



**STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
GRANT APPLICATION**

ATTACHMENT ONE

APPLICATION NO. 21stCCLC1112
For Public Schools
TITLE: 21st Century Community Learning Centers/Afterschool Program
ISSUE DATE: Tuesday, March 22, 2011

CONTACT PERSON: Kim Wolf
PHONE NUMBER: (573) 522-2627
EMAIL: kim.wolf@dese.mo.gov

RETURN PROPOSAL NO LATER THAN: Tuesday, May 24, 2011 at 3:00 p.m. Central Time

MAILING INSTRUCTIONS: Print or type **Grant Application Number** and **Return Due Date** on the lower left hand corner of the envelope or package. Delivered sealed bid must be in office by the return date and time.

RETURN APPLICATION TO:

(U.S. Mail)
DESE
EXTENDED LEARNING
DEPT OF ELEMENTARY AND SECONDARY ED
P.O. BOX 480
JEFFERSON CITY MO 65102-0480

(Courier Service)
DESE
EXTENDED LEARNING
DEPT OF ELEMENTARY AND SECONDARY ED
205 JEFFERSON STREET (7TH FLOOR)
JEFFERSON CITY MO 65101

CONTRACT PERIOD: Date of Award through June 30, 2012 (with four one-year renewal options)

DELIVER SUPPLIES/SERVICES FOB (Free on Board) DESTINATION TO THE FOLLOWING ADDRESS:

**Department of Elementary and Secondary Education
Various Locations**

The applicant hereby declares understanding, agreement, and certification of compliance to provide the items and/or services, at the prices quoted, in accordance with all requirements and specifications contained herein and the Terms and Conditions Application. The applicant further agrees that the language of this application shall govern in the event of a conflict with his/her bid. The applicant further agrees that upon receipt of an authorized purchase order from the DESE or when this Application is countersigned by an authorized official of the State of Missouri, a binding contract shall exist between the applicant and the DESE.

SIGNATURE REQUIRED

SUPERINTENDENT NAME (Printed))		SUPERINTENDENT SIGNATURE (Signature Required)		DATE
PRIMARY GRANT CONTACT PERSON (Printed)		PRIMARY GRANT CONTACT PERSON SIGNATURE (Signature Required)		DATE
DISTRICT NAME			TITLE (Primary Grant Contact Person)	
MAILING ADDRESS			COUNTY	COUNTY/DISTRICT CODE
CITY, STATE, ZIP				PHONE NO.
FAX NO.		E-MAIL ADDRESS		
CONTRACTOR'S DUNN AND BRADSTREET (DUNS) NUMBER (By signing this contract you acknowledge a current registration with the Central Contractor Registration (CCR) Organization.)				

NOTICE OF AWARD (STATE USE ONLY)

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:	
TITLE Chris L. Nicastro, Ph.D., Commissioner of Education	DATE
TOTAL AMOUNT AWARDED:	

1. INTRODUCTION AND GENERAL INFORMATION

1.1 Introduction

The passage of the *No Child Left Behind (NCLB) Act of 2001* significantly amended the Elementary and Secondary Education Act (ESEA) to expand state and local accountability and flexibility and to stress the adoption of research-based practice. It also substantially changed the 21st Century Community Learning Centers (21st CCLC) program. The 21st CCLC became a part of the NCLB Act of 2001 authorized under the Title IV, Part B of the ESEA. The purpose of this program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high poverty and low-performing schools, to meet state and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children. Programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

The *NCLB Act* recognizes that improved student achievement occurs when communities implement programs and strategies scientifically proven to be effective, and the 21st CCLC program is an essential part of this initiative. Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services. The 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children.

Please note: at the time of preparing this Application, the 21st CCLC program is operating under a Continuing Resolution and although not formalized, the 21st CCLC afterschool programs are included in current language of the revised Elementary and Secondary Education Act (ESEA). Any awards made under this current federal 21st CCLC program are subject to any state and/or federal legislation, regulations, and/or availability of funding.

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart II-After-School Programs*, there are nine components present in high-quality After-School programs. These include:

- Goal Setting, Strong Management, and Sustainability;
- Quality After-School Staffing;
- High Academic Standards;
- Attention to Safety, Health, and Nutrition Issues;
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups;
- Strong Involvement of Families;
- Enriching Learning Opportunities;
- Linkages Between School-Day and Afterschool Personnel; and
- Evaluation of Program Progress and Effectiveness.

1.1.1 This document constitutes a request for competitive, sealed Applications for the 21st CCLC afterschool programs.

1.1.2 Definitions:

Center: The name of the overall program/application that may consist of a single site or multiple sites.

Site: The physical location at which the 21st CCLC program activities and services will be provided on a regular, on-going basis. One program site may serve students from more than one school. The program site selected must be safe and accessible, and may be either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Local Educational Agencies (LEAs): Each 21st CCLC grant requires the participation of an LEA, either as the applicant or as a collaborative partner. LEAs involved as collaborative partners in a grant application submitted by another eligible entity must agree to provide any necessary student data in a timely manner consistent with reporting deadlines and requirements and must be indicated as such in the signed Memorandum of Understanding.

Program: Specific 21st CCLC activities that take place within each site.

Awardees: Award recipient.

Consortium: Two or more agencies, organizations, or entities applying together.

Partnership: One or more entities (LEA, non-LEA, etc.) deciding to work together and cement that working relationship via Letters of Commitment.

Community-Based Organizations: As defined in Section 9101(6) of NCLB, “the term ‘community-based organization’ means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community”.

Submitted Jointly: Two or more entities or organizations who are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required. (See Section 2.1.4 for additional information.)

Regular Attendees: As defined by the U.S. Department of Education: students who attend the 21st CCLC program 30 or more days (does not have to be consecutive) during the year. Only regular attendee’s academic data is reported in state and nationally to show Afterschool academic achievements.

For purposes of this document, the term “center”, “21st CCLC”, and “community learning center” are used interchangeably.

1.2 Pre-Applicant Conference

1.2.1 A pre-applicant conference regarding this Application will be held on Monday, April 4, 2011 from 10:00 a.m. to 12:00 p.m. in room 492 of the Harry S Truman Building located at 301 West High Street, Jefferson City, MO 65102.

1.2.2 All potential applicants are encouraged to participate in the conference in order to ask questions and provide comments on the Application. Participation is not required to submit a response; however, applicants are encouraged to participate since information relating to the Application will be discussed in detail. The applicant should become familiar with the Application and develop all questions prior to the conference in order to ask questions and otherwise participate in the public communications regarding the Application. Applicants should have a copy of the Application with them for the conference since it will be used as the agenda. Any changes needed to the Application as a result of discussions from the conference will be accomplished as an amendment to the Application. Applicants should frequently check the afterschool website for any additional information or changes pertaining to this application process. Formal minutes of the conference will not be maintained; however, a listing of questions and answers will be posted on the Extended Learning website as a separate link to the Application a few business days after the conference. Vendor(s) name(s) shall not be disclosed on the document. Applicants are strongly encouraged to advise the DESE within five (5) working days of the scheduled conference of any accommodations needed for disabled personnel participating in the conference so that these accommodations can be made.

