

Funding Opportunity

Application Information Webinar available by Friday, October 18, 2024

A recorded application information webinar available on[CDE’s Nonprofits OST Grant webpage](https://www.cde.state.co.us/21stcclc/cononprofitsostgrant).

[Intent to Apply](https://app.smartsheet.com/b/form/018fed8df2d84528852c4f5f6bdaed1a) Due: **Friday,** **November 1, 2024**

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

[Applications](https://colorado.egrantsmanagement.com/) Due: **Thursday, December 5, 2024, by 4 pm**

Application will open in GAINS by Thursday, October 17, 2024, and close on Thursday, December 5, 2024.

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| --- |
| Colorado Nonprofits Out-of-School Time Grant Program  Pursuant to Colorado Revised Statute (C.R.S.) 22-105.5-104 |



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

**Applications for the Colorado Nonprofits Out-of-School Time Grant Program must be submitted through** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

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

The application will open in GAINS by Thursday, October 17, 2024,   
and close on **Thursday, December 5, 2024, at 4 pm**.

[More information about GAINS is available on CDE’s website.](https://www.cde.state.co.us/gains)

**Accessing GAINS**

Eligible entities who wish to apply for this funding opportunity can complete the [Non-District Organization GAINS Access Request Form](https://app.smartsheet.com/b/form/33fd3633609c48e5bbd656db720f5bfe).

**Colorado Nonprofits Out-of-School Time Grant Program**

**Intent to Apply Due: Friday, November 1, 2024**

**Applications Due: Thursday, December 5, 2024, by 4 pm**

# Introduction and Purpose

The Colorado Nonprofits Out-of-School Time Grant Program is authorized through the “Out-of-School Time Program Grant Program” Act (C.R.S. 22-105.5-104).

High-quality out-of-school time (OST) programs provide academic enrichment in reading, language arts, mathematics, and science, and provide programs and services that are designed to reinforce and complement school-based academic programs in a safe and healthy environment for students. It is necessary to support high-quality out-of-school time programs as an investment in the academic enrichment and well-being of the children of Colorado.

OST programs are available to students who are enrolled in a public school in kindergarten through 12th grade and provide affordable and comprehensive academic enrichment and related services during times when school is not in session, including before school, after school, seasonal breaks, staff in-service days, staff conference days, or the fifth day of the week if the program serves students who are enrolled in a public school that operates on a four-day week.

This Request for Applications (RFA) is designed to distribute funds to eligible entities that provide OST programs to students who are enrolled in a public school across Colorado. Funded OST programs through this grant must be comprehensive\*, affordable\*, evidence-informed\* and high-quality\*. Additionally, funded OST programs must provide:

* academic enrichment\*,
* opportunities for development in literacy, science, technology, engineering, mathematics, and other subject matters for students and families,
* a safe learning environment and resources to increase student engagement in school and reduce chronic absenteeism,
* programs and services that provide a well-rounded education and are designed to reinforce and complement school-based academic programs, including youth development activities, art, music, outdoor programs, recreational programs, technology education programs, physical health activities, and social and emotional wellness services, and
* opportunities to develop meaningful workforce readiness and life skills.

Only applicants that specifically address the purposes identified above will be considered for funding.

\*See *Appendix G* for Glossary of Terms

# Eligible Applicants

**Eligible Applicants**

To be eligible to receive a grant, an entity:

* must be a nonprofit organization that is exempt from taxation pursuant to section 501(c)(3) of the federal "internal revenue code of 1986", as amended, and
* have at least five years’ experience providing affordable and comprehensive academic enrichment and related services to students in Colorado during out-of-school time.

Eligible applicants may, but are not required to, have a partnership with the Colorado school district in which the entity will provide affordable and comprehensive academic enrichment and related services to students during out-of-school time.

**Ineligible Applicants**

Eligible entities, serving as fiscal agents for this funding opportunity, may not include in their application any programs, centers, and schools that will be funded by the federal 21st Century Community Learning Centers (CCLC) grant program as of July 1, 2025. Programs, centers, and schools that will be funded through the 21st CCLC federal grant program as of July 1, 2025, are ineligible for this funding opportunity. The rationale is that the federal 21st CCLC grant program already funds comprehensive out-of-school time programs at these centers/schools. Grant funds must be used tosupplement and not supplant any federal, state, and local funds currently being used to provide out-of-school time programming. Eligibility for programs, centers, and schools is determined by school code.

Eligible entities receiving funds through the [Colorado Academic Accelerator Program (CO-AAP)](https://www.cde.state.co.us/studentsupport/coaap) may still apply for this funding opportunity. Programs, centers, and schools funded through this grant program may be included in the submitted applications of eligible entities for this funding opportunity. The same student target population(s) that are served through CO-AAP may be included in the application, but the existing services and supports provided to the identified target population(s) must be expanded or augmented by funds from this current funding opportunity. The rationale is that the CO-AAP state grant funds OST programs focused on STEM, specifically math and science, rather than comprehensive out-of-school time programs.

A list of current grant recipients for 21st CCLC and CO-AAP may be found in *Appendix L.*

# Priority Areas

CDE will provide funding recommendations to the Colorado State Board of Education. The State Board will prioritize awarding grants to eligible entities that:

* Demonstrate that the entity currently serves, or will be able to serve with the grant award, students who are struggling in school and in need of academic enrichment;
* Demonstrate experience in providing academic enrichment to students during out-of-school time;
* Currently serve, or will be able to serve, students who qualify for free or reduced-price meals
* Currently serve, or will be able to serve, students who are English learners;
* Have a primary mission to provide an OST program to students;
* Currently serve, or will be able to serve, students at no cost if the student's family is unable to afford the program based on the student's household income.

# Available Funds

Approximately $3.3 million in state funds is available to award through this funding opportunity for each year of the three-year grant. Grants will be awarded for a three-year term beginning in the 2024-2025 fiscal year. (see Duration of Grant section below).

Funding will be awarded at the organization level to serve targeted population(s) of students and families according to identified needs and interests. Applicants will need to list the participating schools/populations of students in the application. Funding will be awarded to an organization based on the number of students served by their organization.

Additional grant funding for subsequent years will be contingent upon continued state appropriations and grantees meeting all grant, fiscal, and reporting requirements. There will be no carryover of funds for any year of the grant.

**Application Limits**For this funding opportunity, an eligible 501(c)(3) organization may submit one application. Multiple applications from the same eligible 501(c)(3) organization will not be accepted.

**Award Amounts**

To ensure that available funds are distributed across Colorado to serve students and families across the state, applicants can apply for and be awarded a maximum of $750,000, or a quarter of the available funds. There is no minimum an applicant may apply for or be awarded. However, CDE recommends that applicants request a minimum of $50,000 per year to run comprehensive OST programming for students and families. It is anticipated that approximately 5-10 grantees will receive funds to serve a total of approximately 1,000 students across Colorado through this competitive funding opportunity.

**Cost Per Student**

Funding will be based on the total number of unduplicated students that will be served by the organization throughout the year, based on the individual annual cost per student. There will be no minimum cost per student but the maximum cost per student allowed is $3,000 per student per year. Documentation of how an organization acquired the cost per student is required in the application.

The maximum request of $750,000 per application is based on serving a maximum of 250 students per funded application at a cost per student of $3,000 per student per year. So, if an organization wants to serve 250 students across multiple schools within a community at a proposed cost per student of $3,000, the applicant will need to justify and provide rationale in the application narrative how it arrived at proposed requested amount of $750,000. If an applicant has a lower proposed cost per student, they may apply for more than 250 students, as long as the applicant does not request funds above the $750,000 maximum. There are no limits placed on the number of students proposed to be served in the grant application.

When calculating the annual cost per student for a center, applicants should take into account all programming costs, including hiring and paying staff, staff professional development costs, fulfilling all administrative grant requirements, purchasing curriculum, materials, and supplies, family engagement activities, student transportation, and so forth. The cost per student and requested award amount must be adequately justified in the submitted application. CDE recommends a cost of $2,000 and $3,000 per student per year.

**Funding Reductions**

Awarded applicants will be responsible for spending awarded funds in accordance with the approved budget and timeline within the grant application. Funding levels deemed to be excessive and unreasonable, or that include unallowable costs, can result in a reduced amount of funds awarded. Awards may be reduced based on inability to meet the goals and performance measures set forth in this grant by the grantee. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the grantee in advance of the reduction.

# Duration of Grant

Grants from this funding opportunity will be awarded for an initial three-year period starting in FY2024-2025 and ending in FY2026-2027. Starting in May 2025, awarded applicants (grantees) must begin their programming for students and families in May 2025 when the 2024-2025 school year ends and summer session starts. Funded programs will run continuously from May 2025 through June 2027 with both school year and summer sessions for students and families.

# Program Requirements & Recommendations

During grant implementation and for the entire duration of the grant, all awarded applicants (grantees) must provide comprehensive programming for academic enrichment designed to improve or enhance a student's academic success in reading, language arts, mathematics, and science during the regular school year as well as during the summer.

While additional hours of programming can be offered, grantees are required to adhere to the following minimums:

* At least four days per calendar week during the school year, totaling no fewer than 10 hours during the week, except during a winter seasonal break;
* No fewer than an average of 25 hours per week during the summer seasonal break;
* No fewer than 24 weeks of programming during the entire calendar year, inclusive of the traditional school year, the summer months when school is not in session, and any additional school breaks as determined by the grantee.

Also known as the academic year, the school year is the portion of the calendar year during which the public schools of a school district are in regular session, beginning about the last week in August to the first week in September and ending about the end of May or the first week in June the following year (C.R.S. 22-63-103).

Summer Seasonal Break is the time between the end of one school year and the beginning of the next school year. The break occurs during the non-school months in the summer from May/June to August/September. For students to receive effective dosage of out-of-school time programming during the summer months, CDE recommends that summer programs run for 4-8 weeks during the summer seasonal break.

Hours of programming during the school year and summer are dependent on the school calendars of each participating school. Programming must include direct services and activities for students as well as family members of participating students. Programming for family members of participating students should be consistent and ongoing and can occur during school hours as well as during out-of-school time hours (weekends, fifth day, holidays, etc.). Programming for students must be comprehensive during the school year and summer to meet the needs and interests of students and their families and to achieve anticipated student outcomes.

# Uses of Funds

Funding may be used to establish or expand out-of-school time programs that provide students with academic enrichment opportunities along with activities designed to complement the students’ regular school day. Grant funds must be used tosupplement and not supplant any federal, state, and local funds currently being used to provide out-of-school time programming. Funds must be used solely for the purposes set forth in this RFA.

For a comprehensive list of Allowable and Unallowable Grant Costs, see *Appendix C*.

# Reporting and Evaluation

Grant recipients must complete all components of the program and fiscal reporting and evaluation requirements listed in this application. An eligible entity that receives a grant from the grant program may enter into a data-sharing agreement with CDE, school district, or a school to collect data relevant for the reporting requirements outlined in C.R.S 22-105.5-104. CDE highly recommends the organizations enter data-sharing agreements with the participating schools so the organization may meet all data collection and reporting requirements for this grant. However, CDE is not requiring data-sharing agreements from organizations. For organizations who wish to execute a data-sharing agreement with another entity, CDE has provided a template that applicants may use in *Appendix* *I*.

Per statute (C.R.S. 22-105.5-104), CDE will discontinue grant funding to the grant recipient if the grant recipient does not complete all reporting requirements for this grant program. See *Appendix E* for more information on reporting and evaluation requirements.

# Data Privacy

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

The eligible entity and CDE, school district, or school that shares data pursuant to subsection (2) of this section, and the department in producing the report pursuant to subsection (5) of this section, shall comply with all federal and state laws regarding the protection of student data, including the federal "Family Educational Rights And Privacy Act Of 1974", 20 U.S.C. 1232g, as amended, and the "Student Data Transparency And Security Act", article 16 of this title 22. CDE may discontinue grant funding to the grant recipient unless the grant recipient complies with the reporting requirements pursuant to this section.

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

# Application Assistance and Intent to Apply

Several types of technical assistance are offered to all potential applicants to encourage high-quality applications. Web access links, registration details, dates, and times will be posted on[CDE’s Nonprofits OST Grant webpage](https://www.cde.state.co.us/21stcclc/cononprofitsostgrant). All technical assistance opportunities are available at no cost to applicants. Resources include:

* **Online Resources**: [CDE’s webpage](https://www.cde.state.co.us/21stcclc/cononprofitsostgrant) offers links to other helpful websites and resources.
* **Office Hours:** CDE will host weekly office hours during the application window on Thursdays at 9 am. Access instructions will be posted on[CDE’s webpage](https://www.cde.state.co.us/21stcclc/cononprofitsostgrant).
* **Frequently Asked Questions**: CDE will regularly post an ongoing FAQs document based on questions received to[CDE’s webpage](https://www.cde.state.co.us/21stcclc/cononprofitsostgrant) throughout the application window.
* **GAINS Online System Training and Office Hours:** Applicants can access the recorded training and office hours information for GAINS by visiting [CDE’s GAINS Training webpage](https://www.cde.state.co.us/gains/gainstrainings).
* **Application Webinar:** The recorded application training webinar will be posted on [CDE’s webpage](https://www.cde.state.co.us/21stcclc/cononprofitsostgrant).

If interested in applying for this funding opportunity, complete the [Intent to Apply](https://app.smartsheet.com/b/form/018fed8df2d84528852c4f5f6bdaed1a) by **Friday, November 1, 2024**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

# Submission Process and Deadline

Applications must be completed and submitted through [GAINS](https://colorado.egrantsmanagement.com/) by **Thursday, December 5, 2024, by 4 pm.** Application materials and resources are available on [CDE’s Nonprofits OST Grant webpage](https://www.cde.state.co.us/21stcclc/cononprofitsostgrant).

# Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Friday, February 28, 2025.**

**Note:** This is a competitive process – applicants must score at least 120 points out of the 145 possible narrative points to be approved for funding. Applications that score below 120 narrative points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future opportunities.

# Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria (pages 16-19).

**Part I: Application Information & Program Assurances**

Applicant Information

Participating School Information

Program Assurances

**Part II: Narrative and Budget**

Sections A-E

Budget

**Part III: Attachments**

Proof of 501(c)(3) status for the last five years such as articles of incorporation with original dates and documentation of being in Good Standing with the Colorado Secretary of State for at least five years *(required)*

Organizational references and/or letters of support from participating schools/districts, partner organizations, students and families, and similar *(required)*

Data sharing agreement(s) and/or memorandums of understanding (MOUs) *(optional)*

No more than five pages with tables/graphs/figures to support narrative responses *(optional)*

**Colorado Nonprofits Out-of-School Time Grant Program**

**Intent to Apply Due: Friday, November 1, 2024**

**Applications Due: Thursday, December 5, 2024, by 4 pm**

**Applicants will complete their application at** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

**Applications will be accepted in GAINS from   
Thursday, October 17, 2024, to Thursday, December 5, 2024, at 4 pm.**

# Part I: Applicant Information and Program Assurances

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lead Applicant** | | | | | | | | |
| **Organization Name:** | |  | | | | | | |
| **Organization Address:** | |  | | | | | | |
| **Organization UEI:** | |  | | | | | | |
| **Current CO-AAP Grantee?** | | ☐ Yes  ☐ No | | | | | | |
| **Region**  Indicate region(s) of Colorado this program will directly impact. | | | | | | | | |
| ☐ Metro  ☐ North Central | | | ☐ Northeast  ☐ Northwest | | ☐ Pikes Peak  ☐ Southeast | | ☐ Southwest  ☐ West Central | |
| Authorized Representative Information | | | | | | | | |
| **Name:** |  | | | **Title:** | |  | | |
| **Telephone:** |  | | | **E-mail:** | |  | | |
| **Nonprofit Organization Director/CEO/Board President** | | | | | | | | |
| **Name:** |  | | | **Title:** | |  | | |
| **Telephone:** |  | | | **E-mail:** | |  | | |
| **Program Contact Information** | | | | | | | | |
| **Name:** |  | | | **Title:** | |  | | |
| **Telephone:** |  | | | **E-mail:** | |  | | |
| **Fiscal Manager Information** | | | | | | | | |
| **Name:** |  | | | | | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | |
| **Amount Requested** | | | | | | | | |
| Indicate the amount of funding you are requesting for each of the three grant years. | | | | | | | | $ |
| **Cost Per Student** | | | | | | | | |
| Indicate the amount of funding you are requesting per student served for each of the three grant years. | | | | | | | | $ |

|  |  |
| --- | --- |
| **Participating School Information** | |
| **School Name:** | [add rows in GAINS as needed] |

**Program Assurances**

**Applicants will agree to the below Assurances within the Colorado Nonprofits Out-of-School Time Grant Program** **application in GAINS. An upload of this document is not required.**

**GENERAL PROGRAM ASSURANCES**

1. **Program Data Collection and Reporting:** The grantee will provide the Colorado Department of Education all reporting and evaluation information required in *Appendix E*of the Request for Applications. The grantee will work with and provide requested data and other information listed in *Appendix E* to CDE for within the timeframes specified in *Appendix E*. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
2. **Fiscal Management:** Funds will be used to supplement and not supplant any funds currently being used to provide Colorado Nonprofits Out-of-School Time Grant services and grant dollars will be administered by the appropriate fiscal agent. Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
3. **Discrimination:** The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
4. **Subcontracting:** The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
5. **Duplication of Benefits:** Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or “double-dipping.” Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose. Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.
6. **Fraud, Waste and Abuse:** Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

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

1. **Timely Reporting:** Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113). Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.
2. **Conflict of Interest:** The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents/caregivers, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government's or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest). Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112).
3. **Grant Termination:** The Colorado Department of Education may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.
4. **Project Modifications:** Project modifications and changes in the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

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

* Applicant Authorized Representative
* Applicant Fiscal Manager

**GRANT-SPECIFIC PROGRAM ASSURANCES**

The applicant hereby applies for and, if awarded, accepts the state funds requested in this application. In addition, grantees that accept Colorado Nonprofits Out-of-School Time Grant funding agree to the following assurances:

1. **Designating a Primary Contact**: All Colorado Nonprofits Out-of-School Time Grant Programs should have a primary contact to support ongoing alignment and coordination between the school and the program. It is the expectation that the Primary Contact plays a leadership role in collaborating with programs and participating schools.
2. **Access to Student Data:** The state law authorizing the Colorado Nonprofits Out-of-School Time Grant (22-105.5-104) requires CDE to report on multiple data points for students attending the program, including student academic achievement and demographic data. To report this data, CDE requires that all funded applicants collect and report individual State Assigned Student Identifiers (SASIDs) and/or the name, date of birth, and enrolled school for each participating student, into a secure online data management system called EZReports. SASIDs are needed for every student served in the program(s) so that CDE may report student attendance and student academic achievement data. Funded entities report regularly to CDE on these data points, which in turn reports aggregated and non-personally identifiable information to the Colorado State Legislature. In addition, each funded grant application has a specific set of Performance Measures, determined by the grantee, which is reported on annually to CDE. By signing this form, you agree to assist the Colorado Nonprofits Out-of-School Time Grant Program at all participating school(s) with obtaining this data, including SASIDs, for reporting purposes.
3. **Access to Appropriate Program Space:** Safe, appropriate, and easily accessible space for programming is essential for successful programming and is a requirement of the Colorado Nonprofits Out-of-School Time Grant. This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school time (OST) hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the Colorado Nonprofits Out-of-School Time Grant Program be given priority usage over other programs, organizations are expected to reasonably accommodate the space needs of the program.
4. **Transportation:** Ensuring the transportation needs of participating students will be met (traveling to and from programs) is essential. Transportation to and from programs must be provided for participating students, and in some instances, their families, to ensure that transportation is not a barrier to participating. Transportation options may include school busses, public transportation, family pick up and drop off, safely walking to and from programs. Transportation costs may also include hiring and paying bus drivers, adding bus routes, chartering vehicles, buying public transportation passes, and paying for shared ride services. Transportation may be paid for using grant funds, or may be covered by other funding sources.
5. **Snacks and/or meals:** Snacks for students attending programs funded by the Colorado Nonprofits Out-of-School Time grant is a requirement. Generally, food may be offered to family members that attend grant-funded programming if essential to the programming or event and if the programming or event is held during a regular mealtime. Any snacks and/or meals offered to students and families should follow healthy eating guidelines and be reasonable and appropriate in cost. Food may be paid for using grant funds with prior CDE approval, or may be covered by other funding sources.
6. **Affordable Programs:** Programs must provide affordable and comprehensive academic enrichment and related services during times when school is not in session. Programs that are “affordable” are available to students at a rate determined by a scale based on the student's household income. The scale may range from no cost to no more than $100 per fiscal year per student. Programs are highly encouraged to serve students and families at no cost if the student's family is unable to afford the program based on the student's household income.
7. **Staffing:** Programs must have qualified, trained, effective and trusted staff in order to provide high-quality programming to students and families. Staff may be paid or may be volunteers. All staff must be vetted according to school district and/or organizational policies, including successfully completing a background check and training in mandatory reporting. Programs must effectively recruit, retain, and professionally grow high-quality staff, including staff qualified to provide educational and related activities that will enhance the academic performance, achievement, and growth of students.
8. **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 the school building. This happens most effectively through intentional coordination between the Colorado Nonprofits Out-of-School Time Grant program staff and day school/school district staff and leadership.
9. **Recruitment and Outreach:** Colorado Nonprofits Out-of-School Time Grant-funded programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued grant funding is contingent on meeting these participation expectations. For that reason, it is essential that funded organizations focus on ongoing recruitment of students and outreach to the community about the program.
10. **Sustainability:** The Colorado Nonprofits Out-of-School Time Grant 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 collaborative partners, including host administrators.
11. **Participation in CDE Site Visits:** During the three-year grant period, CDE will visit each funded organization at least one time. This visit will include program observations, a review of fiscal grant management, and meetings with key collaborative partners of the program, including administrators.

# Part II: Narrative and Budget

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

**Priority Areas**

There are several priority areas prescribed by statute (C.R.S. 22-105.5-104) that CDE must include in the application. CDE will prioritize eligible entities that demonstrate in their applications how the eligible entity meets any of the following priority areas:

1. Demonstrate that the applicant currently serves, or will be able to serve with the grant award, students who are struggling in school and in need of academic enrichment;
2. Demonstrate that the applicant currently serves, or will be able to serve, students who qualify for free or reduced-price meals;
3. Demonstrate that the applicant currently serves, or will be able to serve, students who are English learners; and
4. Demonstrate that the applicant currently serves, or will be able to serve, students at no cost if the student's family is unable to afford the program based on the student's household income.

[Not to exceed 1,000 words]

**Section A: Eligibility, Experience & Capacity**

1. Describe how the applicant’s primary organizational mission is to provide an out-of-school time (OST) program to students.

[Not to exceed 500 words]

1. Describe the applicant’s eligibility for this grant program, including:
   1. Evidence that the applicant is a nonprofit organization that is exempt from taxation pursuant to section 501(c)(3) of the federal "internal revenue code of 1986", as amended, and
   2. Demonstration that the applicant has at least five years’ experience providing affordable and comprehensive academic enrichment and related services to students in Colorado during out-of-school time.

*\* To receive maximum points, applicants must attach:* *a) proof of 501(c)(3) status for the last five years such as articles of incorporation with original dates and documentation of being in Good Standing with the Colorado Secretary of State for at least five years, and b) organizational references and/or letters of support from participating schools/districts, partner organizations, students and families, and similar.*

[Not to exceed 500 words]

**Section B: Demonstration of Need**

1. Describe the needs of students (and families) who will be served in the proposed out-of-school time program.

Include any relevant data, including students’ grade level, gender, race/ethnicity, academic performance, English language proficiency, special education eligibility, free or reduced-price meals eligibility, and any other relevant data or descriptors.  
[Not to exceed 1,000 words]

1. Identify resources, including other funds, that are currently available for out-of-school time programs for the participating school(s). Describe how the proposed program(s) would address unmet need and increase resources to establish or expand access to comprehensive, affordable, evidence-informed, high-quality OST activities available within the community.

*If applicant is currently receiving funds from the Colorado Academic Accelerator Program (CO-AAP), describe how proposed program(s) would supplement current CO-AAP activities focused on STEM, particularly math and science, to ensure that students would receive comprehensive OST programs with additional funding from this grant.*  
[Not to exceed 1,000 words]

**Section C: Program Implementation**

1. Describe how the applicant will provide academic enrichment and related services to students according to students' demonstrated needs to improve academic success and outcomes.

[Not to exceed 500 words]

1. Describe how the applicant’s funded OST program(s) will be:
   1. Comprehensive\*,
   2. Affordable\*,
   3. Evidence informed\*, and
   4. High quality\*.

Please see *Appendix G* for definitions.

*\* Applicants must address all four elements (a-d) in this question to demonstrate that all elements are present in their proposed program. If applicant does not address all four elements, it cannot receive funding.*

[Not to exceed 1,000 words]

1. Describe how the applicant’s funded OST program(s) will include:
   1. opportunities for development in literacy, science, technology, engineering, mathematics, and other subject matters for students and families;
   2. a safe learning environment and resources to increase student engagement in school and reduce chronic absenteeism;
   3. programs and services that provide a well-rounded education and are designed to reinforce and complement school-based academic programs, including youth development activities, art, music, outdoor programs, recreational programs, technology education programs, physical health activities, and social and emotional wellness services; and
   4. opportunities to develop meaningful workforce readiness and life skills.

*\* Applicants must address all four elements (a-d) in this question to demonstrate that all the four elements are present in their proposed program. If applicant does not address all four elements, it cannot receive funding.*

[Not to exceed 2,000 words]

1. Complete the chart below on the expected number of students and family members to be served each year during the three-year grant period. Please see *Appendix G* for a definition of unduplicated students as well as maximum student average daily attendance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Number of Students in the Participating School  (actual)** | **Total number of unduplicated Students to be served in the OST program  (all year)** | **Maximum Student  Average Daily Attendance\*  (all year)** | **Unduplicated  Family Members (all year)** |
| *Example: 453* | *Example: 120* | *Example: 35* | *Example: 150* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total:** |  |  |  |

Provide rationale for setting the participation targets in the chart, including how the applicant determined that the numbers were reasonable and achievable based on the total number of students in the participating school(s) and/or community, student needs and interests, and other related factors. Describe strategies and activities to encourage and track student and family member participation to meet all proposed participation targets for every year of the three-year grant.

[Not to exceed 500 words]

1. Use the tables below to provide the schedule for the proposed out-of-school time program, including:
   1. A sample weekly program schedule for the school year, including hours of operation as well as a list of student and family activities;
   2. A sample schedule for the summer, including hours of operation as well as a list student and family activities; and
   3. The number of hours per week and the total number of weeks of programming provided for students and families during the school year and during the summer.

***School year***

|  |  |  |  |
| --- | --- | --- | --- |
| **Day of the Week** | **Time** | **Student and Family Activity/ies** | **Total Hours** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Days/Hours/Weeks/Months:** | |  | |

***Summer***

|  |  |  |  |
| --- | --- | --- | --- |
| **Day of the Week** | **Time** | **Student and Family Activity/ies** | **Total Hours** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Days/Hours/Weeks/Months:** | |  | |

Based on the proposed schedule(s), justify the dosage of programming (hours per week, weeks and months of the year) for students during the school year and during the summer. The justification should include citations of any objective evidence or studies as well as the documented needs and interests of students and families. See “Duration of Grant” section of this RFA for more information, as well as *Appendix J* for schedule examples.  
[Not to exceed 500 words]

1. Describe how the applicant, if funded, will ensure the following:
   1. safe and reliable student transportation to and from OST programming,
   2. a safe and accessible building with adequate spaces for OST programming,
   3. qualified, trained, effective and trusted staff to deliver OST programming as well as administer the grant,
   4. student snacks each day of OST programming, and
   5. any other local program logistics necessary, as determined by the applicant.

