate participation goals for ADA: one for school year and one for summer (see the participation target chart in Section B of the RFA’s scoring rubric. However, for budgeting purposes and calculating the cost per student, applicants should take into account a whole program-year ADA (both academic/school year and summer). The program and fiscal years align for this grant program, and the performance period for each year of the grant is July 1 through June 30.

Q. May Expanded Learning Time (ELT) programs serve students on Fridays in schools that run on a four-day a week schedule?

A. ELT programs are those that extend the school day, school week, or school year through the school and/or school district’s official school-year calendar. Fifth day programs occur when a school on a four-day school week is not in session. For a program to operate on a fifth day and be considered ELT, the program would need to be added to the school’s official calendar and the ELT program must provide programming for all students in the school on that day (meaning all students must attend the ELT program).

Q. R-5 is listed as a priority school from CDE, it is an alternative high school that serves students who have struggled in other educational contexts. Their school hours are non-traditional so as to best serve the student population. For some students (but not all) the school day ends at noon and classes are not mandatory after that point. The preference of the school leadership, and the need of the student population, is to have a program that starts at noon to catch the students who no longer have a mandatory school day. Can this count as "out of school time"?

A. In receiving guidance from our federal 21st CCLC program officer and in speaking further about the alternative school’s schedule, we have determined that the alternative high school’s schedule is non-traditional and the time when not all students are in academic periods can be considered out-of-school time. Therefore, the center’s 21st CCLC program hours can start when students no longer have a mandatory school day/academic periods to attend.

# ELIGIBILITY

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. Can a school district support more than one Community Based Organization/entity?

A. Yes, and it is the responsibility of the school district and CBO(s) to establish a partnership to serve students within the proposed 21st CCLC program(s). Partnering and supporting more than one CBO/entity is at the discretion of the school district.

Q. Can one school site serve as a proposed learning center for two different applications (either two different CBOs and/or one CBO and one LEA at the same school site?)

A. As stated on page 5 of the RFA, “It is important to note that services and student target populations to be served cannot be duplicated across proposed centers.”

Q. Should we apply as a consortium or apply as a school district serving four schools. What are the requirements for coordinating across sites in a consortium or as a school district?

A. Consortium applications are meant for multiple school districts, multiple non-profits, or school districts working with multiple non-profits. See *Appendix A* to document communication and collaboration across sites. For consortiums, you would document the communication and coordination across centers using MOUs.

**Q. Would it benefit a nonprofit to apply as a consortium with a school district, or would the nonprofit's application be just as strong without applying as a consortium as long as the MOU with the school district is included in the application?**

A. This is an applicant decision. The strength of a submitted application is not necessarily contingent on whether the application is from a consortium or from a non-profit (community-based organization) as the lead applicant in partnership with a school district.

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 Unique Entity Identifier (UEI) with the federal government.

Q. Is one community-based organization (CBO) allowed to submit two different applications?

A. Yes, a CBO (as with any other applicant) is welcome to submit more than one application. This is an applicant-level decision. Each application can contain up to seven centers. Applicants should consider the priority areas as well as variances in the proposed program design based on the proposed grade levels and target populations to be served when thinking about submitting multiple applications.

Q. Are charter schools eligible to apply? Who would be the fiscal agent?

A. This grant requires an authorizer, also known as an authorized representative. For charter schools, this must be a school district or the Charter School Institute (CSI). Charter schools may coordinate and write an application for this grant competition. For submission, the authorizer needs to sign all required areas in Attachment A. This signifies that the authorizer is aware of the application and proposed grant program and will act as signatory authority on all program and fiscal requirements, including submitting grant reimbursement requests on behalf of the charter school. The charter school’s authorizer, either the school district or CSI, is the fiscal agent.

Q. We have a 501(c)3 fiscal sponsor. Are we still eligible to apply or is there a different way we should apply?

A. You could apply as the CBO, but the fiscal sponsor would be the fiscal agent and authorized representative for reimbursements and payments, provided that the fiscal agent is an eligible entity listed on page 3 of the RFA.