1.3 Background Information

What is the purpose of the 21st CCLC grant?

The purpose of the program is to create centers during non-school hours that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Centers must also offer families of these students’ literacy and related educational development. Centers need to provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-

on math, reading/language arts, and science programs), community service opportunities, as well as music, arts, sports, and cultural activities. At the same time, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

The law's specific purposes are to: (1) provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools), to meet state and local student performance standards in core academic subjects of at least, but not limited to, reading/language arts, mathematics, and science; (2) offer students a broad array of additional services, programs, and activities; such as, youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by centers, opportunities for literacy, and related educational development.

What is a 21st CCLC?

A 21st CCLC offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer break). According to Section 4201(b)(1) of the program statute, a center assists students in meeting state and local academic achievement standards in core academic subjects of at least, but not limited to, reading/language arts and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs during non-school hours or periods when school is not in session. Centers must also serve the families of participating students, e.g., through family literacy programs. A center may be composed of one or more sites. Each site occurs at a separate geographic location but is still part of the total 21st CCLC.

How does 21st CCLC fit within the broader context of a school's improvement plan?

A 21st CCLC program can be an important component in a school's improvement plan, particularly as it offers extended learning time to help children meet state and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas. It is equally important that the 21st CCLC program be a balanced and diversified program meeting the total needs of students.

What is the relationship between the 21st CCLC and other federal programs?

The 21st CCLC serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and to support their overall development. In particular, 21st CCLC funds will create and expand after school programs that offer extended learning opportunities for children and their families. Once these programs have been established with 21st CCLC funds, other federal, state, or local funds can also be used to provide activities and services in these centers. Some illustrative examples of how 21st CCLC programs can operate in conjunction with other federal programs to meet mutual goals and provide additional resources to target populations are provided below.

In no case, may 21st CCLC funds be used to supplant other federal, state, or local funds.

Experience & Practice

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. The 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services, such as tutoring and academic enrichment, for their children. Local 21st CCLC programs may also work with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture-Food and Nutrition Service for “after-school snacks,” and in some cases to provide supper to young children. Local communities can also participate in USDA’s Summer Food Service Program. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day.

Applicants are encouraged to consider a wide range of school and community-based programs, people, and resources that can be effectively incorporated into the 21st CCLC to help enhance student achievement and youth development. Examples include, but are not limited to, the following: student peer tutors, mentors and educators, retired teachers, and other senior citizens qualified to provide educational services, licensed teachers, pupil services, and library services personnel; service-learning and other experiential forms of education; family action teams; and increased use of library facilities.

- 1.3.1 Although an attempt has been made to provide accurate and up-to-date information, the DESE does not warrant or represent that the background information provided herein reflects all relationships or existing conditions related to this Application.

2. CONTRACTUAL REQUIREMENTS

2.1 General Requirements

2.1.1 Award Period

Missouri 21st CCLC awards cannot exceed five years. The DESE intends to make first year awards through June 30, 2012 with four subsequent one-year renewal options to successful applicants. Awards may be renewed pending availability of funds, successful completion of all deliverables, attendance levels, quality of program and program performance, submission of complete and accurate end-of-year reports, submission of an approved renewal form, and any additional information by the DESE.

Please note: at the time of preparing this Application, the 21st CCLC program is operating under a Continuing Resolution and although not formalized, the 21st CCLC afterschool programs are included in current language of the revised Elementary and Secondary Education Act (ESEA). Any awards made under this current federal 21st CCLC program are subject to any state and/or federal legislation, regulations, and/or availability of funding.

The contract shall not bind, nor purport to bind, the DESE for any contractual commitment in excess of the original award period.

2.1.2 Price

All prices shall be as indicated on the Budget Page-Price for Service (ATTACHMENT TWELVE-A). The DESE shall not pay nor be liable for any other additional costs including, but not limited to, taxes; shipping charges; insurance; interest; penalties; termination payments, attorney fees; liquidated damages; etc.

What size of awards may be requested?

A “center” might include several “sites.” For example, there might be more than one separate school building (or site) within a 21st CCLC. By federal statute, the DESE cannot consider funding any Application that requests less than \$50,000 per year. Maximum awards will be no more than \$450,000 per proposal. Applicants must be aware that funds requested must be reasonable and necessary as well as appropriate to the number of students to be served. The DESE strongly encourages applicants to be cognizant of their sustainability efforts when requesting these funds. (See Sustainability - 2.2.1 U for additional information.)

2.1.3 Eligible Entities

What organizations are eligible to apply?

Any public or private organization is eligible to apply. Examples include, but are not limited to, public schools, nonprofit agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute also allows a consortium to apply. Public organizations must fill out the Application and private organizations must fill out the IFB.

All entities applying for the 21st CCLC grant funds are expected to collaborate with LEAs.

Are religious organizations, including entities such as religious private schools eligible to receive 21st CCLC awards from a state education agency (SEA)?

Yes. Faith-based organizations (FBOs) are eligible to apply for local awards provided they meet all statutory and regulatory requirements of this program. Funds shall be used solely for the purposes set forth in this award program. No funds provided pursuant to this program shall be expended to support religious practices such as religious instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance. FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

Are private/non-public school students eligible to participate in 21st CCLC activities carried out in public schools?

Yes. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organizations that are awarded must provide equitable services to private school students and their families if the students are part of the area to be served by the 21st CCLC award. In designing a program that meets this requirement, awardees must provide comparable opportunities for the participation of both public and private school students in the area served by the award. Applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children’s needs will be identified and what services will be offered. If awarded grant, awardees must continue consultation periodically throughout the year and maintain all such consultation forms. (See Section 2.5.1 for more information on keeping records on file.) Services and benefits provided to private school students must be secular, neutral, and non-ideological. Documentation of consultation must be maintained, updated, and kept on file by applicant for all auditing purposes. The Department recommends using the attached sample copy of a Consultation Form. (See APPENDIX E.) Likewise, private schools must provide equitable services to public school students and their families if the students are part of the area to be served by the 21st CCLC program.

For eligibility purposes, non-public schools must be on file with the DESE. In cases where the non-public school has not already registered and is not currently on file with the DESE, the non-public school must complete the Non-Public School Registration form and submit to the appropriate DESE office as indicated on the form. Please note that for purposes of this application only, the DESE will accept this paper registration form (prior to the due date for this application) even though the submission due date has passed. The paper registration form can be obtained on the DESE's website at:

<http://www.dese.mo.gov/divimprove/fedprog/financialmanagement/Nonpublicindex.html>

Are public charter schools eligible to participate in 21st CCLC programs?

A public charter school is eligible to be considered for support on the same basis as other schools in the state. Even if a charter school does not apply for or receive an award, its students may participate in 21st CCLC programs established through an Application submitted by other organizations.

Is an applicant eligible to apply if it has no prior after school experience?

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

Experience and Practice

Positive youth development refers to a philosophy and approach to working with young people that recognize that: (1) multiple domains of young people's development – cognitive, social, emotional, physical, and moral – are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development.