*\* To receive maximum points, applicants must address all five elements (a-e) in this question to demonstrate that all the five elements have been considered in their proposed program.*

[Not to exceed 2,000 words]

**Section D: Program Reporting & Evaluation**

1. Describe how the applicant will conduct grant reporting and evaluation to fulfill the grant’s requirements listed in *Appendix E* and to inform continuous program improvement throughout the three years of the grant. Requirements include obtaining and tracking the following for each student who participates in the program:
   1. Obtaining SASIDs and/or the name, date of birth, and enrolled school for each participating student;
   2. The total number of hours for each participating student;
   3. A detailed description of how and when the grant recipient used the grant award;
   4. Measures of performance, including student attendance; earned on-time grade level promotion; evidence of increased family engagement in the student's education; evidence of increased engagement in school, including assignment completion; and improved social and emotional skills;
   5. Evidence of student academic achievement, in reading, language arts, mathematics, and science; and
   6. The impact of the grant program on financial savings for families, including reporting on at least two projected and actual returns on investment (ROI) in key areas such as childcare, tutoring services, and basic needs.

*\* To receive maximum points, applicants must address all six elements (a-f) in this question to demonstrate that all the six elements have been considered in their proposed program.*

[Not to exceed 1,000 words]

1. Using the State Performance Measures Guidance in *Appendix D,* copy and paste each of the State PMs below. For each PM, provide justification for the applicant’s PM selection, including any baseline data or other rationale.
   1. Student academic achievement
   2. Student grade level promotion
   3. Student attendance
   4. Student engagement
   5. Family engagement
   6. Social & emotional skills

[Not to exceed 1,000 words]

**Section E: Program Budget**

1. Provide the proposed program cost per student (CDE recommends a range of $2,000 to $3,000 per student per year; there is a maximum of $3,000 per student per year). Provide justification for the funding level per student. Describe how the funds awarded for the proposed program(s) will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds.

[Not to exceed 250 words]

1. Describe whether the applicant will provide free programming for all students and families or if the applicant will charge students and families for programming. If the applicant is not providing free programming, provide the charge per student per year. Provide rationale for the charge and provide the method for how applicant will collect and track these funds.

\* *As a reminder, if an applicant is charging for programs, the charge must be affordable. Programs that are “affordable” are available to students at a rate determined by a scale based on the student's household income. The scale may range from no cost to no more than $100 per fiscal year per student.*

[Not to exceed 250 words]

1. Complete the Budget in GAINS and list all expected program costs. In the Budget Detail, include a brief description of the line item to be funded and the funding calculation to show how amounts were derived.

# Evaluation Rubric and Application Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 120 points out of the 145 possible narrative points and all required elements must be addressed. An application that scores below 120 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Part II:** | **Narrative and Budget** | |  |
|  | Section A: | Eligibility, Experience & Capacity | /15 |
|  | Section B: | Demonstration of Need | /10 |
|  | Section C: | Program Implementation | /40 |
|  | Section D: | Program Reporting & Evaluation | /40 |
|  | Section E: | Program Budget | /15 |
| **Subtotal:** | | | **/120** |
| **Priority Points:** | | | **/25** |
| **Total:** | | | **/145** |

|  |  |  |
| --- | --- | --- |
| **Priority Areas** To receive priority area points, applicants must respond to the question in the section below that corresponds with the priority area(s) for which they qualify. Responses should include clear and thorough explanations with all applicable data. CDE will then verify responses using available data to assign priority area points to applicants. | **Did Not Meet  Criteria** | **Met  Criteria** |
| 1. Applicant demonstrated that it currently serves, or will be able to serve with the grant award, students who are struggling in school and in need of academic enrichment. | 0 | 5 |
| 1. Applicant demonstrated that it currently serves, or will be able to serve, students who qualify for free or reduced-price meals. | 0 | 5 |
| 1. Applicant demonstrated that it currently serves, or will be able to serve, students who are English learners. | 0 | 5 |
| 1. Applicant demonstrated that it currently serves, or will be able to serve, students at no cost if the student's family is unable to afford the program based on the student's household income. | 0 | 10 |
| **Priority Points Total:** | **/25** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section A: Eligibility, Experience & Capacity** | | | | |
| 1. Applicant described how its primary organizational mission is to provide an out-of-school time (OST) program to students. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | | TOTAL |
| 0 | 2 | 5 | |  |
| 1. Applicant described its eligibility for this grant program, including:    1. Evidence that the applicant is a nonprofit organization that is exempt from taxation pursuant to section 501(c)(3) of the federal "internal revenue code of 1986", as amended, and    2. Demonstration that the applicant has at least five years’ experience providing affordable and comprehensive academic enrichment and related services to students in Colorado during out-of-school time. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full or some relevant data, including one or both of the required attachments, is missing. | Applicant provided the necessary information, including all attachments, and no clarification is required. | | TOTAL |
| 0 | 5 | 10 | |  |
| **Total for Section A** | | | **/15** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section B: Demonstration of Need** | | | | |
| 1. Applicant described the needs of students (and families) who will be served in the proposed out-of-school time (OST) program. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | | TOTAL |
| 0 | 2 | 5 | |  |
| 1. Applicant identified resources, including other funds, that are currently available for out-of-school time programs for the participating school(s). Applicant also described how the proposed program(s) would address unmet need and increase resources to establish or expand access to comprehensive, affordable, evidence-informed, high-quality OST activities available within the community.   *If applicant is currently receiving funds from the Colorado Academic Accelerator Program (CO-AAP), describe how proposed program(s) would supplement current CO-AAP activities focused on STEM, particularly math and science, to ensure that students would receive comprehensive OST programs with additional funding from this grant.* | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | | TOTAL |
| 0 | 2 | 5 | |  |
| **Total for Section B** | | | **/10** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section C: Program Implementation** | | | | |
| 1. Applicant described how it will provide academic enrichment and related services to students according to students' demonstrated needs to improve academic success and outcomes. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | | TOTAL |
| 0 | 5 | 8 | |  |
| 1. Applicant described how the funded OST program(s) will be:    1. Comprehensive\*,    2. Affordable\*,    3. Evidence informed\*, and    4. High quality\*.   Please see *Appendix G* for definitions. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided adequate information for some but not all four elements. | Applicant provided the necessary information for all four elements, and no clarification is required. | | TOTAL |
| 0 | 5 | 8 | |  |
| 1. Applicant described how the funded OST program(s) will include:    1. opportunities for development in literacy, science, technology, engineering, mathematics, and other subject matters for students and families;    2. a safe learning environment and resources to increase student engagement in school and reduce chronic absenteeism;    3. programs and services that provide a well-rounded education and are designed to reinforce and complement school-based academic programs, including youth development activities, art, music, outdoor programs, recreational programs, technology education programs, physical health activities, and social and emotional wellness services; and    4. opportunities to develop meaningful workforce readiness and life skills. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided adequate information for some but not all four elements. | Applicant provided the necessary information for all four elements, and no clarification is required. | | TOTAL |
| 0 | 5 | 8 | |  |
| 1. Applicant completed the [participation targets](https://docs.google.com/document/d/1EI_wybmlZQZW1CT0XzP9BRscQ968J-v3oFS2WoQvYcw/edit?usp=sharing) charton the expected number of students and families to be served at each community learning center each year during the three-year grant period.Applicant provided rationale for setting the participation targets in the chart, including how the applicant determined that the numbers were reasonable and achievable based on the total number of students in the school, student needs and interests, and other related factors. Applicant described strategies and activities to encourage and track student and family member participation to meet all proposed participation targets. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full, or the targets and justification are not reasonable. | Applicant provided the necessary information, and no clarification is required. Targets and justification are reasonable/appropriate. | | TOTAL |
| 0 | 5 | 8 | |  |
| 1. Applicant completed the schedule tables to provide the schedule for the proposed out-of-school time program, including:    1. A sample weekly program schedule for the school year, including hours of operation as well as a list student and family activities;    2. A sample schedule for the summer, including hours of operation as well as a list student and family activities    3. The number of hours per week and the total number of weeks of programming provided for students and families during the school year and during the summer.   Based on the proposed schedules, the dosage of programming (hours per week and weeks of the year) for students during the school year and during the summer is justified, and includes citations of any objective evidence or studies as well as the documented needs and interests of students and families. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full, or the schedules do not meet minimum requirements. | Applicant provided the necessary information, including evidence that applicant will meet minimum requirements. | | TOTAL |
| 0 | 5 | 8 | |  |
| 1. Applicant described how it will, if funded, ensure the following:    1. safe and reliable student transportation to and from OST programming,    2. a safe and accessible building with adequate spaces for OST programming,    3. qualified, trained, effective and trusted staff to deliver OST programming as well as administer the grant,    4. student snacks each day of OST programming, and    5. any other local program logistics necessary, as determined by the applicant. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided adequate information for some but not all five elements. | Applicant provided the necessary information for all five elements, and no clarification is required. | | TOTAL |
| 0 | 5 | 8 | |  |
| **Total for Section C** | | | **/40** | |
|  | | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section D: Program Reporting & Evaluation** | | | | |
| 1. Applicant described how it will conduct grant reporting and evaluation to fulfill the grant’s requirements listed in *Appendix E* and to inform continuous program improvement throughout the three years of the grant. Requirements include obtaining and tracking the following for each student who participates in the program:    1. Obtaining SASIDs and/or the name, date of birth, and enrolled school for each participating student;    2. The total number of hours for each participating student;    3. A detailed description of how and when the grant recipient used the grant award;    4. Measures of performance, including student attendance; earned on-time grade level promotion; evidence of increased family engagement in the student's education; evidence of increased engagement in school, including assignment completion; and improved social and emotional skills;    5. Evidence of student academic achievement, in reading, language arts, mathematics, and science; and    6. The impact of the grant program on financial savings for families, including reporting on at least two projected and actual returns on investment (ROI) in key areas such as childcare, tutoring services, and basic needs. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided adequate information for some but not all six elements. | Applicant provided the necessary information for all six elements, and no clarification is required. | | TOTAL |
| 0 | 10 | 20 | |  |
| 1. Applicant copied and pasted each of its six State PMs from *Appendix D.* For each PM, applicant provided justification for the applicant’s PM selection, including any baseline data or other rationale.    1. Student academic achievement    2. Student grade level promotion    3. Student attendance    4. Student engagement    5. Family engagement    6. Social & emotional skills | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided adequate information for some but not all six PMs, or justification is not reasonable and appropriate for some but not all of the six PMs. | For each PM, applicant provided the completed PM and accompanying rationale (including baseline data if available), and justification is reasonable and appropriate for all six PMs. | | TOTAL |
| 0 | 10 | 20 | |  |
| **Total for Section D** | | | **/40** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section E: Program Budget** | | | | | |
| 1. Applicant listed the proposed program cost per student (CDE recommends a range of $2,000 to $3,000 per student per year; there is a maximum of $3,000 per student per year) and provided justification for the funding level per student. Applicant described how the funds awarded for the proposed program(s) will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds. | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full, or justification is not reasonable and appropriate. | | Applicant provided the necessary information, including justification that applicant’s cost per student is reasonable and appropriate. It is evident that funds will be supplemental. | | TOTAL |
| 0 | 2 | | 5 | |  |
| 1. Applicant described whether it will provide free programming for all students and families or if the applicant will charge students and families for programming. If the applicant is not providing free programming, applicant provided the charge per student per year as well as rationale for the charge and the method for how applicant will collect and track these funds.   *If an applicant is charging for programs, the charge must be affordable. Programs that are “affordable” are available to students at a rate determined by a scale based on the student's household income. The scale may range from no cost to no more than $100 per fiscal year per student.* | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full, or rationale for providing an affordable program is not adequate. | | Applicant provided the necessary information, and rationale for providing an affordable program is appropriate. | | TOTAL |
| 0 | 2 | | 5 | |  |
| 1. Applicant completed the Budget in GAINS and listed all expected program costs for each community learning center. In the Budget Detail, applicant included a brief description of the line item to be funded and the funding calculation to show how amounts were derived. | | | | | |
| Budget not fully completed in GAINS | | Budget fully completed in GAINS | | | TOTAL |
| 0 | | 5 | | |  |
| **Total for Section E** | | | | **/15** | |

# Appendix A: Colorado Revised Statute Pertaining to this Funding Opportunity

[**ARTICLE 105.5 Out-of-School Time Program Grant Program**](https://leg.colorado.gov/sites/default/files/2024a_1331_signed.pdf)

**22-105.5-101. Short title.**

THE SHORT TITLE OF THIS ARTICLE 105.5 IS THE "OUT-OF-SCHOOL TIME PROGRAM GRANT PROGRAM ACT".

**22-105.5-102. Legislative declaration.**

(1) THE GENERAL ASSEMBLY FINDS THAT HIGH-QUALITY OUT-OF-SCHOOL TIME PROGRAMS PROVIDE ACADEMIC ENRICHMENT IN READING, LANGUAGE ARTS, MATHEMATICS, AND SCIENCE, AND PROVIDE PROGRAMS AND SERVICES THAT ARE DESIGNED TO REINFORCE AND COMPLEMENT SCHOOL-BASED ACADEMIC PROGRAMS IN A SAFE AND HEALTHY ENVIRONMENT FOR STUDENTS.

(2) THEREFORE, THE GENERAL ASSEMBLY DECLARES IT NECESSARY TO SUPPORT HIGH-QUALITY OUT-OF-SCHOOL TIME PROGRAMS AS AN INVESTMENT IN THE ACADEMIC ENRICHMENT AND WELL-BEING OF THE CHILDREN OF OUR STATE.