Q. As a non-profit coordinating with the school, who is the authorizer and fiscal agent?

A. Yes, you will need principal or superintendent signatures on sign-off forms. The non-profit, also known as a community-based organization, will serve as the fiscal agent and authorizer. As the authorizer, you will need to coordinate with the school and/or district for all program and fiscal requirements, including for data reporting.

Q. If the charter were to partner with a community-based organization (CBO), could the CBO act as a fiscal agent in a consortium application?

A. Yes, if the CBO is the lead applicant. If a CBO is the lead applicant, the leader of the CBO (such as the CEO or board president) will sign the authorizer line and the CBO will serve as the fiscal agent and authorizer. The authorizing signatures would come from CBO leadership. Additionally, because the application requires that school level and district level leadership buy-in for the application prior to submission, all applications require signatures of the school principal and school district superintendent, or CSI leader, regardless of who the lead applicant is.

# PRIORITY CONSIDERATIONS AND POINTS

**Q. I just looked over the list of priority schools for Cohort 10 and am not seeing our school on there. Should we no longer plan on applying?**

A.That is an applicant-level decision. The Priority Schools list found in *Appendix A* of the RFA denotes priority and not eligibility. An eligible entity may apply even if none of the schools they are proposing to serve are on the list. An eligible entity may also apply to serve any number of schools on the priority list, up to the total maximum amount of schools per application (seven). However, all schools in the application must be on the priority list in *Appendix A* to receive priority points.

Q. A school we wanted to serve on the priority list is closing. If we wanted to serve the same students but the school is closing next year, would we still receive the priority points?

A. No, the Priority Schools list found in Appendix A of the Cohort X=10 RFA is by school code and the priority points would not “follow” the students from the proposed target population if these students moved to a different school. However, an applicant should describe the needs of the target population(s) of students in their application and not just the needs of a school. Other priority points may be assigned to applications beyond the Priority Schools points.

Q. If a school or district is not listed on the priority list, but is definitely a rural or small rural district, may the school/district still apply for a 21st CCLC grant?

A.Yes, the school/district can still apply and if the district meets the definition of “rural” per CDE, the application would receive priority points. See Appendix G (Glossary of Terms) for more information and the link to the CDE list of rural school districts in Colorado.

**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. 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. Can you please let me know in past grant rounds if schools have been awarded funds 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. 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. We are a K-12 school and I believe the priority area for graduation/completion, dropout rate and/or chronic absenteeism might apply to us. How does CDE determine if we receive these grade-specific priority points for K-12 schools?**

A. Based on the schools and grade levels proposed to be served in the grant application as well as the narrative response an applicant provides in the Priority Areas rubric section of the RFA, CDE will assign the appropriate priority points. For example, if the K-12 school is proposing to serve 9-12 grade students in their 21st CCLC program and the school’s graduation rate is lower than the state average, CDE will assign those points. Or, if the K-12 school is proposing to serve grades K-12 and the school’s chronic absenteeism rate is higher than the state average, CDE will assign those points. The K-12 school does not need to meet all of the three criteria (graduation/completion, dropout, and chronic absenteeism) in this Priority Area to receive the priority points. It is the responsibility of the applicant to clearly denote which grade levels will be served by the proposed program and explain their qualification for the corresponding priority points in their application submission.

**Q. How can we track chronic absenteeism at a school?**

A. CDE tracks this information only at the district level, but you can contact the school directly for this information for all participating schools/proposed centers. The link to view a school district’s absenteeism rate is <https://www.cde.state.co.us/dropoutprevention/attendanceandtruancy>. Please see Appendix G, Glossary of Terms, for more on Chronic Absenteeism.