Is applicant eligible to apply if it is already implementing before and/or afterschool activities?

Yes; however, any program/site receiving 21st CCLC or School Age Community (SAC) funds for the 2011-2012 year is not eligible. The 21st CCLC funds may be used to expand and/or enhance current activities provided in existing afterschool programs, whether supported by public or private funds. For example, an awardee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current afterschool program. Again, awardees must bear in mind that *21st CCLC funds can be used only to supplement and not supplant* any federal or non-federal funds used to support current programs.

What does it mean for a proposal to be submitted jointly?

Proposals that are submitted jointly are those submitted in collaboration by (1) an LEA receiving Title I funds, and (2) CBOs or other public or private organizations that propose to serve students attending Schools in School Improvement. Collaboration in this sense means the sharing, planning, and designing of the program, each has substantial roles to play in the delivery of services, share award resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the 21st CCLC program(s). These community-based organizations can include other public and nonprofit agencies and organizations, businesses, educational entities (such as programs in career centers, school-to-work, community colleges, or universities), recreational, cultural, and other community service entities. Furthermore, the DESE recommends joint submittal between schools and community-based organizations be experienced in providing before and afterschool services.

In order for this to be valid, a signed Memorandum of Understanding between all applicants must be submitted (as Appendix B) and signatures must appear by all applicants on all application pages requiring signatures (additional copies of these pages will be permitted to allow for additional signatures).

Please note this is not the same, nor does it take the place of, the required Letters of Commitment for partnerships as mentioned in 2.1.4 A.2 below.

2.1.4 Prioritized Eligibility for Funding

A. There are two absolute priorities to be eligible, failure to meet these two absolute priorities will result in the Application not being considered for funding:

1. Consistent with federal legislation, the DESE will restrict awards to applications that propose to primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or more of the student population is eligible to receive free and reduced price meals). Please refer to http://www.dese.mo.gov/divcareer/afterschool_grants.htm to reference data. Data used by the DESE to verify eligibility will be frozen on the due date of this Application to ensure eligibility.

Services provided to non-public school students must use the free and reduced cost meals data as reported to the DESE on the Non-Public School Registration Form. (See Section 2.1.3 for additional eligibility information pertaining to non-public schools.)

Primarily served is defined as:

If only one school building will be sending students from the regular school day to your program use the Free and Reduced Lunch Yearly Comparison by Building (for Percentage of January Membership) data as reported to the DESE (see above).

If more than one school building will be sending students from the regular school day to your program: Step A: Take the January Membership data as reported to the DESE for **each** such school building and add up the January Membership numbers for **only** those schools with 40% or MORE free and reduced lunch – write down this total. Step B: Add up the January Membership numbers for **only** those remaining schools with 39% or LESS free and reduced lunch – write down this total. Step C: The total number from Step A must be higher than the total number from Step B in order to meet the definition of ‘primarily’ serving students who attend schools that are eligible as Title I schoolwide programs.

2. Applications (whether submitted jointly or not) must contain *signed* Letters of Commitment from each partner specified clearly delineating the roles to be played by each partner. It is not acceptable to simply state “we support the program.” Letters of Commitment must specifically describe who will do what, when, where, to what ends, and with what anticipated results. If an LEA is not able to partner due to geographic proximity, the LEA must provide such explanation in ATTACHMENT EIGHT in lieu of Letter(s) of Commitment.

If the 21st CCLC program is to be primarily operated by a non-LEA (regardless of fiscal agent determination), applicant must be able to demonstrate partnering with the LEA in which the students to be served attend during the regular school day. In order to demonstrate this, there must be a Memorandum of Understanding (MOU) between the non-LEA and each LEA in which the students being served by the 21st CCLC program attend during the regular school day. At a minimum, the MOU must include: an assurance that the 21st CCLC program was developed and will be carried out in active and ongoing collaboration with the schools the students attend; a description of how and when data and information about the 21st CCLC program will be collected, compiled, and shared throughout each awarded year (i.e. grades, state assessment/MAP, attendance/behavior data, and any other data requested by DESE that will be necessary for federal and state reporting and evaluation of the 21st CCLC program). The MOU must be signed by an authorized person for both the non-LEA and LEA.

The MOU does not necessarily mean that the Application is submitted jointly. The MOU is an agreement that the non-LEA and LEA have a clear understanding of the grant requirements.

“Absolute priority” is defined as: A requirement for eligibility and Applications that do not meet the absolute priorities above will not be considered for funding.

B. Competitive priority will be given to eligible applicants that:

1. Propose to serve children and youth in Schools in School Improvement, under Title I (Section 1116); and are jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity;
2. Proposed to serve at least one middle and/or high school building;
3. Applicant has never received 21st CCLC grant from the DESE.

“Competitive priority” is defined as: Additional points earned over an application of comparable merit that does not meet the criteria.

2.1.5 Program Components

21st CCLC programs are required to provide the following programmatic components, as authorized under Title IV, Part B, of the ESEA, as amended by the *No Child Left Behind (NCLB) Act of 2001*:

- 1) Academic Assistance Component
- 2) Educational Enrichment Component
- 3) Family Literacy Component – i.e, assessment of need for family literacy services among adult family members of students being served by the 21st CCLC program.

Experience & Practice

Afterschool programs are not intended to extend the direct instruction of the classroom day staff by using “right answer” materials and textbooks. However, parents, regular school staff, and many funders want and need to know that academic support is taking place. All afterschool programs can support the academic development of participants by maximizing a variety of “teachable” moments to promote cognitive development in the course of any engaging activities in the afterschool schedule – from field trips to visual and performing arts, even hip-hop. For many participants, especially in middle school, the best academic support is “disguised” teaching – teaching that is unrecognizable to the participant. It is important for staff members to understand and be able to express that what they do supports academic achievement.

2.1.6 Funding

A “center” might include several “sites.” For example, there might be more than one separate school building (or site) within a 21st CCLC. By statute, the DESE cannot consider funding any application that requests less than \$50,000 per year. Maximum awards will be no more than \$450,000 per proposal, per year (pending availability of funds). The applicant must be aware that funds requested must be reasonable, allocable, and allowable as well as appropriate to the number of students to be served. The DESE strongly encourages applicants to be cognizant of their sustainability efforts when requesting these funds. (See Sustainability - 2.2.1 U for additional information.)

Missouri will offer a five-year grant for the 21st CCLC program. The DESE intends to make first year awards through June 30, 2012 with four subsequent one-year renewal options to successful applicants. Awards may be renewed in any subsequent year pending availability of funds, successful completion of all grant requirements, attendance levels, quality of program/program performance, submission of complete and accurate end-of-year reports, submission of an approved renewal form, and/or any other additional information as determined by the DESE.

Diminishing funds

Applicants shall be aware that 21st CCLC awarded funds will diminish during the fourth and fifth years of the award if approved for renewal. The DESE will diminish funds by 20% in year four based upon the average of awarded amounts for years one through three and by 40% in year five based upon the average of awarded amounts for years one through three. In such cases, the awardee must demonstrate the ability to sustain and maintain these reduced levels of funding in their renewal form for years four and five. At the end of five years, awardees should be able to maintain the program in subsequent years. Failure to have a sustainable program in place at the end of five years may place the applicant in jeopardy of not receiving any future before and/or afterschool grant award offered by the DESE.