**22-105.5-103. Definitions.**

AS USED IN THIS ARTICLE 105.5, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "ACADEMIC ENRICHMENT" MEANS SUPPLEMENTARY PROGRAMMING AND SERVICES DESIGNED TO IMPROVE OR ENHANCE A STUDENT'S ACADEMIC SUCCESS IN READING, LANGUAGE ARTS, MATHEMATICS, AND SCIENCE.

(2) "AFFORDABLE" MEANS AVAILABLE TO STUDENTS AT A RATE DETERMINED BY A SCALE BASED ON THE STUDENT'S HOUSEHOLD INCOME. THE SCALE MAY RANGE FROM NO COST TO NO MORE THAN ONE HUNDRED DOLLARS PER FISCAL YEAR PER STUDENT.   
(3) "COMPREHENSIVE" MEANS AVAILABLE TO STUDENTS, AT A (a) FOUR DAYS PER CALENDAR WEEK DURING THE SCHOOL YEAR, TOTALING NO LESS THAN TEN HOURS DURING THE CALENDAR WEEK, EXCEPT DURING A WINTER SEASONAL BREAK; AND (b) No LESS THAN AN AVERAGE OF TWENTY-FIVE HOURS PER CALENDAR WEEK DURING THE SUMMER SEASONAL BREAK.   
(4) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 24-1-115.

(5) "ELIGIBLE ENTITY" MEANS AN ENTITY THAT MEETS THE ELIGIBILITY CRITERIA SET FORTH IN SECTION 22-105.5-105.   
(6) "GRANT PROGRAM" MEANS THE OUT-OF-SCHOOL TIME PROGRAM GRANT PROGRAM CREATED PURSUANT TO SECTION 22-105.5-104.   
(7) "OUT-OF-SCHOOL TIME PROGRAM" MEANS A PROGRAM THAT: (a) IS AVAILABLE TO STUDENTS WHO ARE ENROLLED IN A PUBLIC SCHOOL IN KINDERGARTEN THROUGH TWELFTH GRADE; AND (b) PROVIDES AFFORDABLE AND COMPREHENSIVE ACADEMIC ENRICHMENT AND RELATED SERVICES DURING TIMES WHEN SCHOOL IS NOT IN SESSION, INCLUDING BEFORE SCHOOL, AFTER SCHOOL, SEASONAL BREAKS, STAFF IN-SERVICE DAYS, STAFF CONFERENCE DAYS, OR THE FIFTH DAY OF THE WEEK IF THE PROGRAM SERVES STUDENTS WHO ARE ENROLLED IN A PUBLIC SCHOOL THAT OPERATES ON A FOUR-DAY WEEK.   
(8) "STATE BOARD OF EDUCATION" OR "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

**22-105.5-104. Out-of-school time program grant program created - use of grants - funding - rules - repeal.**

(1) THERE IS CREATED IN THE DEPARTMENT THE OUT-OF-SCHOOL TIME PROGRAM GRANT PROGRAM TO PROVIDE GRANTS TO ELIGIBLE ENTITIES THAT PROVIDE OUT-OF-SCHOOL TIME PROGRAMS THAT ARE AFFORDABLE AND COMPREHENSIVE TO STUDENTS WHO ARE ENROLLED IN A PUBLIC SCHOOL.

(2) A GRANT RECIPIENT SHALL USE MONEY RECEIVED THROUGH THE GRANT PROGRAM TO IMPLEMENT THE FOLLOWING, WHICH MUST BE EVIDENCE-INFORMED AND HIGH-QUALITY: (a) ACADEMIC ENRICHMENT; (b) OPPORTUNITIES FOR DEVELOPMENT IN LITERACY, SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS, AND OTHER SUBJECT MATTERS FOR STUDENTS AND FAMILIES; (c) A SAFE LEARNING ENVIRONMENT AND RESOURCES TO INCREASE STUDENT ENGAGEMENT IN SCHOOL AND REDUCE CHRONIC ABSENTEEISM; (d) PROGRAMS AND SERVICES THAT PROVIDE A WELL-ROUNDED EDUCATION AND ARE DESIGNED TO REINFORCE AND COMPLEMENT SCHOOL-BASED ACADEMIC PROGRAMS, INCLUDING YOUTH DEVELOPMENT ACTIVITIES, ART, MUSIC, OUTDOOR PROGRAMS, RECREATIONAL PROGRAMS, TECHNOLOGY EDUCATION PROGRAMS, PHYSICAL HEALTH ACTIVITIES, AND SOCIAL AND EMOTIONAL WELLNESS SERVICES; AND (e) OPPORTUNITIES TO DEVELOP MEANINGFUL WORKFORCE READINESS AND LIFE SKILLS.

(3) (a) THE DEPARTMENT SHALL ADMINISTER THE GRANT PROGRAM.

(b) SUBJECT TO AVAILABLE APPROPRIATIONS, THE STATE BOARD SHALL AWARD GRANTS AS PROVIDED IN SECTION 22-105.5-105.

(c) (I) FOR THE 2024-25, 2025-26, AND 2026-27 STATE FISCAL YEARS, THE GENERAL ASSEMBLY SHALL APPROPRIATE THREE MILLION FIVE HUNDRED THOUSAND DOLLARS IN EACH STATE FISCAL YEAR FROM THE GENERAL FUND TO THE DEPARTMENT FOR PURPOSES OF THIS SECTION. (II) THIS SUBSECTION (3)(c) IS REPEALED, EFFECTIVE JULY 1, 2029.

(4) THE DEPARTMENT SHALL IMPLEMENT THE GRANT PROGRAM IN ACCORDANCE WITH THIS ARTICLE 105.5. THE STATE BOARD MAY PROMULGATE RULES AS MAY BE NECESSARY TO IMPLEMENT THE GRANT PROGRAM, WHICH MAY INCLUDE RULES THAT SPECIFY THE TIME FRAMES FOR APPLYING FOR GRANTS AND THE FORM OF THE APPLICATION, THE TIME FRAMES FOR DISTRIBUTING GRANT MONEY, AND THE AMOUNT OF THE GRANT BASED ON THE NUMBER OF STUDENTS SERVED AND AVAILABLE MONEY, INCLUDING CIRCUMSTANCES WHEN A RECIPIENT RECEIVES ADDITIONAL MONEY.

**22-105.5-105. Grant program eligibility - application - criteria - awards.**

(1) To BE ELIGIBLE TO RECEIVE A GRANT, AN ENTITY: (a) MUST BE A NONPROFIT ORGANIZATION THAT IS EXEMPT FROM TAXATION PURSUANT TO SECTION 501 (C)(3) OF THE FEDERAL "INTERNAL REVENUE CODE OF 1986", AS AMENDED, WITH AT LEAST FIVE YEARS’ EXPERIENCE PROVIDING AFFORDABLE AND COMPREHENSIVE ACADEMIC ENRICHMENT AND RELATED SERVICES TO STUDENTS IN THE STATE; AND (b) MAY, BUT IS NOT REQUIRED TO, HAVE A PARTNERSHIP WITH A SCHOOL DISTRICT IN WHICH THE ENTITY WILL PROVIDE AFFORDABLE AND COMPREHENSIVE ACADEMIC ENRICHMENT AND RELATED SERVICES TO STUDENTS.

(2) TO RECEIVE A GRANT, AN ELIGIBLE ENTITY MUST SUBMIT AN APPLICATION TO THE DEPARTMENT. AT A MINIMUM, THE APPLICATION MUST INCLUDE THE FOLLOWING:

(a) EVIDENCE THAT THE ENTITY MEETS THE ELIGIBILITY REQUIREMENTS DESCRIBED IN SUBSECTION (1) OF THIS SECTION;

(b) EVIDENCE OF THE ENTITY'S EXPERIENCE AND ABILITY TO PROVIDE AFFORDABLE AND COMPREHENSIVE ACADEMIC ENRICHMENT AND RELATED SERVICES;

(c) INFORMATION CONCERNING HOW THE ENTITY WILL PROVIDE ACADEMIC ENRICHMENT AND RELATED SERVICES, INCLUDING A SPECIFIC PLAN TO PROVIDE ADDITIONAL PROGRAMMING AND SERVICES IN SCIENCE OR SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS, TO STUDENTS ACCORDING TO STUDENTS' DEMONSTRATED NEEDS IN ORDER TO IMPROVE ACADEMIC SUCCESS AND OUTCOMES; AND (d) INFORMATION CONCERNING THE STUDENTS THAT THE ELIGIBLE ENTITY CURRENTLY SERVES, OR WILL BE ABLE TO SERVE, AS DESCRIBED IN SUBSECTION (3)(b) OF THIS SECTION.

(3) (A) THE DEPARTMENT SHALL REVIEW THE APPLICATIONS RECEIVED PURSUANT TO THIS SECTION TO DETERMINE ELIGIBILITY FOR THE GRANT PROGRAM, AND, SUBJECT TO AVAILABLE APPROPRIATIONS, THE STATE BOARD SHALL AWARD GRANTS TO ELIGIBLE ENTITIES.   
(B) SUBJECT TO AVAILABLE APPROPRIATIONS, THE STATE BOARD SHALL PRIORITIZE AWARDING GRANTS TO ELIGIBLE ENTITIES THAT:

(I) DEMONSTRATE THAT THE ENTITY CURRENTLY SERVES, OR WILL BE ABLE TO SERVE WITH THE GRANT AWARD, STUDENTS WHO ARE STRUGGLING IN SCHOOL AND IN NEED OF ACADEMIC ENRICHMENT;

(II) DEMONSTRATE EXPERIENCE IN PROVIDING ACADEMIC ENRICHMENT TO STUDENTS;

(III) CURRENTLY SERVE, OR WILL BE ABLE TO SERVE WITH THE GRANT AWARD, STUDENTS WHO QUALIFY FOR FREE OR REDUCED-PRICE MEALS PURSUANT TO THE FEDERAL "RICHARD B. RUSSELL NATIONAL SCHOOL LUNCH ACT", 42 U.S.C. SEC. 1751 ET SEQ.;

(IV) CURRENTLY SERVE, OR WILL BE ABLE TO SERVE WITH THE GRANT AWARD, STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS;

(V) HAVE A PRIMARY MISSION TO PROVIDE AN OUT-OF-SCHOOL TIME PROGRAM TO STUDENTS; AND

(VI) CURRENTLY SERVE, OR WILL BE ABLE TO SERVE WITH THE GRANT AWARD, STUDENTS AT NO COST IF THE STUDENT'S FAMILY IS UNABLE TO AFFORD THE PROGRAM BASED ON THE STUDENT'S HOUSEHOLD INCOME.

(C) THE STATE BOARD SHALL AWARD GRANTS TO ELIGIBLE ENTITIES FOR A PERIOD DETERMINED BY THE STATE BOARD. THE STATE BOARD SHALL DETERMINE THE AMOUNT OF THE GRANTS BASED ON THE NUMBER OF STUDENTS SERVED IN THE OUT-OF-SCHOOL TIME PROGRAM.

**22-105.5-106. Reporting requirements.**

(1) ON OR BEFORE JULY 1, 2025, AND ON OR BEFORE JULY 1 EACH YEAR THEREAFTER IN WHICH A GRANT IS AWARDED, EACH GRANTEE SHALL SUBMIT A REPORT TO THE DEPARTMENT. AT A MINIMUM, THE REPORT MUST INCLUDE THE FOLLOWING INFORMATION:

(a) THE UNIQUE STUDENT IDENTIFIER THAT IS ASSIGNED PURSUANT TO SECTION 22-16-105 (1) OR THE NAME, DATE OF BIRTH, AND ENROLLED SCHOOL FOR EACH STUDENT WHO PARTICIPATES OR PARTICIPATED IN THE OUT-OF-SCHOOL TIME PROGRAM DURING THE PRECEDING YEAR;

(b) THE TOTAL NUMBER OF HOURS FOR EACH STUDENT WHO PARTICIPATES OR PARTICIPATED IN THE OUT-OF-SCHOOL TIME PROGRAM DURING THE PRECEDING YEAR;

(c) A DETAILED DESCRIPTION OF HOW AND WHEN THE GRANT RECIPIENT USED THE GRANT AWARD, INCLUDING BEFORE SCHOOL, AFTER SCHOOL, SEASONAL BREAKS, STAFF IN-SERVICE DAYS, STAFF CONFERENCE DAYS, OR THE FIFTH DAY OF THE WEEK IF THE PROGRAM SERVES STUDENTS WHO ARE ENROLLED IN A PUBLIC SCHOOL THAT OPERATES ON A FOUR-DAY WEEK;

(d) MEASURES OF PERFORMANCE, INCLUDING STUDENT ATTENDANCE; EARNED ON-TIME GRADE LEVEL PROMOTION; EVIDENCE OF INCREASED FAMILY ENGAGEMENT IN THE STUDENT'S EDUCATION; EVIDENCE OF INCREASED ENGAGEMENT IN SCHOOL, INCLUDING ASSIGNMENT COMPLETION; AND IMPROVED SOCIAL AND EMOTIONAL SKILLS; AND

(e) EVIDENCE OF STUDENT ACADEMIC ACHIEVEMENT, IN READING, LANGUAGE ARTS, MATHEMATICS, AND SCIENCE.

(2) AN ELIGIBLE ENTITY THAT RECEIVES A GRANT FROM THE GRANT PROGRAM MAY ENTER INTO A DATA-SHARING AGREEMENT WITH THE DEPARTMENT, SCHOOL DISTRICT, OR A SCHOOL TO COLLECT DATA RELEVANT FOR THE REPORTING REQUIREMENTS PURSUANT TO THIS SECTION.