**Q. Where can we find free and reduced-priced lunch (FRL) rates?**

A. <https://www.cde.state.co.us/cdereval/2016-17-pm-school-frl-k12-excel>

# FUNDING AND AWARD PARAMETERS

Q. The RFA states that CDE will award approximately $5.5 million in 21st CCLC funding under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. Is this amount of funding CDE will award per year or a total amount covering the duration of the grant period?

A. CDE will award approximately $5.5 million in 21st CCLC funding to Cohort 10 awarded applicants (also known as subgrantees) every year of the three-year grant period and continuation years four and five. The total amount of funds awarded each year will depend on the aggregate total of approved budgets and whether subgrant budgets are reduced or closed or subgrantees do not meet the Exemplar Criteria outlined in Appendix C in the Cohort 10 RFA in order to continue to receive funding in years four and five of the grant.

**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 applicant/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: Adequacy of Resources* and other appropriate areas throughout application.

Q. If individual maximum grant awards have been increased from $150,000 to $180,000, did the total amount available for this grant competition also increase?

A. No, the total amount available for the Cohort 10 grant competition is similar to that of the previous grant competition for Cohort 9 ($5.5 million). CDE cannot speak to the competitive nature of this grant program, as individual awards for Cohort 10 will be determined from the number of applications received, the amount of requested funds, and results from the peer review process. The Intent to Apply is due on March 31, 2023, but these submissions are used to recruit reviewers for the peer review process and submissions are not made publicly available.

Q. How should programs use the maximum recommended annual per-student cost of $2,400 to build their budgets?

A.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) each year of the grant. For example, if you are requesting $60,000 and plan to serve 25 students per day, the cost per student would be $2,400. Applicants may use the following formula to determine how much to funding to request per center per year: **Number of students (ADA) x Annual cost per student = Amount of funding requested.** Inversely, cost per student is figured by dividing the total annual allocation by the expected average daily attendance for students at each center (as determined in *Section B: Program Participation Targets*).

**Q. It would cost us more than $2,400 per student to run a 21st CCLC program. Can we ask for a higher cost per student in our application?**

A. Funding requests in the application should be based upon a maximum recommended annual per-student cost of $2,400, which takes into account all program costs (e.g., staffing, administrative, programming, and transportation). Cost per student is figured by dividing the total annual allocation by the expected average daily attendance for students at each center (as determined in Section B: Program Participation Targets). Applicants with a proposed cost per student above the recommended $2,400 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 student. The justification will be reviewed by peer reviewers and approved by CDE.

Q. Should I apply for the minimum or maximum award amount? Would applying for the minimum award amount make my application more competitive?

A. Applicants are encouraged to apply for the amount of funding necessary to run high-quality programming at each center where proposed programming will occur. 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) each year of the grant. See the table on page 7 of the RFA for additional information about how to calculate the amount of funding requested.

Q. Would a smaller monetary request be more likely to get funded? As in, if a school is only asking for $50,000 versus $180,000?

A. Applicants must submit a requested amount that is reasonable and appropriate for their proposed programs. Peer reviewers and CDE will review requested amounts based on these fiscal principles. A smaller request is not more or less likely to be funded. All applications and funding requests will be reviewed by peer reviewers and CDE against the scoring rubric.

Q. Do existing 21st CCLC-funded sites count towards the limit of funded sites (from the chart on page 5 of the RFA) within a district that can be included in an application for this current grant competition?

A. No, currently funded 21st CCLC centers do not count toward the total of funded centers to be awarded during this grant cycle. The limitations of the number of funded centers/schools per school district apply only to this grant competition. However, if there is an application that includes centers/schools within the same school district as other applications, the peer reviewers and CDE will take the total number of proposed centers/schools from multiple applications into account, according to the chart on page 5 of the RFA, when awarding funds across applications. In the past, CDE has had to work with applicants to negotiate which centers will be funded, if the maximum number of proposed fundable centers/schools is exceeded.