Note: The smallest amount of grant awarded dollars per program year (no matter the percent of diminishing funds required) can never be less than \$50,000.00 per program year.

Can 21st CCLC awardees use funds from other federal, state, and local programs that have related purposes?

Yes. Applicants are highly encouraged to identify other sources of related funding and demonstrate how all of these resources will be combined and/or coordinated to offer a high-quality, sustainable program. Applicants must identify federal, state, and local programs that also offer afterschool services and will be combined and/or coordinated with the proposed program to make the most effective use of public resources.

Must 21st CCLC provide services free of charge?

No, but programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding scale of fees and scholarships for those who cannot afford the program. Any fees collected from charging to participate in the program must be tracked separately by the fiscal agent and a clear audit trail must exist from the beginning to determine separation of federal funds from fees and charges collected to participate in the program. Fees must be expended by the end of the grant cycle and may not be “reserved” to be used for program funding after the grant concludes.

What activities may 21st CCLC program funds be used for?

Funds shall be used to carry out a broad array of before and/or afterschool activities (including afterschool, before school, evenings, weekends, holidays, summers, or other school vacation periods) that advance student achievement.

Programs will provide a broad array of activities to help students meet state and local student performance standards in core academic subjects, of at least, but not limited to, reading/language arts, mathematics, and science. Programs are limited to providing activities within the following list:

- Remedial education activities;
- Mathematics and reading/language arts education activities;
- Science, arts, and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

- Programs in drug and violence prevention, counseling, character education, and service-learning; and
- Health/nutritional activities.

Applicants must propose an array of *inclusive* and *supervised services* that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for children.

Experience & Practice

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

These kinds of enrichment programs are consistent with evidence of the importance of constructive learning activities during the non-school hours. For example, researcher Reginald Clark found that economically disadvantaged youth who participated in constructive learning activities for 20-35 hours per week performed better in school than their more passive peers.

What activities may 21st CCLC program funds not be used for?

- See Appendix D.

May grantees use 21st Century Community Learning Centers (CCLC) funds to offer programs or activities for which participants may receive credit toward high school graduation requirements?

Yes. In some circumstances, grantees may be able to use 21st CCLC program funds to offer programs or activities for which participants may receive credit toward high school graduation.

The primary purpose of the 21st CCLC program is to offer students a broad array of services, programs, and activities before and after school that are designed to *reinforce* and *complement* the regular academic program of participating students. In addition, section 4203(a)(9) of the ESEA requires states receiving funds under the 21st CCLC program to use such funds to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under the 21st CCLC program and similar programs. 20 U.S.C. 7173(a)(9). Thus, 21st CCLC funds may not be used to pay for activities or programs that would have been provided from other public funds in the absence of the 21st CCLC program.

A grantee may, however, use 21st CCLC program funds for a before- or after- school program or activity for which participants may receive credit toward high school graduation requirements if: (1) such a program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC program, and (2) the program or activity does not replace or reduce the courses and programs normally provided by a local school district or private school (*i.e.*, there is no reduction in the course offerings or costs in that particular academic area).

Note: This answer addresses the use of 21st CCLC funds by grantees for programs or activities that may result in participants' receiving high school credit. It is important to note, however, that it is the local school district or private school (*i.e.*, not the 21st CCLC grantee, if it is a different entity) that decides whether to award credit for the program or activity. It is also important to note that 21st CLCC projects are not required to offer programs or activities for which participants may receive credit.

What is indirect cost and can it be charged to the 21st CCLC proposal?

Indirect costs are based on your expenditures and not the amount of funds you are requesting. Capital Outlay/Equipment cannot be included in your indirect costs. For the list of approved rates, please refer to <http://www.dese.mo.gov/divadm/finance/indirect/>. For purposes of this Application, you must use the 2010-2011 Indirect Cost Calculation list (*Please Note: You do not have to request indirect costs for purposes of this Application.*). Indirect cost rates for schools must not exceed the certified indirect cost rates as established with the School Finance Section of the DESE. For purposes of this Application, you must refer to the restricted rates column. Awards are subject to the non-supplanting and restricted rate requirements of EDGAR 34 CFR 76.563.

2.1.7 Evidence That Programs Are Research-Based and Effective

What evidence must the state and local programs provide to determine whether 21st CCLC programs are research-based and effective?

Local programs must indicate how they meet the principles of effectiveness described in the law. According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and afterschool programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- If appropriate, scientifically-based research that provides evidence that the program will help students meet the state and local academic achievement standards.

What is scientifically-based research?

Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that: (1) employs systematic, empirical methods that draw on observation and experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

When is scientifically-based research appropriate for the 21st CCLC program?

When providing services in core academic areas where scientifically-based research has been conducted and is available such as reading/language arts, mathematics, and science. It is appropriate for a community learning center to employ strategies based on such research. The USDE, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that such information is made widely available. The DESE also encourages local programs to provide professional development in practices and strategies that have been proven effective.

Experience and Practice

Scientific-based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction should be provided in these five areas:

1. Phonemic Awareness - The ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Phonics - The understanding that there is a predictable relationship between phonemes - the sounds of spoken language - and graphemes - the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development - Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
 - Listening Vocabulary - The words to understand what is heard.
 - Speaking Vocabulary - The words used when speaking.
 - Reading Vocabulary - The words needed to understand what is read.
 - Writing Vocabulary - The words used in writing.
4. Reading Fluency (including oral reading skills) - Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading Comprehension Strategies - Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

2.2 Activity Plan Development Requirements

A. Minimum Standards

The applicant must develop and implement the following:

- Create a 21st CCLC that provides students opportunities for academic enrichment to help them meet state and local standards in the core content subjects of at least, but not limited to, reading/language arts, mathematics, and science. This includes providing tutorial services to help students, particularly students who attend low-performing schools, meet state and local student performance standards in core academic subjects of at least, but not limited to, reading/language arts, mathematics, and science. (See Section 2.2.1 A.)
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students. (See Section 2.2.1 A.)
- Offer families of students served by community learning centers opportunities for literacy and related educational development. (See Section 2.2.1 A.)
- Programs will offer services no less than four days per week, and no less than fifteen hours per week during non-school hours or periods when school is not in session. (See Section 2.2.1 B.)
- Help working parents by providing a safe environment for students when school is not in session. Target services to poor and low-performing schools. Missouri must make awards only to applicants that will primarily serve students who attend schools eligible for Title I schoolwide programs (at least 40% of the students qualify to receive free or reduced-price meals). For the purposes of this grant the DESE will use the due date of this Application as the ‘freeze’ date to verify eligibility. Services provided to non-public school students must use the free or reduced price meals data as reported to the DESE on the Non-public School Registration form. Please refer to:
http://www.dese.mo.gov/divcareered/afterschool_grants.htm for such data guidance.
- Employ strategies based on scientifically-based research in core academic areas where scientifically-based research has been conducted and is available for core academic subjects of at least, but not

limited to, reading/language arts, mathematics, and science. The United States Department of Education (USDE), in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that such information is made widely available. The DESE also encourages local programs to provide professional development in practices and strategies that have been proven effective. (See Section 2.1.7.)