(3) THE DEPARTMENT SHALL NOT CONTINUE TO PROVIDE GRANT FUNDING TO THE GRANT RECIPIENT UNLESS THE GRANT RECIPIENT COMPLIES WITH THE REPORTING REQUIREMENTS PURSUANT TO THIS SECTION.

(4) THE DEPARTMENT SHALL CONDUCT A THOROUGH EVALUATION OF THE GRANT PROGRAM, INCLUDING, AT A MINIMUM, ACADEMIC OUTCOMES, ATTENDANCE OUTCOMES, AND OTHER OUTCOME DATA PROVIDED BY GRANTEES PURSUANT TO THIS SECTION. IN CONDUCTING THE EVALUATION, THE DEPARTMENT SHALL USE STUDENT-LEVEL DATA ON THE ACADEMIC PERFORMANCE INDICATORS, INCLUDING, AT A MINIMUM, STATE ASSESSMENT PERFORMANCE SCORES, ATTENDANCE DATA, AND OTHER DATA AS NECESSARY.

(5) ON OR BEFORE MARCH 31, 2026, AND ON OR BEFORE MARCH 31 EACH YEAR THEREAFTER FOR THE DURATION OF THE GRANT PROGRAM, THE DEPARTMENT SHALL SUBMIT A SUMMARIZED REPORT OF INFORMATION PROVIDED BY THE ELIGIBLE ENTITIES THAT RECEIVED A GRANT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES.

(6) THE ELIGIBLE ENTITY AND THE DEPARTMENT, SCHOOL DISTRICT, OR SCHOOL THAT SHARES DATA PURSUANT TO SUBSECTION (2) OF THIS SECTION, AND THE DEPARTMENT IN PRODUCING THE REPORT PURSUANT TO SUBSECTION (5) OF THIS SECTION, SHALL COMPLY WITH ALL FEDERAL AND STATE LAWS REGARDING THE PROTECTION OF STUDENT DATA, INCLUDING THE FEDERAL "FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974", 20 U.S.C. 1232g, AS AMENDED, AND THE "STUDENT DATA TRANSPARENCY AND SECURITY ACT", ARTICLE 16 OF THIS TITLE 22.

(7) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), THE REPORTING REQUIREMENTS SET FORTH IN THIS SECTION CONTINUE INDEFINITELY. SECTION 2. Appropriation. (1) For the 2024-25 state fiscal year, $3,500,000 is appropriated to the department of education. This appropriation is from the general fund. To implement this act, the department may use this appropriation as follows: (a) $57,031 for use by management and administration for grants administration, which amount is based on an assumption that the division will require an additional 0.6 FTE; (b) $26,520 for use by management and administration for information technology services; and (c) $3,416,449 for use by student pathways for the out-of-school time grant program, which amount is based on an assumption that the division will require an additional 1.3 FTE. SECTION 3. Act subject to petition - effective date. This act takes effect at 12:01 a.m. on the day following the expiration of the ninety-day period after final adjournment of the general assembly; except that, if a referendum petition is filed pursuant to section 1 (3) of article V of the state constitution against this act or an item, section, or part of this act within such period, then the act, item, section, or part will not take effect unless approved by the people at the general election to be held in November 2024 and, in such case, will take effect on the date of the official declaration of the vote thereon by the governor.

# Appendix B: Applicant Readiness Assessment Tool

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***TOPIC/AREA*** | | ***QUESTION*** | | ***RATING*** |
| **1** | **Eligibility** | The applicant has reviewed the eligibility criteria and can easily access all information and documentation required to prove eligibility. | |  |
| **2** | **Planning** | At least one individual is able to set aside 50-100 hours to lead a team through planning, research, and intentional program design during the application window. | |  |
| **3** | **Collaborative Partner Engagement** | Key collaborative partners (including school leadership/staff, families/caregivers, students, and community partners) have been engaged to discuss the readiness and capacity of the lead applicant to design and implement a comprehensive out-of-school time program (OST) at the school(s). | |  |
| **4** | **Youth Voice & Choice** | Youth have been directly consulted and involved in the planning and designing of the out-of-school time (OST) program. | |  |
| **5** | **Needs Assessment** | Based on collaborative partner engagement and available data, there is a demonstrated need for a comprehensive OST program, including during the summer, in the community to support overall student learning and improvement. | |  |
| **6** | **Readiness** | The participating school(s)/district(s) are ready to help develop and maintain a full comprehensive program using the most effective evidence-informed practices to meet high expectations around student learning. | |  |
| **7** | **Partnerships/Collaboration** | Partnerships and collaborations are in place or have been considered for the program planning and implementation periods of this three-year grant, including with students/families and community partners. | |  |
| **8** | **School Leadership** | The school principal and other school leaders are committed to being active participants and collaborators of the program throughout the life of the grant to the extent they can be. If the school experiences turnover in leadership, there is a plan in place to ensure continuity of buy-in from the school for the grant program. | |  |
| **9** | **Implementation** | If awarded, the applicant has a dedicated staff member to lead the implementation of the program design. The applicant has read and understands all program and fiscal implementation requirements and is ready to implement if awarded. | |  |
| **10** | **Organizational Capacity** | The applicant has a strong organizational structure that has the capacity to support the project including hiring new staff. | |  |
| **11** | **Fiscal Capacity** | The organization understands all fiscal reporting requirements listed in the grant application and has the capacity to take on increased financial grant management responsibilities over time. | |  |
| **12** | **Data/Evaluation** | The organization understands all monitoring, evaluation, and reporting requirements listed in the grant application and has the capacity to take on increased evaluation (data) responsibilities over time. | |  |
| **13** | **High-Quality Staff** | High-quality staff, including school-based teachers and staff, community professionals, educators, and others, are interested and available to work in the program during the school year and for summer learning programs. There is a plan in place to reduce staff turnover and maximize staff capacity (through professional learning opportunities) throughout the life of the grant. | |  |
| **14** | **Space & Resources** | Full access to appropriate and adequate space in the school and/or community including classrooms, gyms, multi-purpose rooms, cafeterias, libraries, and access to technology and the outdoors that can be used as part of the program. | |  |
| **15** | **Transportation** | Applicant has a plan in place to ensure transportation to and from the center for students and families, including how to organize and pay for transportation. Transportation should not be a burden or a barrier to participate. | |  |
|  |  | | **TOTAL RATING:** |  |

**Ratings:**

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| --- | --- | --- |
| **45-60 points** | 75% or more of total | We are ready to apply for the Colorado Nonprofits Out-of-School Time Grant! |
| **30-44 points** | 50%-75% of total | We may be ready, but we should consult with other collaborative partners and leadership to address areas with low scores before applying. |
| **Below 30 points** | Below 50% of total | We are not ready and should possibly consider applying in the future instead. |

# Appendix C: Allowable and Unallowable Grant Costs

All program expenses included in the proposed application and budget must be reasonable, appropriate, and allocable to the Colorado Nonprofits Out-of-School Time grant.

**Allowable Grant Activities for Students and Families include, but are not limited to:**

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

**Other activities considered to be necessary for the successful administration and implementation of the grant:**

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

**Unallowable Grant Costs**

* + Capital equipment or capital improvements such as upgrades or improvements to buildings, utilities or information technology infrastructure, or construction;
  + Maintenance of facilities;
  + Gift cards, gift certificates, cash awards, gas for students’ personal vehicles, personal gifts, door prizes, etc.;
  + Financial aid for students or staff, such as waiving of fees, paying tuition, scholarships, etc.;
  + Credentialing of staff toward a degree or professional certification or license;
  + Expenditures not directly related to services outlined in the original application;
  + Non-grant related transportation costs (i.e., daily commuting); and
  + Professional development for non-grant-related staff, meaning staff who are not involved in carrying out grant-supported activity.

# Appendix D: State Performance Measures Guidance

All applicants must set State Performance Measures in the following areas:

Student academic achievement

Student grade level promotion

Student attendance

Student engagement

Family engagement

Social & emotional skills

State Performance Measures are set at the grant level for all proposed community learning center(s). Funded applicants (also known as grantees) must be able to demonstrate that they are at least making progress on each performance measure. Grantees will be required to submit an annual end-of-year report on the progress they have made on their specific performance measures and validate their responses with data (including percentages and numbers). CDE tracks and evaluates performance measures each year of the grant.

CDE will collaborate with grantees to finalize performance measures prior to receiving a grant award. Changes to performance measures can be made by grantees in consultation with CDE during the grant period, but all changes require review and approval by CDE to take effect.

**Instructions:** Use the tables below to create your performance measures in each of the following areas. The models that applicants will adapt are in the blue box, are already written as SMART Goals (specific, measurable, achievable, relevant, and time-based), and should not be modified other than the applicant placing their information into the brackets of the provided option. There is an example of each PM model as a completed goal that applicants may reference. Copy and paste the content that you create from the models as well as the rationale into the online application.

**Performance Measure #1: Student Academic Achievement**

To help students meet the challenging state academic standards, programs funded through the Colorado Nonprofits Out-of-School Time grant will provide academic support and enrichment activities.

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| **Adapt the Student Academic Achievement Performance Measure by entering the information into the brackets specific to your proposed program(s).** |
| **Model**  By the end of each year of the grant, *[insert percentage]* of participating students in *[list student groups/grade levels]* will demonstrate *[growth/proficiency]* in *[academic subject such as reading, language arts, mathematics, and science]* as measured by *[insert indicator/instrument such as CMAS or NWEA MAPS].* |
| **Example**  By the end of each year of the grant, 50% of participating students (6th through 8th grade) will demonstrate growth in math as measured by CMAS scores. |
| **Rationale**  Please provide the objective data used to guide the creation of the PM. What data, including baseline data, did you review and evaluate? What other school-specific or student-specific factors did you consider? Which partners, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years? |
| **Performance Measure #1: Student Academic Achievement** |

**Performance Measure #2: Student Grade Level Promotion**

To help students earn on-time grade level promotion, programs funded through the Colorado Nonprofits Out-of-School Time grant will provide academic support and enrichment activities.

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| **Adapt the Student Grade Level Promotion Performance Measure by entering the information into the brackets specific to your proposed program(s).** |
| **Model**  By the end of each year of the grant, *[percentage, must be at least 50%]* of participating students will advance on time to the next grade level for the proceeding school year, according to school records and recorded in EZReports. |
| **Example**  By the end of each year of the grant, 90%of participating students will advance on time to the next grade level for the proceeding school year, according to school records and recorded in EZReports. |
| **Rationale**  Please provide the objective data used to guide the creation of the PM. What data, including baseline data, did you review and evaluate? What other school-specific or student-specific factors did you consider? Which partners, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years? |
| **Performance Measure #2: Student Grade Level Promotion** |

**Performance Measure #3: Student Attendance**To increase attendance, organizations will implement strategies and provide additional services, programs, and activities aimed at increasing school-day attendance rates of participating students.

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| **Adapt the Student Attendance Performance Measure by entering the information into the brackets specific to your proposed program(s).** |
| **Model**  By the end of each year of the grant, *[percentage, must be at least 50%]* of participating studentswill *[increase their school-day attendance by [number/percentage OR maintain an attendance rate of 90% or more],* as measured by end-of-year school district attendance data from the previous school year to the current school year. |
| **Examples**  By the end of each year of the grant, 70% of participating students will increase their school-day attendance by two percentage points (for example, from 88% to 90%), as measured by end-of-year school district attendance data from previous school year to the current school year.  By the end of each year of the grant, 80%of participating studentswill maintain an attendance rate of 90% or more, as measured by end-of-year school district attendance data from the previous school year to the current school year. |
| **Rationale**  Please provide the objective data used to guide the creation of the PM. What data, including baseline data, did you review and evaluate? What other school-specific or student-specific factors did you consider? Which partners, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years? |
| **Performance Measure #3: Student Attendance** |

**Performance Measure #4: Student Engagement**To increase student engagement, organizations will implement strategies and provide additional services, programs, and activities aimed at increasing school-day engagement, such as assignment completion, of participating students.

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| **Adapt the Student Engagement Performance Measure by entering the information into the brackets specific to your proposed program(s).** |
| **Model**  By the end of each year of the grant, *[percentage]* of participating students will show improvement in engagement in learning such as *[being attentive in class, behaving well in class, getting along well with other students, etc.]* as reported on *[insert indicator such as end-of-year teacher surveys in EZReports or the Survey of Academic and Youth Outcomes (SAYO)].* |
| **Example**  By the end of each year of the grant, 50% of participating students will show improvement in engagement in learning such as completing classwork and/or homework assignments on time and to satisfaction, as reported on end-of-year teacher surveys in EZReports. |
| **Rationale**  Please provide the objective data used to guide the creation of the PM. What data, including baseline data, did you review and evaluate? What other school-specific or student-specific factors did you consider? Which partners, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years? |
| **Performance Measure #4: Student Engagement** |

**Performance Measure #5: Family Engagement**To increase active and meaningful engagement in their children’s education, funded organizations will provide services, programs, and activities for parents and caregivers of students served. This performance measure is supported by activities that provide educational opportunities for parents/caregivers/family members to re-engage in their students’ education. It’s highly encouraged that family engagement activities are highly engaging, ongoing, culturally relevant and responsive, and designed with the Two-Generation (2Gen) Approach\* or Whole Family Approach\* in mind (see *Appendix G* for definitions).