**Q. I currently have a Cohort 8 subgrant and am applying for a Cohort 10 subgrant for the same schools. Does this violate supplement not supplant rules?**

A. No, Cohort 10 subgrantees is timed so that the new fiscal and program years will begin just after Cohort 8 ends. Also, Cohort 8 subgrantees who have been awarded supplemental funds through the Bipartisan Safer Community Act to support summer programming (June 1, 2023 to September 1, 2023) will not violate the “supplement not supplant” rule, as Cohort 10 subgrantees will not be expected to offer summer programming in July and August of 2023.

# APPLICATION COMPONENTS

**Q. How many sites can my organization apply for under one grant application?**  
A. Applicants may apply for up to seven sites per application.

**Q. I am applying for two sites/centers. Should I write one State Performance Measure (SMART goal) for each site/center within the categories? Or, should I have one SMART goal in each category that encompasses both sites?**

A. This is an applicant-level decision. Many applicants have one State Performance Measure (SMART goal) in each category that encompasses all sites/centers, but that may not be possible with separate schools. Applicants will want to assess to see which option works best for them.

**Q. I’m not sure what to put under “Primary Partnership Information.” Is that us as the community-based organization or the school that we are partnering with for the grant?**

A. The school is the participating school where the center would be located, and other providers of proposed services or activities to occur at the center could be considered the partner. Applicants should have at least one outside partner to list under this section. You can have additional partners in your application and may indicate support from these partners through submitted Memorandums of Understanding (MOUs) or Letters of Commitment. If it is not viable to have an outside partner at the time of the application submission, applicants will need to explain why in the application.

Q. If a lead applicant is planning to submit two separate applications to serve different sites/centers, 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. What’s the best way to denote student need in our application with assessment scores, especially if we have a small student population and are worried about n-counts?

A. CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. If an applicant’s proposed target student population is smaller than 16 students, provide only percentages and not n-counts of students when providing relevant data within the application. Also, applicants may include other relevant data in lieu of or in addition to assessment scores but should follow CDE’s data privacy rules in their application. Please see the “Data Privacy” section of the RFA on page 10 for more information.

Q. Who should be included in the organization chart?

A. Organization charts for LEAs (school districts) should include all parties from the district and school levels who have agreed to support and oversee the 21st CCLC program. Organization charts for CBOs and other non-LEA eligible entities should include all leadership and staff who have agreed to support and oversee the 21st CCLC program.

Q. We are aware of the requirement that centers must be open a total of 12 hours per week for 26 weeks and 60 hours during the summer. Do all of these hours have to be all have to be at the same location? Is it possible for students and families to move to different school-based centers throughout the week?

A. The weekly hours requirement pertains to the open center hours, or hours that the center will operate. The 21st CCLC grant does allow for special events and field trips (with prior approval) to occur outside of the center during out-of-school time (when school is not in session). Consortium application as a non-profit in coordination. The 21st CCLC grant is designed for school-based centers. If you are applying for more than one center, in the application you must describe how you are coordinating the 21st CCLC program across multiple sites/centers and how you will ensure transportation is not a burden or barrier for students to be able to participate during the regular program and while you are also hosting an off-site special event or field trip.

**Q. We are applying for a center that serves two schools in one center, both located in the same school building (e.g., K-5 and 6-8). How do I calculate student participation targets?**

A. If applying for one center, applicants do not need to parse out student participation targets out by each school. Instead, build participation targets based on projected attendance for a combination of both student groups combined for the one center.

Q. With multiple centers, do we need to be open 12 hours per center?

A. Yes, 12 hours at each center.

Q. Do all activities have to take place onsite, or might 21st CCLC funds pay for an offsite trip, such as to the theater?

A. Field trips are allowable and other special events may take place off site; however, most activities should happen within the school-based or center-based program. Please note, field trips require prior approval from CDE.