- Each awardee must provide an evaluation process to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public. Local awardees, working with the DESE, must evaluate the academic progress of children participating in the 21st CCLC program. (See Sections 2.2.1 Y and ATTACHMENT ELEVEN.)
- Awardees will use Kids Care Center, a secure web-based application for daily program management, to facilitate data reporting that meets federal and state requirements for the DESE Afterschool grantees. (See Section 2.2.1 R.)
- The applicant must be able to demonstrate the need for the services proposed to the student and adult family members of students to be served.
- Awardees should maintain proposed regular attendance levels as indicated in “E” of ATTACHMENT THREE (see Section 2.2.1 “C”).
- Assured alignment with the priorities of the DESE’s goals.

2.2.1 For purposes of this document, the “activity plan” shall include, but not be limited to:

A. Program Content:

According to Section 4201(b)(1) of the statute, a 21st CCLC program assists students in meeting state and local academic achievement standards in core academic subjects of at least, but not limited to, reading/language arts, mathematics, and science by providing the students with opportunities for academic enrichment. Centers must also provide students with a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during periods when school is not in session. Centers offer adult families of students served opportunities for literacy and related educational development.

B. Program Operation:

The DESE requires 21st CCLC programs to offer services no less than four (4) days per week during a typical school year and no less than 15 hours per week during non-school hours or periods when school is not in session (including after school, before school, evenings, weekends, holidays, summers, or other school vacation periods). Programs may offer service to students during normal school hours only on days when school is not in session (e.g., school holidays or teacher professional development days). Activities targeting adult family members may take place during the regular school hours, as these times may be the most suitable for serving these populations. Each community should base its application on the needs of its students and their families.

The DESE encourages programs to operate at least 3 hours per day beginning when school dismisses. If offering services “before” school the program must operate at least one hour per day ending just before the regular school day begins; and if offering services Saturday or during summer the program must operate at least 3 hours per day. Any combination must still meet the requirement of days per week and hours per week per the above.

Experience & Practice

Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. The majority of 21st CCLC that were previously funded directly by the U.S. Department of Education were open at least 15 hours per week. To ensure that children have ample extended learning time, the U.S. Department of Education believes that, based on their analyses of 21st CCLC and other afterschool program evaluation data, centers should be open three hours a day and at least four days a week. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

C. Program Attendance:

For each site that receives 21st CCLC funding, attendance reporting must be kept for each enrolled student and reported on a weekly basis through the statewide data management system (KCC, see Section 2.2.1.R) as provided free of charge by the DESE. Grant awardees should be aware that through the KCC reported data, the DESE will monitor actual attendance levels in comparison to proposed attendance levels to help ensure program effectiveness. Programs who only meet 80% of regular student attendance levels will be placed in moderate risk; programs who only meet 70% of regular attendance levels will be placed in high risk. Additionally, beginning in year two, budgets may be reduced based on previous year's attendance results. For all state and federal reporting purposes, grant awardees shall report academic outcomes for all regular attendees (U.S. Department of Education defines regular attendees as students who attend 30 or more days throughout the year, does not have to be consecutive days).

D. Transportation:

All applicants must assure that they have a student transportation plan ensuring that all students eligible and/or interested in the 21st CCLC program are able to attend and participate. Transportation and access to the site cannot be a barrier for students participating in the 21st CCLC program. Your plan must indicate the options you will provide students to ensure access and transportation. Some options include school buses (e.g. working with the sports programs late buses, car pools, tokens for city buses, taxis, parent pick-up agreements, etc.). Whether the program takes place in a school building or other facility, the applicants must address how students will travel safely to and from the center and home.

E. Services for Adults:

Applicants must assess the need for adult services among the adult family members of the students who are expected to participate in the 21st CCLC program. The 21st CCLC must identify the need and do not have access to existing services for referral or coordination must provide services to the adult family members of students participating in the 21st CCLC program. Adult family members of students participating in the program may participate in educational services or activities appropriate for adults. Services must at least be offered and must be on going through out the grant cycle. In particular, local programs may offer services to support parental involvement and family literacy. Examples of family literacy services include, but are not limited to, the following:

- Reading and literacy classes that support and strengthen reading, writing, speaking, and listening skills;
- Adult education and/or GED completion classes;
- English language learners (ELL);
- Technology classes;
- Employment and interview support classes; and
- Expanded library service hours.

Services may be provided to families of students to advance the students' academic achievement. However, programs are only open to adults who are family members of participating children (not the entire community).

F. Special Needs Students:

The 21st CCLC programs must be open to individuals with special needs. The 21st CCLC programs are required under this application to provide participants the same modifications and accommodations as provided under their Individualized Education Program (IEP) or Section 504 plans for the regular school day. For example, if a student's IEP states that the student requires an aide during the regular school day, then an aide must also be provided for 21st CCLC activities. The district is responsible for ensuring that funding for these accommodations is available. Districts are encouraged to rely on a variety of funding sources to ensure that individuals with special needs participate fully in 21st CCLC programs. If an awardee has an eligibility requirement for participation and the special needs student does not meet that requirement, then the awardee is not required to serve the student as long as the eligibility requirement is unrelated to the student's disability. If an awardee has a waiting list in the same manner that a non-special needs student would be placed on the list.

Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that their proposed 21st CCLC program is accessible to persons with disabilities.

G. Staff:

- Staff working with children must have a minimum of a high school diploma or equivalent and must have education and/or training in early and middle child development, recreation, elementary education, or other child-related fields. However, programs that are required to be licensed must meet staff qualifications as required by licensing. (See Section 2.2.1.N. for additional information.) Programs should aim for the highest level of education and training possible, specifically when looking at academic subjects to be taught. The DESE encourages the program to plan and provide for continuous professional staff development. (See Section 2.2.1 V for additional information.) No person shall be employed who has been convicted of a crime against children. All programs are required to meet state laws regarding screening of childcare providers. All staff must be adults (age 18 or older). Must be able to provide verification of CPR and First Aid training certification for permanent staff members, and emergency procedures by an appropriate certified trainer.

Section 168.133, RSMo, requires all individuals hired after January 1, 2005, whose job involves contact with students, to have an FBI fingerprint background check. This includes teachers and substitute teachers (certified staff) and aides, custodians, secretaries, or cooks (non-certified staff). Two fingerprint cards must be submitted along with the necessary fee. The information portion of the fingerprint cards shall be completed by the applicants. It is up to the district/organization to decide if they want their volunteers to complete the FBI Fingerprint Background Check. Call IBT at 866-522-7067 or visit them on the web at www.ibtfingerprint.com for more information. This law also requires a family care safety registry check. You can find more information about this at www.dhss.mo.gov/fcsr

- Timesheets and/or semi-annual certifications must be maintained for staff hired to work in the 21st CCLC program (see Section 2.4.3 for details on this requirement).
- Staff paid with 21st CCLC funds that also works in the regular school day must have a separate contract/agreement for their work in the 21st CCLC program; or, a clear delineation must be outlined between the two if there is only one contract/agreement.
- If the 21st CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following: 2 years of higher education, an associate degree, or have passed the para praxis. Paraprofessionals who were hired before January 8, 2002, must have met the above requirements by January 8, 2006. Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements.