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| **Adapt the Family Engagement Performance Measure by entering the information into the brackets specific to your proposed program(s).** |
| **Model**  At the end of each grant year, *[number/percentage]* of *[parents/caregivers/family members]* who attended *[name of a program or activity]* will increase their engagement in their student’s learning as measured by *[insert indicator such as a structured interviews or surveys]*. |
| **Example**  At the end of each grant year, 75% of parents/caregivers who attended five or more STEM nights throughout the school year will increase their engagement in their student’s learning as measured by event attendance records and pre- and post-event parent surveys. |
| **Provide rationale.** Please provide the objective data used to guide the creation of the PM. What data, including baseline data, did you review and evaluate? What other school-specific or student-specific factors did you consider? Which partners, particularly families, did you work with to select and develop this performance measure? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years? |
| **Performance Measure #5: Family Engagement** |

**Performance Measure #6: Social & Emotional Skills**

Social and emotional wellness is an important part of well-rounded education designed to reinforce and complement school-based academic programs for students. Social and emotional wellness is also part of Colorado’s Standards in Comprehensive Health and Physical Education. Social and emotional wellness includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health. For writing a PM related to social emotional wellness, [view the Colorado Academic Standards Comprehensive Health Social Emotional Wellness Guidance](https://www.cde.state.co.us/cohealth/2020_cas-comprehensive_health_standards_pgs_4_social_emotional_wellness) for more information and to select grade-appropriate social and emotional skills.

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| **Adapt the Social & Emotional Skills Performance Measure by entering the information into the brackets specific to your proposed program(s).** |
| **Model**  By the end of each year of the grant, *[percentage]* of participating students *[insert grade level(s)]* will demonstrate a positive change in *[insert grade-appropriate social and emotional wellness skill(s)]* from *[insert measurement timeline such as from beginning of the year to the end of the year]* as measured by *[insert indicator such as self-assessments or teacher surveys].* |
| **Example**  By the end of each year of the grant, 50% of participating students in grades 3-5 will demonstrate a positive change in healthy relationships with peers, as demonstrated by an improvement in “getting along well with others in class”, as reported by school-day teachers on end-of-year surveys in EZReports. |
| **Provide rationale:** Please provide the objective data used to guide the creation of the PM. What data, including baseline data, did you review and evaluate? What other school-specific or student-specific factors did you consider? Which partners, particularly students, did you work with to select and develop this PM? Do you anticipate any changes to the indicator/instrument available to you to assess this data in subsequent years? |
| **Performance Measure #6: Social & Emotional Skills** |

# Appendix E: Reporting and Evaluation

**Grantee Reporting Requirements**

***Ongoing Program Reporting***

Throughout each year of the initial three-year grant, all grantees are required to adhere to the following:

* Continually track and report on several characteristics on a monthly basis using EZReports, the statewide data collection system. Data include State Assigned Student Identification numbers (SASIDs) for all participating students, the number of students and adults served, student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details.

This data will be used in the aggregate to report to the Colorado State Legislature on an annual basis. All data entered into EZReports must be complete and accurate for each year of funding.

***Annual Program Reporting***

On or before July 1, 2025, and on or before July 1 each year thereafter in which a grant is awarded, each grantee shall submit a report to CDE. At a minimum, the report must include the following information:

* + The State-Assigned Student Identification Number (SASID) or the name, date of birth, and enrolled school for each student who participates or participated in the out-of-school time program during the preceding year;
  + the total number of hours for each student who participates or participated in the out-of-school time program during the preceding year;
  + a detailed description of how and when the grant recipient used the grant award, including before school, after school, seasonal breaks, staff in-service days, staff conference days, or the fifth day of the week if the program serves students who are enrolled in a public school that operates on a four-day week;
  + measures of performance, including student attendance; earned on-time grade level promotion; evidence of increased family engagement in the student's education; evidence of increased engagement in school, including assignment completion; and improved social and emotional skills; and
  + evidence of student academic achievement, in reading, language arts, mathematics, and science; and
  + The impact of the grant program on financial savings for families, including projected and actual returns on investment in key areas such as childcare, tutoring services, and basic needs (ROI).

This data will be used in the aggregate to report to the Colorado State Legislature on an annual basis. All data entered into EZReports must be complete and accurate for each year of funding.

***Ongoing and Annual Fiscal Reporting***

Grantees are required to submit interim and annual financial reports each year of the grant:

* **Annual Financial Report** are due September 30 each year of the grant (through 2028).
* **Interim Financial Reports** are due on February 15 each year for the remainder of the three-year grant.

**State Reporting Requirements:**

Annually, CDE will conduct a thorough evaluation of the grant program, including, at a minimum academic outcomes, attendance outcomes, and other outcome data provided by grantees. In conducting the evaluation, CDE will use student-level data on the academic performance indicators, including, at a minimum, state assessment performance scores, attendance data, and other data as necessary. On or before March 31, 2026, and on or before March 31 each year thereafter for the duration of the grant program, CDE will submit a summarized report of information provided by the eligible entities that received a grant to the Education Committees of the Senate and the House of Representatives, or any successor committees.

# Appendix F: Budgeting References

Program Codes

*Program codes* allow funded applicants (also known as subgrantees) to charge costs, instructional and support, directly to the state grant. Program codes include:

* **Instructional Program** refers to direct instructional services to students. These can be provided by a classroom teacher, interventionist, etc.
* **Support Program** refers to services that facilitate and enhance the instructional programs. Examples are school counselors, parent liaisons, transportation, community services, curriculum design, assessment, etc.
* **Administration** refers to any activity required for administering the grant, but not working with students directly. Business services are included in this function. There are no negotiated indirect cost rates for state grants. All applicants may budget for administrative costs and include them in their proposed budget. There is no maximum on how much administration costs can be; however, direct administrative costs must be reasonable, appropriate, and allocable to the grant, and costs must proportionate to the overall budget request. CDE will review and approve all administrative costs.

Object Codes

*Object codes* describe the service or commodity obtained as a result of the specific expenditure. The following object codes are included in the budget. (Note: The list provided has been simplified for convenience of filling out the budget. A complete list of all object codes can be found in the [Chart of Accounts](http://www.cde.state.co.us/cdefinance/fpp_coa).)

**0100 Salaries.**

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

· Regular employees and substitutes

· Extra Duty

**0200 Employee Benefits.**

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

· Insurance

· Retirement

**0300 Purchased Professional and Technical Services.**

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

· Curriculum improvement services

· Counseling and guidance services

· Contracted instructional services

· Data processing services

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

**0500 Other Purchased Services.**

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

· Expenditures for transporting students to and from school and other activities

· Contracted Field trips

· Communications

· Advertising

· Printing

· Service providers

**0580 Travel, Registration, and Entrance.**

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

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

· Mileage reimbursement

**0600 Supplies.**

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

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

· Food for Parent Engagement activities

**0640 Books and Periodicals.**

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

**0730 Equipment.**

Expenditures for the initial and replacement items of equipment, such as machinery, furniture, fixtures, and vehicles. Machinery, furniture, and fixtures (including teacher desks, chairs, and file cabinets), technology equipment, and other equipment that are used for instructional purposes should be charged to appropriate instructional programs.

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

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

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

**0735 Non-Capital Equipment.**

Expenditures for items classified as equipment but costing less than the district policy for capital assets inventory. Alternatively, non-capital equipment may be coded as a supply to an object in the 0600 series.

**Rolling of the Bold**

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

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

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

Budget Considerations

**Allowable Technology**

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

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

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

**Food**

Snacks for students attending programs funded by the Colorado Nonprofits Out-of-School Time grant is a requirement. Generally, food may be offered to family members that attend grant-funded programming if essential to the programming or event and if the programming or event is held during a regular mealtime.

# 

# Appendix G: Glossary of Terms

**21st Century Community Learning Centers (CCLC) Grant Program:** A federal grant program authorized by Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The 21st CCLC is administered by the Colorado Department of Education to provide funds to subgrantees to establish or expand 21st Century Community Learning Centers that provide students with academic enrichment opportunities along with activities designed to complement the students’ regular school day during out-of-school time, meaning non-school hours and periods when school is not in session (e.g., before school, after school, weekends, and during summer breaks).

**Academic Achievement:** Achievement reflects the extent to which students have met the learning objectives described in the relevant academic content standards for a given content area and grade level. The academic achievement indicator reflects average scores (i.e., mean scale scores) on English Language Arts, Math, and Science state assessments in tested grades (Colorado Measures of Academic Success, or CMAS). More information at <https://www.cde.state.co.us/accountability/achievement>.

**Academic Enrichment:** Supplementary programming and services designed to improve or enhance a student’s academic success in reading, language arts, mathematics, and science. Academic enrichment can be extra learning opportunities that provide students with ways to practice their academic skills through engaging, experiential activities.

**Academic Growth:** The change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which is determined using multiple measures. One measure is the results of statewide assessments (CMAS), but growth may also include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels. Measures may also include gains in progress towards postsecondary and workforce readiness, and progress toward academic and functional goals included in an individualized education program and/or progress made towards student academic growth objectives. More information at <https://www.cde.state.co.us/educatoreffectiveness/sb-studentgrowth>.

**Affordable:** Programs that are “affordable” are available to students at a rate determined by a scale based on the student's household income. The scale may range from no cost to no more than $100 per fiscal year per student.

**Average Daily Attendance (ADA):** The number of students who will attend programming funded by the organization at a particular location on any given day on average. To determine the ADA, divide the total monthly attendance by the number of program days in the month.

**CMAS:** The Colorado Measures of Academic Success (CMAS) is Colorado’s standards-based assessment designed to measure student growth and achievement according to the Colorado Academic Standards (CAS). A very small number of students with the most significant cognitive disabilities may take the Colorado Alternate (CoAlt) assessment based on the Extended Evidence Outcomes (EEOs) of the CAS. The CMAS and CoAlt assessments are collaboratively developed by the Colorado Department of Education (CDE), the Colorado educator community, and Colorado’s assessment contractor, Pearson. Use assessment results data to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

**Colorado Academic Accelerator Program (CO-AAP):** The grant program authorized by the Math in Pre-Kindergarten Through Twelfth Grade law for this funding opportunity, C.R.S. 22-2-146.6. to increase students’ proficiency and achievement in science, technology, engineering, and math (STEM) through their participation in academic and enrichment activities occurring in funded community learning centers during out-of-school time (OST), such as before school, after school, summer, and the fifth day for schools on a four-day week.

**Comprehensive:** Comprehensive out-of-school time programs are offered to students and families consistently throughout the school year and summer and include a wide range of services and supports for communities. Out-of-school time programming that is comprehensive feature the following elements:

* Youth-led learning and social activities,
* Well-rounded academic enrichment and support in areas such as STEM, arts, and music,
* Physical activity and healthy food,
* Hands-on, project-based learning,
* Service learning and community projects,
* Activities that help students plan and prepare for college and careers, including career awareness, exploration and preparation,
* Trusted, responsive, community resources,
* Wraparound and emergency supports for families
* Culturally relevant and responsive programming.

Read more about comprehensive OST programs through the [Colorado Afterschool Partnership (CAP)](https://www.coloradoafterschoolpartnership.org/wp-content/uploads/Understanding-Comprehensive-Out-of-School-Programs.pdf).

For this grant, in order for funded programs to be comprehensive, they must be madeavailable to students, at a minimum: (a) four days per calendar week during the school year, totaling no less than ten hours during the calendar week, except during a winter seasonal break; and (b) no less than an average of twenty-five hours per calendar week during the summer seasonal break.

**Cost per student:** The amount of funding requested must be reasonable and based on the number of students proposed to attend programming at each center on a daily basis across the entire program year, inclusive of school year and summer programs. When calculating the annual cost per student for a center, applicants should take into account all programming costs, including hiring and paying staff, staff professional development costs, fulfilling all administrative grant requirements, purchasing curriculum, materials, and supplies, family engagement activities, student transportation, and so forth. For example, an applicant may request an award amount of $180,000 per year per center, and may anticipate serving 60 students throughout the year at a cost per student of $3,000. The cost per student and requested award amount must be adequately justified in the submitted application.

**Data sharing agreement:** An agreement between two or more parties that outlines the roles and responsibilities of sharing, collecting, using, and storing data according to grant program requirements. The agreement also outlines how the data will be used for specific purposes. A data sharing agreement can prevent data misuse, data abuse, and unregulated data dissemination.

The typical items found in a data sharing agreement are the period of time the data is to be available, the intended use, confidentiality and security information, usage constraints, details on confidentiality requirements, and financial costs.

**Eligible entities:** An entity that meets the eligibility criteria set forth in C.R.S. 22-105.5-104.

**English learners:** A student who is linguistically diverse and who is identified using the state-approved English language proficiency assessment as having a level of English language proficiency that requires English language development instruction to achieve standards in grade-level content in English (C.R.S. 22-24-103(4)).

**Evidence-Informed:** A program or practice that relies on peer-reviewed evidence to establish a basis for accelerating learning, which includes evidence-informed curricula, intervention, acceleration strategies and assessment options (C.R.S. 22-2-146(b)). Unlike evidence‐based practice, practice knowledge and intervention decisions regarding evidence‐informed practice are enriched by previous research but not limited to it. In this way, evidence‐informed practice is more inclusive than evidence‐based practice (McSherry, 2007).

**Family members/families:** Family members (parents, caregivers, guardians, siblings, aunts, uncles, grandparents, etc.) of students served in the grant-funded OST program(s) who may also participate in funded program(s).

**Grantee:** The name of the funded eligible entity, also known as the awarded applicant, that acts as the fiscal agent for the grant.

**High quality:** High-quality programs meet specific guidelines and standards agreed upon by program leaders, administration, students, families, partners, and community members.Colorado currently does not have a unifying set of quality standards for school-aged youth in OST programs. However, the Colorado Afterschool Partnership (CAP) Quality Guidelines denote certain components that should be present in OST programming in order for the program to be considered high quality. [Learn more about CAP’s Quality Guidelines.](https://drive.google.com/file/d/1w6n7FYmaTh08O8TWwk1_glSm4-kvjnRe/view)

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

**Mentorship/mentoring programs:** Establish mentoring programs built on strong relationships among students, mentors, schools, and families. Supportive mentorship relationships can promote resilience and increase mental health and academic development. [The National Partnership for Student Success](http://www.partnershipstudentsuccess.org/) provides technical assistance on establishing high-quality mentoring programs. Additional information on the benefits of high-quality mentoring, along with key components of productive mentoring relationships, are available from [youth.gov](https://youth.gov/youth-topics/mentoring), the [National Mentoring Resource Center](https://nationalmentoringresourcecenter.org/), and the [National Center on Safe Supportive Learning Environments](https://safesupportivelearning.ed.gov/voices-field/how-do-high-quality-mentoring-relationships-benefit-young-people).