**Q. Are letters of support encouraged or not necessary/recommended? If encouraged, will they be scored, and where should they be attached in the application?**

A. Applicants must include Letters of Commitment and/or Memorandums of Understanding (MOU) from all identified partners as part of their application. If applying as a consortium, a consortium agreement is required. The scoring rubric on page 17 of the RFA states that letters and/or MOUs must be included in the application in order to receive maximum points. Applicants will upload letters and/or MOUs as part of the application narrative, Section C, Number 2, as demonstrated in the screenshot of SurveyMonkey Apply below.

Text, timeline

Description automatically generated

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# BUDGET

**Q. Why are there two different Excel budget workbook templates for this grant competition?**

A. One template is for Lead Educational Agencies (LEAs, or school districts) and one template is for all other non-LEA applicants. The difference between the two is that the LEA template contains the current CDE-approved pre-populated indirect cost rates by LEA on the Budget Summary tab, while the non-LEA template contains cells on the Budget Summary tab where a non-LEA applicant may claim up to 8% of their total requested amount for administrative costs. Administrative costs must be budgeted for by the non-LEA by line item and coded as such in order for the Budget Summary tab to populate on this template correctly.

**Q. In the budget, what code should we use for transportation costs (leasing a mini-bus from the district to support programing and student transportation)? “Support – Other Purchased Services” , “Support – Travel, Registration and Entrance”, or something different entirely?**

A. If you are leasing the bus from an outside entity (not from the district), please use “Support – Other Purchased Services” as the object code for all related budget line items. If you are using district buses, please categorize all related budget line items, including mileage reimbursement, etc., as “Support – Travel, Registration and Entrance” for the object code.

**Q. Should the program director’s salary be included in the 8% administrative program cost maximum outlined in the RFA?**

A. The administrative cost maximum on the budget document is specifically for non-LEAs. Program directors should be allocated at the percentage of time that they spend working on the grant, and coded based on the unique job responsibilities for the position.

Q. Should 21st CCLC program directors be coded as “support salaries” or “instructional salaries” on the budget document?

A. The instructional salary code is to be used for positions that provide direct instruction to students. Support salaries would be appropriate for positions that do not directly instruct students. A program director in a supervisory role that doesn’t directly instruct students would likely by coded as a support salary.

Q. How should we budget for program staff salaries and benefits? Should all salaries be lumped into one budget line item, or separated on different line items?

A. Ideally, each program staff salary and benefits will be in two distinct line items. There are separate object codes for salaries and for benefits. Hourly staff should also be coded as salary. If an applicant wishes to combine line items by position type, they may do so, but must provide a breakdown of the salaries within the budget line item’s description. The breakdown must include position title, total salary/hourly rate, percent FTE (if applicable) total hours worked by day/week/month, and general duties of the position. For example: Site Coordinator, $50,000 annually (1.0 FTE), 30 hours per week for 40 weeks per year, responsible for coordinating schedules of two centers, communication to families and students, coordination of partners/vendors, supervisor for two site staff.

Q. Could the program/grant coordinator be a current staff member? For example, a teacher, para, etc. who wouldn’t mind working extra hours coordinates activities vs. hiring a new FTE?

A. Yes, this is allowable. However, the current staff member should be compensated, and their FTE allocations adjusted for time spent on the grant program. Whether an existing or new staff member, CDE recommends that applicants dedicate and budget for at least a 0.75 FTE program director as well as a dedicated primary fiscal contact. Please see the “Applicant Capacity” section on page 5 of the RFA for more details.

Q. If we are an existing program and currently charge students/families a $25 application fee to participate in the program, how would we address this/budget this in our application?

A. All 21st CCLC programs need to be free for students and families. The 21st CCLC grant funds can cover fees that would otherwise be charged to students/families. State Education Agencies (SEA) administering the federal 21st CCLC grant program may choose to allow subgrantees to collect program income to defray program costs. However, currently Colorado does not allow 21st CCLC subgrantees to collect income for their programs. The assurance mentioning program income was erroneously included in the “21st CCLC Administrative Grant Program and Fiscal Requirements” listed on page 24 of the RFA. CDE has removed this reference to program income from this assurances document. The statement on page 10 of the RFA under “Unallowable Uses of Funds” regarding program income is still relevant.