- Awardees must receive *prior* approval of any changes in key program staff (program coordinator, site coordinator, site director, or other such similar titles/responsibilities), and/or if there is an absence for more than three months, or a 25 percent reduction in time devoted to the project.

Guidance for Applicants

Charts, timetables, and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for managing it successfully. We recommend you clearly spell out objectives, activities, events, beneficiaries, and anticipated results. Many successful projects budget for and employ a project director and seek guidance from a variety of members of the community. Successful projects also describe the role and responsibility of all key staff and plan and provide resources for ongoing staff development and training.

Award funds must be used exclusively for the purposes stated in the bid. Although Faith-Based Organizations are eligible to apply for local awards, no funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. If such practices are offered by the organization, they may not be offered as a part of the program receiving assistance. This issue may be addressed by providing a statement that 1) generally applicable cost accounting procedures are used to ensure that funds will not be used to support religious practices, 2) the governance of the award program shall operate independently from religious practices of the organization, and 3) that program activities are not held in conjunction with religious instruction, worship, or prayer.

H. Health and Safety:

Programs must be able to provide evidence of the following Health and Safety Requirements:

- Copies of CPR and First Aid Training/Certification of all permanent staff upon request.
- Standard Operating Procedures (examples include, but not limited to: emergency response plans: bomb threats, fire, natural disasters; field trips, personnel policies, data collection, etc.)
- Posted copies of meal and snack menus must meet USDA guidelines.
- Copies of fire and/or tornado drills.
- Staff and parent handbooks (copies should be available at each site).
- Posted evacuation routes.

I. Linking the Afterschool Program with the Regular School Day:

Effective integration of the 21st CCLC program with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation between regular school day and 21st CCLC staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas of at least, but not limited to, math, reading/language arts, and science.

Experience and Practice

Integrating K-12 and afterschool programming requires planning and persistence. Communicating with regular school day staff can be challenging if they leave campus at the end of the day. To maximize opportunities for integration, afterschool program staff must take the initiative to communicate with regular school day staff and use content areas of the regular school day as content areas for enrichment activities afterschool. Some programs establish regularly scheduled homework conferences to involve both regular school and afterschool staff in discussions about children's developmental capacities to handle homework.

Building relationships between regular school and afterschool staff is critical. For example, sometimes it is helpful for afterschool staff to plan a "teacher breakfast" or similar event in an effort to build "buy in" and the willingness to communicate regularly.

The best incentive for regular school staff to communicate with afterschool staff is results. Relationships and efforts to integrate K-12 with afterschool are solidified when teachers discover that afterschool students are more easily interested and ready to learn in the regular school classroom, and show improved tests and language development skills.

J. Adult/Child Ratios:

There must be appropriate staff/child ratios at all times in the program. Consideration must be given to the ages of the children being served. If children with disabilities are included in the program and require additional supervision or assistance, that center may need to alter the student/staff ratios. Special staffing arrangements may only be necessary during specific activities. The DESE recommends a ratio of 1:16 for ages five (5) and above. Programs required to be licensed must meet staff/child ratios as required by licensing. (See Section 2.2.1.N. for licensing information.)

K. Supervision:

Children must be under competent supervision at all times. The program director and/or appropriate designee must be immediately available at all times during programming hours.

L. Records:

Records should be maintained on-site including: name, address, gender, and date of birth for each enrolled student; parent's or guardian's names, addresses, and places at which parents or other person(s) responsible for the child can be reached in case of an emergency; a daily attendance record, immunization records, pertinent medical information, and emergency medical treatment plan for each student.

No student under the age of 18 should be released from the program to any person other than the parent, guardian, lawful custodian, or person previously designated in writing.

M. Facility:

Federal legislation supports the provision of services for children, youth, and their families in elementary and secondary school-site settings or at other locations that are at least as available and accessible as the school site. (Elementary schools and secondary schools are defined as any nonprofit institutional day or residential school.) Applicants proposing to provide services through the 21st CCLC grant must provide documentation that:

- the applicant, school district, and school site are in agreement about the program site;
- if an off-campus program site is proposed, the program location will be at least as available and accessible as it would be if it were located at the school site;
- there is a clearly defined plan of communication between the alternate site and the school(s), including the alignment of the academic assistance component; and
- safe transportation between the school and the alternate site will be provided.

Applicants providing programs at locations other than school sites may be required to secure a license. The DHSS has responsibility for licensing child care facilities. Additional general information about providing programs at locations other than school sites can be obtained by visiting the DHSS at: <http://www.dhss.mo.gov> for more information.

N. Licensure:

The DHSS, through the Section for Child Care Regulation, has responsibility for licensing and inspecting child care facilities under the authority of the Missouri Revised Statutes, DHSS, Chapter 210. See rules below:

“210.211. 1. It shall be unlawful for any person to establish, maintain, or operate a child-care facility for children, or to advertise or hold himself or herself out as being able to perform any of the services as defined in Section 210.201, without having in effect a written license granted by the Department of Health except that nothing in Sections 210.203 to 210.245 shall apply to...”

“In addition, **210.275** RSMo states, any program licensed by the DHSS pursuant to this chapter providing child care to school-age children that is located and operated on elementary or secondary school property shall comply with the child-care licensure provisions in this chapter; except that, for safety, health and fire purposes, all buildings and premises for any such programs shall be deemed to be in compliance with the child-care licensure provisions in this chapter.”

No program may operate if required to be licensed until licensure is received. It is the responsibility of each applicant to inquire with the DHSS, section for Child Care Regulation, **before** applying to determine if they are required to be licensed. Awarded funds are contingent upon determination. For all programs identified as required to become licensed or those identified as license-exempt, you will be required to work directly with the DHSS, Section for Child Care Regulation, to become licensed or approved as a license-exempt program and therefore abide by all rules identified by their office. Failure to do so will result in termination of grant award. For more information please visit: www.dhss.mo.gov/ChildCare.

O. Accreditation (optional):

Accreditation sets the standards and verifies the quality of a program by looking at the physical, social, emotional, and intellectual environment. Accreditation provides and assures parents that the program has achieved high performance standards of excellence. Any 21st CCLC program can become accredited and are encouraged to do so, although not required. There are two organizations that provide accreditation:

- 1) Missouri Accreditation (MOA): www.moaccreditation.org
- 2) Council of Accreditation (COA): <http://www.coafterschool.org>

P. Advisory Councils:

Each eligible applicant shall convene an advisory council that is actively engaged in the development and implementation of the afterschool program(s) involved in both the application and life of the grant. Council membership should include, but is not limited to: parents, educators, citizen members, members of civic/service organizations (e.g., Chamber of Commerce, Kiwanis, Lions, Jr. League), members of the business community, state and local government representatives (e.g., Parks and Recreation, city council, mayor’s office), and others with relevant and demonstrated expertise (such as, medical, mental health, and law enforcement professionals). Evidence of regular advisory council meetings will be reported through data collection including, but not limited to, meeting dates, attendees, and topics, etc.