**Out-of-School Time Program:** A program that: (a) is available to students who are enrolled in a public school in kindergarten through twelfth grade; and (b) provides affordable and comprehensive academic enrichment and related services during times when school is not in session, including before school, after school, seasonal breaks, staff in-service days, staff conference days, or the fifth day of the week if the program serves students who are enrolled in a public school that operates on a four-day week.

**School Year:** Also known as the academic year, meaning the portion of the calendar year during which the public schools of a school district are in regular session, beginning about the last week in August to the first week in September and ending about the end of May or the first week in June the following year (C.R.S. 22-63-103).

**Summer Seasonal Break:** The time between the end of one school year and the beginning of the next school year. The break occurs during the non-school months in the summer from August/September to May/June, depending on the school/district schedule. For students to receive an effective dosage of out-of-school time programming during the summer months, CDE recommends that summer programs run for 4-8 weeks during the summer seasonal break.

**State Board of Education:** The Colorado State Board of Education created and existing pursuant To Section 1 of Article IX of the State Constitution. For this grant program, the State Board shall award grants to eligible entities for three years. The State Board shall determine the amount of the grants based on the number of students served in the OST program.

**Tutorial Services:** Tutoring activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day. Tutorial services should follow the high-impact/high-dosage tutoring model. [Learn more about this tutoring model.](https://studentsupportaccelerator.com/about/high-impact-tutoring)

**Two-Generation (2GEN) Approach:** This approach is designed to address the needs of children and their parents, caregivers, and/or family members together (whole family) in a way that supports a family’s full potential and puts each individual of the family on a path to permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2Gen approach. 2Gen programs provide services to both child and adults (whole family) simultaneously and track outcomes for both. Examples include financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care and education and supportive services. For more information, visit [*Pioneering 2Gen Approaches in Colorado*](https://ascend.aspeninstitute.org/resources/pioneering-2gen-approaches-in-colorado/) and [The Colorado Guide to 2Gen](http://ascend.aspeninstitute.org/wp-content/uploads/2017/06/Colorado-2Gen-Action-Guide.pdf), and See *Whole Family Approach*, described in this *Glossary of Terms*. There are five core principles that underlie the 2Gen approach:

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

**Unduplicated Student:** Students attending programming at the grant-funded program(s) at least once during the attendance reporting period.

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

1. Serve two (or more) generations

2. Promote responsive parenting and family life

3. Develop and strengthen leadership skills

4. Assume partnership/responsibility

5. Include all parents/caregivers/family members

6. Partner with agencies to provide access to education, economic supports, and social/mental health services

# A close-up of a white text Description automatically generatedAppendix H: Sample Memorandum of Understanding (MOU) Template

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

Colorado Nonprofits Out-of-School Time Grant Program

2024 Memorandum of Understanding

Between

the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

and the

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

**I. Introduction**

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

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

This MOU is necessary and has been created to address:

* Item 1: Description
* Item 2: Description
* Item 3: Description

**II. Purpose**

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

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

The goals of this MOU include:

* Goal 1: Description
* Goal 2: Description
* Goal 3: Description

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

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

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

**III. Roles and Responsibilities**

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

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

Individual roles and responsibilities include:

Organization 1:

* Role and responsibility 1
* Role and responsibility 2
* Role and responsibility 3

Organization 2:

* Role and responsibility 1
* Role and responsibility 2
* A close-up of a white text

  Description automatically generatedRole and responsibility 3

Shared roles and responsibilities include:

* Role and responsibility 1
* Role and responsibility 2
* Role and responsibility 3

**IV. Oversight and Terms of Agreement**

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

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

The MOU goals will have been successfully carried out when:

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

The MOU will be amended by:

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

The MOU will be amended when:

* Stipulation one
* Stipulation two

Other Terms of Agreement:

* Agreement one
* Agreement two

Agreed:

Organization 1 Representative Date

Organization 2 Representative Date

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# A close-up of a white text Description automatically generatedAppendix I: Sample Data Sharing Agreement Template

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

Colorado Nonprofits Out-of-School Time Grant Program

2024 Memorandum of Understanding

Between

the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

and the

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

**THIS DATA SHARING AGREEMENT** is entered into as of (the "Effective Date") between [School/District Name], with a place of business at [School/LEA Address], and [Grantee Name], with a place of business at [Grantee Address]. The purpose of this agreement is to authorize the release of student personal identifiable (PII) and education data by [School/District] to [Grantee Name] and clarify the use of data.

WHEREAS:

1. [Grantee Name] is a recipient of the Colorado Nonprofits Out-of-School Time grant (C.R.S. 22-105.5-104) and is contractually obligated to report student data as determined by the and the Colorado Department of Education (CDE) according to state statute. Data must be collected for all students who participate in the program, including those at [School/District].

2. [Grantee Name] is an authorized partner of [School/District] and may access required student-level data for all students who participate in Colorado Nonprofits Out-of-School Time Grant programming to comply with federal and state data reporting requirements. Federally required student-level data elements will be stored in CDE’s secure data management system and will be used only to report on grant-funded programming in the aggregate. No individual student data will be shared outside of [Grantee Name] reporting to CDE or be seen by CDE personnel other than those specifically assigned or contracted to work with the data. The student-level data elements being requested on an annual basis include:

| **Student-Level Data Element** | **Rationale & Notes** | **Deadline** |
| --- | --- | --- |
| State Assigned Student Identifiers (SASIDs) are required for all participating students. | Used by CDE to access Colorado Measures of Academic Success (CMAS) scores and Attendance data required by USDE. | Data collection and reporting begins in July and continues through the program year. |
| Student First and Last Names | Used to ensure CDE makes an accurate match. |
| Date of Birth | Used to ensure CDE makes an accurate match. |
| Teacher surveys that measure student engagement in learning | Required by CDE to ensure grantees are meeting the measures of performance in C.R.S. 22-105.5-104. | Due to CDE no later than July 15. |

3. [Grantee Name] shall obtain and keep on record written parental consent to access the above-identified data from [School/District] for participating students.

4. [Grantee Name] shall maintain multiple data security measures and protocols consistent with FERPA to ensure the protection, security, and confidentiality of data shared under this agreement.

5. [Grantee Name] may use the data only for the authorized purposes for which it is provided.

6. CDE reports aggregated numbers and percentages to the Colorado State Legislature in an annual report. All student-level information is contained and managed in CDE’s secure data collection and management system, EZReports.

7. Within [Grantee Name], data from [School/District] are only made available to staff directly responsible for the Colorado Nonprofits OST grant evaluation and data management.

8. **[Include only if subgrantee has a contracted local evaluator, remove if not]** De-identified student-level data will also be shared with [Grantee Name]’s contracted local evaluator [Name], who has a place of business at [Address]. Grantees are obligated to submit an annual local evaluation summary report to the Colorado Department of Education for grant compliance. All data in this evaluation are reported in the aggregate.

9. The term of this agreement shall be 12 months from the Effective Date above and will be renewed annually upon completion of a newly signed data-sharing agreement.

10. [School/District] agrees to provide [Grantee Name] with a data extract by [Enter Date] so that [Grantee Name] can remain in compliance with state and federal reporting deadlines.

11. [Grantee Name] shall destroy any PII from education records within 30 days from when it is no longer needed for any compliance with the Federal program activities and responsibilities.

EXECUTION

[GRANTEE NAME] [DISTRICT/SCHOOL NAME]

BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Name], [Title] – [Department, if applicable] [Name], [Title] – [Department, if applicable]

Authorized Representatives

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from Pennsylvania Department of Education’s [Sample 21st CCLC Data Sharing Agreement](https://www.education.pa.gov/Documents/K-12/21st%20Century%20Community%20Learning%20Centers/Cohort%2012/21stCCLCDataSharingAgreement.docx)

# Appendix J: Sample Weekly Schedule A close-up of a white text Description automatically generated

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

**School Year Schedule:**10 weeks in Fall 2025 (September to December), 10 weeks in Spring 2026 (February to May)

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

**Summer Schedule:**4 weeks at the end of the school year – June 2-6, 2025

|  |  |  |  |
| --- | --- | --- | --- |
| **Day of the Week** | **Time** | **Activity** | **Hours** |
| Monday | No programming | No programming | 0 |
| Tuesday | 8:00 am-4:00 pm | Let’s put the “A” in STEAM! (Mad Science, Sticky Fingers, arts enrichment) | 8 |
| Wednesday | 8:00 am-4:00 pm | Career Exploration (Featuring community members) | 8 |
| Thursday | 8:00 am-4:00 pm | Tech Camp Thursday (STEM kits, makerspace, etc.) | 8 |
| Friday | 8:00 am-4:00 pm | Field Trip Friday (pre-approved locations) | 8 |

# A close-up of a white text Description automatically generatedAppendix K: Sample Budget Detail

*This is intended to be an example for applicants and should be modified according to applicant’s proposed programs. The budget below corresponds with the weekly schedule in Appendix J*.

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|  |  |  |
| --- | --- | --- |
| **Budget Object** | **Total Cost** | **Description/Budget Narrative** |
|  |  | A close-up of a white text  Description automatically generated |
| Support - Salaries (0100) | $28,800.00 | Alphabet K-8 - Program Director (0.5 FTE) - $40/hour x 720 hours annually approximately 400 hours direct oversight during operation of school year programs; 200 hours for advertising, interviewing, planning, coordinating classes and trainings, developing partnerships, budgeting and oversight of data collection; 120 hours for planning and oversight of summer program-salaried part time position (intention is to hire from instructional staff to build capacity; and sustainability of programming; benefits covered by school district) |
| Inst. - Salaries (0100) | $24,000.00 | Alphabet K-8 - Before/Afterschool Tutoring Program: Salaries for 8 tutors, $30/hour, 20 weeks x 5 hours weekly (4 hours before and afterschool on Tuesdays & Thursdays plus 1 hour preparation each week) |
| Inst. - Employee Benefits (0200) | $7,200.00 | Alphabet K-8 - Before/Afterschool Tutoring Program: Benefits (30%) |
| Inst. - Salaries (0100) | $7,200.00 | Alphabet K-8 - STEM Club: Salaries for 4 advisors (1 each for K-1st, 2nd-3rd, 4th-6th, 6th-8th), $30/hour, 20 weeks x 3 hours weekly (2 hours afterschool on Wednesdays plus 1 hour preparation each week) |
| Inst. - Employee Benefits (0200) | $2,160.00 | Alphabet K-8 - STEM Club: Benefits (30%) |
| Inst. - Other Purchased Services (0500) | $6,000.00 | Alphabet K-8 - STEM Monday Funday: Contracts with 4 providers for school year (fall and spring each 10 weeks) - Mad Science (K-8, $160/class for 10 weeks), Sticky Fingers (K-8, $200/class for 10 weeks), Math Hoops (10 weeks, grades 4-8, free), Math & Movement (K-3, can be used all year, approximately $2,400 inclusive of teacher training)  **Please note, CDE approves services and not vendors.** |
| Inst. - Supplies (0600) | $1,200.00 | Alphabet K-8 - STEAM and tutoring supplies for school year: approximately $30/student for 40 students. Supplies include workbooks, notebooks, lab books, cooking supplies, Math & Movement supplies, headphones, writing implements, paper, etc. |
| Inst. - Supplies (0600) | $1,200.00 | Alphabet K-8 - STEAM supplies for summer: approximately $30/student for 40 students. Supplies include Makerspace materials such as Ozobots, Robotics kits, art supplies, 3D printer supplies, etc.  **Please note, CDE approves services and not vendors.** |
| Inst. - Non-Capitalized Equipment (0735) | $800.00 | Alphabet K-8 - Two 3D printers ($400 each) for use in STEM Club for engineering and coding, and Summer to support Makerspace, anticipated to be used by all 40 students in school year and summer. |
| Inst. - Salaries (0100) | $12,600.00 | Alphabet K-8 - Summer Program: Salaries for 4 staff (could be teachers) x $30/hour x 4 weeks x 21 hours weekly (Monday-Friday, 4 hours daily plus 1 hours preparation each week); Salaries for 2 paras x $15/hour x 4 weeks x 21 hours |
| Inst. - Employee Benefits (0200) | $3,780.00 | Alphabet K-8 - Summer Program: Benefits (30%) |
| Inst. - Salaries (0100) | $2,520.00 | Alphabet K-8 - Family Engagement: Salaries for teachers and/or other staff to plan and deliver monthly family STEM nights (approximately 6 staff x $30/hour x 2 hours/month x 7 months) |
| Inst. - Employee Benefits (0200) | $756.00 | Alphabet K-8 - Family Engagement: Benefits (30%) |
| Inst. - Supplies (0600) | $10,500.00 | Alphabet K-8 - Family Engagement Events: One family engagement event a month, inclusive of food and supplies for family participants. Approximately $50/per family x 30 families x 7 events (3 each semester in the school year and 1 summer event). |
| Inst. - Supplies (0600) | $2,000.00 | Alphabet K-8 - Family Engagement Supplies: At-home STEAM learning kits and books for parents/caregivers to encourage in-person participation at events and subsequent helping their students learn better at home. Approximately $20/per family x 40 families. |
| Inst. - Other Purchased Services (0500) | $400.00 | Alphabet K-8 - Translation services: $40/hour x 10 hours for whole year |
| Support - Purchased Professional & Technical Services (0300) | $3,840.00 | Alphabet K-8 - District Transportation Driver Hourly Rate - $16/hour x 10 hours/week x 24 weeks |
| Support - Purchased Professional & Technical Services (0300) | $4,800.00 | Alphabet K-8 - District Food Services - Food--$5/student x 40 Students x 24 weeks |
| **TOTAL:** | **$119,756.00** |  |
| **COST PER STUDENT:** | **$2,993.90** |  |