# SIGNATURES

Q. Do all signatures have to be completed in the application due on April 10 or once awarded?

A. All signatures do not need to be submitted by April 10. Applicants who cannot submit all required signatures with the application should choose “Upload signed and scanned pages” and let Mandy Christensen ([Christensen\_a@cde.state.co.us](mailto:Christensen_a@cde.state.co.us)) at the time of your submission that you have outstanding signatures/pages to submit. Please note that applications cannot be funded until all signatures have been completed and submitted to CDE.

Graphical user interface, text, application, email

Description automatically generated

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. We are a charter school. Our district superintendent tells us she cannot sign for our charter, even though they are our authorizer. Can you provide more information on who should be the authorizing agent for a charter school?**

A. Charter schools may submit an application through their authorizing school district or the Charter School Institute (CSI), per Colorado Revised Statutes (CRS 22-30.5-104). A charter school’s authorizer or CSI will be the fiscal agent if awarded funds. The fiscal agent will be held to the same maximum funded centers noted on page four of the RFA and all requirements found in the RFA.

**Q. Can you still submit your application if you are still waiting for signatures?**

A. You can still submit your application, but you cannot be funded until all signatures are submitted. You can make a note in your application for reviewers if signatures are pending.

**Q. The electronic signature pages are not showing up in SurveyMonkey Apply? How can we access those?**

A. You will need to click the green “Mark as Complete” button on previous tasks in order for those signature pages to appear in SurveyMonkey Apply.

# APPLICATION SCORING

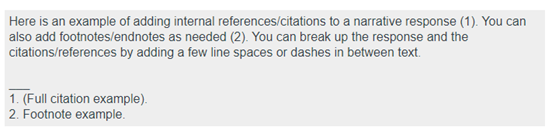
**Q. Who will be reviewing and scoring the submitted applications?**

A. CDE uses a rigorous peer review process for all competitive grant funding opportunities. We recruit reviewers both statewide and nationally who have experience and/or subject matter expertise with out-of-school time programming and the 21st CCLC grant. Peer reviewers review all submitted applications and provide their scores and funding recommendations to CDE. CDE considers the peer reviewer funding recommendations, assigns priority points to applications, and makes final funding decisions based on the peer review process and available funds.

# ONLINE APPLICATION SYSTEM

Q. 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?

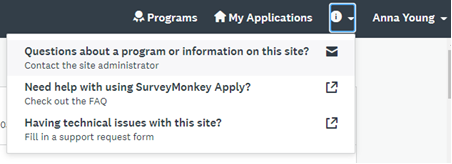
A. Applicants may add citations, footnotes, and so forth at their discretion in multiple areas of the application. One option is to add the citations and footnotes at the end of each question response in each narrative section (see the screenshot below). Another option is to add internal references/citations throughout the narrative and, on the “Optional Attachments” upload page.



**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.)?**

A. Unfortunately, SurveyMonkey is limited in this area. Graphs and other visuals could be uploaded by applicants under the “Optional Attachments” upload page. The optional attachments cannot exceed five pages total. Where appropriate, applicants should cite where the corresponding information is in their application narrative in the optional attachments. Reviewers will look at all of the information in the optional attachments if they are cited or referenced in the application narrative, and take this additional information into account when scoring applications.

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

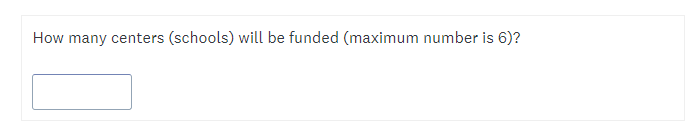
A. Applicants can access the SurveyMonkey Apply “support center” at the upper right corner of their browser next to their account name.  
 

Q. 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.

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.