Q. Goals:

Goals convey the broad intent of the program—what will be accomplished, not how (example: “Increase academic achievement among participating students”).

Objectives are statements of intended outcomes that must be measurable (example: “45 percent of participating students will show improvement in reading grades”).

A measurable objective statement typically includes the answers to the following questions:

1. What will you do?
2. How will it be done?
3. Who will do it?
4. With whom will it be done?
5. When/how often will it be done (what period of time)?
6. Where will it be done?
7. What will the change be?
8. To what degree of change?
9. How will you measure the impact?
10. What instrument will you use to measure the change?

Example: Youth development professionals will provide homework assistance to fifty-five students at the Lincoln Elementary afterschool program for thirty minutes each afternoon to increase 60% of students grades by 5% as measured by the student report cards.

Program Goals:

Goals and objectives are the backbone of your proposal. Goals must be clear and measurable; address your needs; and are key to forming your budget. 21st CCLC program goals will be aligned with the Show-Me Standards in the core academic subjects of at least, but not limited to, reading/language arts, mathematics, and science (refer to <http://dese.mo.gov/standards> for additional information).

Department Goals:

The DESE has established four (4) primary goals for Missouri’s system of education, and recipients of funds through this grant shall ensure that funded activities shall be in support of these goals, or in those circumstances when one or more of the goals may not be applicable to the funded project or program, the recipient assures that no action or activity will conflict with the goals(s).

The four goals are:

1. Missouri public education will rank in the top ten on national and international measures of performance.
2. Missouri will provide high quality early educational opportunities to all young children and their families.
3. Missouri will recruit, retain, and support effective teachers and leaders.
4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency, operational effectiveness, and relations with internal and external customers.

All program goals must be identified and tracked in KCC exactly as stated herein. Goals may not be deleted, added, or revised without prior DESE approval. (See ATTACHMENT SEVEN for more information.)

R. Kids Care Center:

KCC is a secure web-based application that simplifies and streamlines record management for childcare programs. KCC can help you get the work done quickly and easily without requiring extensive staff. KCC empowers program administrators with the tools they need to manage children, programming, staff, and facilities without the headaches of software application maintenance, support, and installation.

KCC was developed by Dynamic Enterprise Solutions, Inc. (DES), a Connecticut-based technology consulting company that specializes in the design, development, and implementation of custom web-based applications. DES hosts and manages a multitude of web-based systems and understands the importance of providing data systems that are secure and stable, while providing usability and data integrity.

This data system was designed to facilitate data reporting to meet federal and state requirements for the DESE afterschool grantees. Therefore, all applicants that are awarded funds under this application must use this KCC system, *no exceptions*. It is available to any afterschool program free of charge.

In order to comply with federal reporting requirements, awardees will complete an Annual Performance report (APR) through this KCC. For a listing of federal reporting contained within the APR, see Section 2.4 Reporting Requirements.

In an effort to collect state and federal reporting within KCC, the following required data elements must be collected and inputted into this KCC system for the 2011-2012 school year (it is possible that throughout the year, the DESE may need to add additional requirements for data entry into KCC as federal and/or state reporting requirements may change):

Goals/Objectives—You must input all of your program goals/objectives as specified in your awarded/approved grant into KCC. Then you must review these goals/objectives and update their status on an on-going basis. You must get prior approval from the DESE to add, delete, or revise any goals/objectives (programs shall not alter the scope of the program as described in the awarded/approved grant).

Event Tracking—You must track advisory council meetings (required) and any Lights On events (if applicable) in KCC. Additionally, you may use this feature to track one-time only or irregular events such as field trips, guest speakers, family nights, etc.

Site Inventory—You must track items purchased with grant funds for your program. Inventory is required, but tracking in Kids Care Center is optional at this time. (See Section 2.2.1 Z for more information.)

Programs—Separate for students and adults, if applicable. This includes:

- Creating Programs and Activities
- Scheduling Programs and Activities—*see note below*
- Enrolling Students into Programs and Activities
- Taking Attendance in Programs and Activities—*see note below*

Activities—At a minimum you must enter mathematics, reading/language arts, and science activities to reflect what is happening in your program. You also must include all activities as described in your awarded/approved grant. All others are at your discretion and encouraged (especially all academic activities). Programs should not alter the scope of the program as described in the awarded/approved grant.

Attendance—Daily program attendance must be entered; additionally, attendance must be inputted for reading/language arts, mathematics, and science activities.

Important Attendance Note: Attendance must be taken daily in your program and must be entered into KCC on at least a monthly basis. Attendance data entry must be inputted within 15 days of the following month (i.e., September attendance must be inputted by October 15).

Personnel/Staff—All staff information must be entered.

Staff definition:

“If they worked at the center according to a defined schedule on an ongoing basis and had a defined function or role to perform during the periods in which they were staffing the Center. Individuals who only worked at special, non-recurring or episodic events, field trips, or programming should **not** be entered.”

Additionally, APR outcome must be completed for each staff person; enter staff (either paid or volunteer). The APR Outcome includes: when staff worked (school year, summer, or both); paid/volunteer status; type of staff (school day teacher, center administrator, parent, etc.).

The DESE Demographics—Free/Reduced Lunch, Title I, Limited English Proficient, Special Needs - this is done once each year (preferably after October 1 when new Free/Reduced Lunch data becomes available for all students regardless of attendance).

Pre- and Post-Grades for Reading/Language Arts, Mathematics, and Science—You must input pre- and post-grades for reading/language arts, mathematics, and science into KCC for each student who attended 30 days or more in your program. You choose the pre-grade and you choose the post-grade for each student (with the caveat that the pre-grade precede the post-grade).

State Assessment (MAP)—You must input MAP score data into KCC for each student who attended 30 days or more in your program for reading/language arts, mathematics, and science. This information is usually available mid-end August and must then be inputted into KCC in the fall (exact data entry date to be announced pending availability date of MAP results).

Partners/Resources—You must enter all partners previously identified in your awarded/approved grant. Additionally, resources (financial and in-kind) will be tracked in KCC.

Teacher Surveys—You must collect and input one teacher survey into KCC for each student who attended 30 days or more in your program. These surveys should be filled out by the student’s regular school day teacher. For elementary students, the teacher should be the regular classroom teacher. For middle and high school students, the Math or English teacher. It is preferred that you survey teachers who are not also serving as 21st CCLC program staff, if possible. KCC provides pre-printed (with student name, grade, and site) forms to distribute to these teachers; these pre-printed forms must be used, but of course, programs can also use their own surveys in addition, if desired, but will not be inputted into KCC.

Additional Surveys—The DESE will provide pre-designed surveys that shall be distributed near the end of the school year to parents, afterschool program staff, director, advisory council, school administrators, and community partners as part of the statewide evaluation process implemented by the DESE. Of course, programs can also use their own surveys in addition, *if desired*.