# Appendix L: List of Current Grant Recipients of the 21st Century Community Learning Centers Grant and the Colorado Academic Accelerator Program

**21st Century Community Learning Centers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fiscal Agent Code** | **Fiscal Agent Name** | **School Code** | **School Name** |
| 0020 | Adams 12 Five Star Schools | 1878 | Coronado Hills Elementary School |
| 0020 | Adams 12 Five Star Schools | 2918 | Federal Heights Elementary School |
| 0020 | Adams 12 Five Star Schools | 4000 | Hillcrest Elementary School |
| 0020 | Adams 12 Five Star Schools | 5706 | McElwain Elementary School |
| 0020 | Adams 12 Five Star Schools | 2582 | Rocky Mountain Elementary School |
| 0020 | Adams 12 Five Star Schools | 8842 | Thornton Elementary School |
| Y815 | Aurora Mental Health and Recovery | 1458 | Aurora Central High School |
| Y815 | Aurora Mental Health and Recovery | 4024 | Hinkley High School |
| 0480 | Boulder Valley School District | 7592 | Alicia Sanchez International School |
| 0480 | Boulder Valley School District | 2702 | Emerald Elementary School |
| Y081 | Boys & Girls Club Pueblo County | 7212 | Liberty Point International |
| Y004 | Boys & Girls Clubs of Metro Denver | 4732 | KIPP Sunshine Peak Academy |
| Y004 | Boys & Girls Clubs of Metro Denver | 1785 | Cole Arts and Science Academy |
| Y004 | Boys & Girls Clubs of Metro Denver | 5388 | Colorado Sports Leadership Academy (CSLA) |
| Y004 | Boys & Girls Clubs of Metro Denver | 3931 | Hidden Lake High School |
| Y004 | Boys & Girls Clubs of Metro Denver | 4465 | Josephine Hodgkins Leadership Academy |
| Y004 | Boys & Girls Clubs of Metro Denver | 4507 | KIPP Northeast Denver Middle School |
| Y004 | Boys & Girls Clubs of Metro Denver | 8798 | Tennyson Knolls Preparatory School |
| Y081 | Boys & Girls Clubs of Pueblo County | 1454 | Central High School |
| Y081 | Boys & Girls Clubs of Pueblo County | 1488 | Cesar Chavez Academy School |
| Y081 | Boys & Girls Clubs of Pueblo County | 5916 | Minnequa Elementary School |
| Y081 | Boys & Girls Clubs of Pueblo County | 5048 | Pueblo Academy of Arts |
| Y081 | Boys & Girls Clubs of Pueblo County | 4376 | Risley International Academy of Innovation |
| 1140 | Canon City Schools | 1262 | Canon City Middle and High School |
| 0540 | Clear Creek School District RE-1 | 4700 | King-Murphy Elementary School |
| Y058 | Colorado AeroLab Inc. | 2376 | East Grand Middle School |
| Y058 | Colorado AeroLab Inc. | 3556 | Granby Elementary School |
| Y058 | Colorado AeroLab Inc. | 5864 | Middle Park High School |
| Y058 | Colorado AeroLab Inc. | 9422 | West Grand Elementary-Middle School |
| Y058 | Colorado AeroLab Inc. | 9420 | West Grand High School |
| Y056 | Colorado UpLift | 2384 | East Middle School |
| Y056 | Colorado UpLift | 5255 | Lake Middle School |
| 3010 | Cripple Creek-Victor School District RE-1 | 9080 | Cresson Elementary School |
| 3010 | Cripple Creek-Victor School District RE-1 | 2024 | Cripple Creek-Victor Junior-Senior High School |
| 8001 | CSI - Vega Collegiate Academy | 9053 | Vega Collegiate Academy |
| 0880 | Denver County 1 | 0520 | Barnum Elementary School |
| 0880 | Denver County 1 | 0650 | Beach Court Elementary School |
| 0880 | Denver County 1 | 3512 | Goldrick Elementary School |
| 0880 | Denver County 1 | 4782 | Hallett Academy |
| 0880 | Denver Public Schools | 5605 | Dr. Martin Luther King Early College Middle School |
| 0880 | Denver Public Schools | 8888 | Traylor Academy |
| 0880 | Denver Public Schools | 9050 | Valverde Elementary School |
| 0880 | Denver Public Schools - DELCS | 1928 | Cowell Elementary School |
| 0880 | Denver Public Schools - DELCS | 2205 | DCIS at Ford Elementary School |
| 0880 | Denver Public Schools - DELCS | 5644 | Maxwell Elementary School |
| 0880 | Denver Public Schools - DELCS | 6188 | Munroe Elementary School |
| Y288 | EUREKA! McConnell Science Museum | 7236 | R-5 High School |
| 1220 | Garfield 16 | 3585 3578 8274 3586 | Grand Valley Center for Family Learning  Bea Underwood Elementary Grand Valley Middle School Grand Valley High School |
| 3120 | Greeley 6 | 0054 | Bella Romero Academy of Applied Technology |
| 3120 | Greeley 6 | 2222 | Dos Rios Elementary School |
| 3120 | Greeley 6 | 3614 | Greeley West High School |
| 3120 | Greeley 6 | 0052 | Heiman Elementary School |
| 3120 | Greeley 6 | 4425 | Jefferson Junior/Senior High |
| 3120 | Greeley 6 | 8467 | Salida Del Sol Academy |
| 3120 | Greeley 6 | 7700 | Scott Elementary School |
| 3120 | Greeley-Evans School District 6 | 3880 | Heath Middle School |
| 3120 | Greeley-Evans School District 6 | 5620 | Maplewood Elementary School |
| 3120 | Greeley-Evans School District 6 | 6774 | Martinez Elementary School |
| 3120 | Greeley-Evans School District 6 | 4438 | Prairie Heights Middle School |
| Y062 | High Valley Community Center, Inc. | 2148 2150 | Del Norte Elementary School  Del Norte Middle/High School |
| 1420 | Jeffco Public Schools | 6848 | Peak Expeditionary School at Pennington |
| 3110 | Johnstown-Milliken RE-5J | 5896 | Milliken Elementary School |
| 1510 | Lake County School District | 9486 | Lake County Elementary School |
| 1510 | Lake County School District R-1 | 4904 | Lake County High School |
| 1510 | Lake County School District R-1 | 4901 | Lake County Intermediate School |
| 0010 | Mapleton 1 - Adventure Elementary | 0507 | Adventure Elementary |
| 0010 | Mapleton Public Schools - Trailside Academy | 8823 | Trailside Academy |
| 0010 | Mapleton Public Schools - York International | 0503 | York International School |
| 0310 | McClave Re-2 | 5666 5670 | McClave K-6 McClave 7-12 |
| Y348 | Pagosa Community Initiative | 6652 | Pagosa Springs Elementary School |
| Y348 | Pagosa Community Initiative | 6657 | Pagosa Springs Middle School |
| 1550 | Poudre School District | 892 | Blevins Middle School |
| 1550 | Poudre School District | 4282 | Irish Elementary School |
| 1550 | Poudre School District | 7127 | Poudre Community Academy |
| 1010 | Roosevelt Charter Academy | 7482 | Roosevelt Charter Academy |
| Y064 | School Community Youth Collaborative | 5446 | Mancos K-12 School |
| Y064 | School Community Youth Collaborative | 1888 | Montezuma-Cortez Middle School |
| 2820 | Silverton School District | 7900 | Silverton Elementary School |
| 2820 | Silverton School District | 7902/7904 | Silverton Middle/High School |
| Y863 | Summer Scholars dba Scholars Unlimited | 3054 | Alice Terry Elementary School |
| Y863 | Summer Scholars dba Scholars Unlimited | 1788 | College View Elementary School |
| Y863 | Summer Scholars dba Scholars Unlimited | 4140 | Farrell B. Howell ECE-8 School |
| Y863 | Summer Scholars dba Scholars Unlimited | 6970 | Florida Pitt-Waller ECE-8 School |
| Y863 | Summer Scholars dba Scholars Unlimited | 7837 | Fort Logan Northgate |
| Y863 | Summer Scholars dba Scholars Unlimited | Y084 | Park Lane Elementary School |
| Y863 | Summer Scholars dba Scholars Unlimited | 7045 | Place Bridge Academy |
| 2515 | Wiggins School District RE50-J | 9576 | Wiggins Elementary School |
| 2515 | Wiggins School District RE50-J | 9263 | Wiggins Middle School |
| Y861 | YMCA of Metro Denver | 3988 | Highline Community School |
| Y861 | YMCA of Metro Denver | 4074 | Holm Elementary School |
| Y861 | YMCA of Metro Denver | 4383 | Joe Shoemaker School |
| Y861 | YMCA of Metro Denver | 8422 | Swansea Elementary School |

**Colorado Academic Accelerator Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fiscal Agent Code** | **Fiscal Agent Name** | **School Code** | **School Name** |
| 0020 | Adams 12 Five Star Schools | 5418 | Malley Drive Elementary School |
| 0020 | Adams 12 Five Star Schools | 6376 | North Star Elementary School |
| 0020 | Adams 12 Five Star Schools | 6355 | North Mor Elementary School |
| 0020 | Adams 12 Five Star Schools | 8361 | Stukey Elementary School |
| 0030 | Adams County 14 | 1426 | Central Elementary School |
| 0030 | Adams County 14 | 7500 | Rose Hill Elementary School |
| 0030 | Adams County 14 | 4516 | Kearney Middle School |
| 0030 | Adams County 14 | 0020 | Lester Arnold High School |
| 0180 | Adams-Arapahoe 28J | 2673 | Edna & John W. Mosley P-8 |
| 8001 | Axis International Academy - CSI | 0493 | Axis International Academy |
| Y004 | Boys & Girls Clubs of Metro Denver | 4450 | Johnson Elementary School |
| Y081 | Boys & Girls Clubs of Pueblo County - District 60 | 6670 | Park View Elementary School |
| Y081 | Boys & Girls Clubs of Pueblo County - District 60 | 1828 | Columbian Elementary School |
| Y081 | Boys & Girls Clubs of Pueblo County - District 70 | 0472 | Avondale Elementary School |
| Y071 | Boys & Girls Clubs of Larimer County | 5018 | Laurene Edmondson Elementary |
| Y071 | Boys & Girls Clubs of Larimer County | 5170 | Lincoln Elementary |
| Y071 | Boys & Girls Clubs of Larimer County | 7640 | Sarah Milner Elementary |
| Y071 | Boys & Girls Clubs of Larimer County | 9674 | Winona Elementary |
| 0880 | Denver County 1 | 6254 | Newlon Elementary School |
| 0880 | Denver County 1 | 7280 | Responsive Arts & Steam Academy (RASA) |
| 0880 | DSST Schools | 4381 | DSST: College View Middle School |
| 0880 | DSST Schools | 2218 | Conservatory Green Middle School |
| 0880 | DSST Schools | 2181 | Green Valley Ranch Middle School |
| 1570 | Estes Park R-3 | 2790 | Estes Park Elementary School |
| Y288 | EUREKA! McConnell Science Museum | 6554 | Orchard Avenue Elementary |
| Y288 | EUREKA! McConnell Science Museum | 5210 | Lincoln Orchard Mesa Elementary |
| Y288 | EUREKA! McConnell Science Museum | 8876 | Tope Elementary |
| Y288 | EUREKA! McConnell Science Museum | 5842 | Mesa View Elementary |
| 0980 | Harrison 2 | 3870 | Career Readiness Academy |
| 0980 | Harrison 2 | 6686 | Panorama Middle School |
| 0980 | Harrison 2 | 1306 | Carmel Community School |
| 0980 | Harrison 2 | 3522 | Fox Meadow Middle School |
| 7589 | Kids at Their Best, Inc. | 3074 | Fort Morgan Middle School |
| 7589 | Kids at Their Best, Inc. | 3620 | Green Acres Elementary School |
| 7589 | Kids at Their Best, Inc. | 1438 | Beaver Valley Elementary School |
| 7589 | Kids at Their Best, Inc. | 6954 | Pioneer Elementary School |
| 1400 | La Veta Re-2 | 1400 | La Veta School District RE-2 |
| 1400 | La Veta Re-2 | 1620 | Aguilar School District RE-6 |
| 2000 | Mesa County Valley 51 | 0363 | Pear Park Elementary School |
| 2000 | Mesa County Valley 51 | 6264 | Nisley Elementary School |
| 2000 | Mesa County Valley 51 | 7467 | Rocky Mountain Elementary School |
| 2000 | Mesa County Valley 51 | 3262 | Fruitvale Elementary School |
| Y072 | Riverside Educational Center | 0900 | Bookcliff Middle School |
| Y072 | Riverside Educational Center | 3584 | Grand Mesa Middle School |
| Y072 | Riverside Educational Center | 6166 | Mount Garfield Middle School |
| Y072 | Riverside Educational Center | 6562 | Orchard Mesa Middle School |
| 9060 | South Central BOCES | 0063 | Peakview Elementary School |
| 9060 | South Central BOCES | 1386 | Trinidad Middle School |
| 0123 | Sheridan 2 | 0123 | Sheridan 2 |
| 0470 | St. Vrain Valley RE1J | 5288 | Longs Peak Middle School |
| 0470 | St. Vrain Valley RE1J | 5286 | Sunset Middle School |
| 0470 | St. Vrain Valley RE1J | 3192 | Thunder Valley K-8 |
| 0470 | St. Vrain Valley RE1J | 6010 | Timberline PK-8 |
| Y349 | The Pinhead Institute Inc | 2190 | West End RE-2 |
| 1370 | University of Colorado - Boulder | 8310 | STEM Launch |