Optional—You may track information for other purposes and funding sources in addition to the ones specified above. These are optional, but if they are mentioned in your awarded/approved grant, they should be in KCC. We will set them up for you.

Awardees should be aware that additional details, instruction sheets, manuals, tip sheets, and trainings will be forthcoming to assist with the KCC data entry process and the APR reporting process. The information noted above is just a brief overview of KCC and APR requirements at this time.

S. The DESE Portal for Afterschool Programs:

The primary grant contact person or their designee is **required** to access the DESE Portal for Afterschool Programs **once per week** *minimum* concerning their awarded/approved grant (see Section 2.4.1 for additional primary grant contact person information). The portal postings include: grant changes/updates, available trainings, grant forms, procedures, due dates, federal/state afterschool topics, etc. The DESE will not send mass e-mail messages regarding this type of information. The DESE Portal for Afterschool Programs can be viewed at <https://mo.kidscarecenter.com>, click on icon for “The DESE Portal for Afterschool Programs”.

T. Partnerships:

By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. The 21st CCLC can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaborative partnerships can also ensure that the children attending a 21st CCLC program benefit from the collective resources and expertise throughout the community.

21st CCLC grant applicants must provide a description of the partnership between a local educational agency, a community-based organization (CBO), and, if appropriate, other public or private organizations. (See Section 2.1.4 A.2 for additional details.)

Experience & Practice

Effective partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, 21st CCLC that partner with a county hospital, the local church, and a printing company in the community might more easily offer health care information, have church volunteers serving snacks for the program, and promote the program with free copying services.

Guidance for Applicants

Applicants are encouraged to really think about the things needed in order to be successful and then recruit the right partners to fit that need rather than developing a laundry list of every organization. Many successful applicants have involved their community partners in planning and writing the Application, as well as in helping to implement the award once awarded.

Applicants are encouraged to consider a wide range of school- and community-based programs, people, and resources that can be effectively incorporated into the 21st CCLC to help enhance student achievement and youth development. Examples include, but are not limited to, the following: student peer tutors, mentors and educators, retired teachers and other senior citizens qualified to provide educational services, licensed teachers, pupil services and library services personnel, service-learning, and other experiential forms of education, family action teams, and increased use of library facilities.

U. Sustainability:

Applicants must include a preliminary plan describing how to sustain the program beyond the award period (it is not adequate to say “our sustainability plan is to look for more funds”). You must

demonstrate a well thought out and systematic plan for sustainability. Descriptions should include plans for maintaining important components of a high-quality program (such as: transportation, staff retention [including volunteer participation], resources, academic enrichment activities, etc.). Plans must also address the roles of specified partners beyond the award period.

Putting a quality sustainability plan into action begins in year one of the grant. With each renewal, grantees will be asked what specific resources have been secured to ensure that the program can remain open independently of 21st CCLC funding. Upon monitoring of the program by the DESE, these resources are subject to audit to determine authenticity.

Programs shall be required to provide documentation to the DESE including signed MOU's, lists of resources secured, meeting times and dates, and all pertinent partner contact information. This information shall be collected by the DESE on a quarterly basis beginning in renewal year one. All information collected shall be subject to audit and any fraudulent findings are subject to termination of award.

Applicants are cautioned that for each renewal year of the awarded 21st CCLC proposal, they will have to address the success of their sustainability plan and specifically identify resources that have been secured. **Failure to identify secured plans for sustainability may result in applicants not being approved for renewal of current 21st CCLC funds. Additionally, such applicants may be in jeopardy of not receiving future awards for any afterschool program offered by the DESE.**

Experience and Practice

Information and material on sustainability can be found at, but is not limited to, the following sites:

The Finance Project (www.financeproject.org)

Afterschool Alliance (www.afterschoolalliance.org)

North Central Regional Educational Laboratory (www.beyondthebell.org)

V. Professional Development:

Awardees should offer opportunities for appropriate professional development for those staff and volunteers working directly with students on a daily basis. This is in addition to the mandatory training sessions identified in this Application, see Section 2.2.1 W for additional information, which reflect an administrative staff level of training and not necessarily program staff training.

The OPEN Initiative (Opportunities in a Professional Education Network) houses a database system that collects and verifies early childhood, school-age/afterschool and youth development professionals' education and training information. PARS was created to recognize the critical service early childhood teachers, afterschool professionals, youth workers, and directors provide to Missouri's children and youth. For more information, please visit: <http://www.openinitiative.org>.

In the future, trainers and trainings will need to be authorized/approved by the Missouri Department of Health and Senior Services-Section for Child Care Regulation (SCCR) in order for trainings to be counted toward the clock hour requirements for licensing purposes. To accomplish this goal, Child Care Aware® of Missouri and the Opportunities in a Professional Education Network (OPEN) Initiative have worked together with state partners to set the criteria and processes for Trainer Authorization and Training Approval. This includes the assurance of trainer qualifications, content approval, and the electronic access to training records for individuals, directors, technical assistance providers (e.g., AREs), funders (e.g. DESE staff), and licensing specialists. The Missouri AfterSchool Network (MASN) will still offer trainings to grantees with each training going through the approval process, including posting and recording attendance in the online Workshop Calendar.

In order to sign up for an approved training through the training calendar, individuals will first need to get a MOPD ID (formally known as an OPEN ID or PARS ID) through the Professional Achievement and Recognition System (PARS). This ID will be used to register for trainings, process certificates, and track professional development for each individual. Please note that this year it is voluntary for grant recipients to track their professional development through PARS as paper training certificates will still be issued; however, the following year it will be required. It is recommended that grantees begin utilizing the system this year to become familiar with it before it becomes a requirement in year two.

W. Training:

Training is an essential component for high-quality afterschool programs. The DESE will work with the Missouri AfterSchool Network (MASN), the Missouri Afterschool Resource Center (MOARC), Missouri Association for Adult Community and Continuing Education (MAACCE), Missouri School Age Community Coalition (MOSAC²), Child Care Aware®, Regional Professional Development Centers (RPDC), and other state and national organizations to provide training and support for Missouri's 21st CCLC awarded programs (an approved training list will be developed and provided to awardees on the DESE Portal for Afterschool Programs).

All programs that are awarded will be required to attend (at a minimum):

- One regional training (to be offered periodically throughout the school year by the MASN/Resource Center; dates and exact locations will be posted on the DESE Portal for Afterschool Programs and the MASN website.
- One state training: must select either MAACCE or MOSAC² Conference. MAACCE Conference is typically held in June (2012) at Tan-Tar-A, Osage Beach. MOSAC² Conference will be held November 4-6, 2011 in the Springfield area.
- One ARE Directors' Meeting, to be held in each afterschool region in September. (See Section 2.2.1 X for additional information.) Program director/coordinator must attend. Exempt for first year.
- One 21st CCLC grantee required meeting to be held in August/September; Jefferson City area. Program director/coordinator must attend.
- KCC trainings as noted below*.
- One national training (optional, not required) related to afterschool (grantee must submit a National Conference Request form for prior approval). Up to three (3) people max per grant and/or entity (if awardee has more than one grant) and only one per year. The form and a list of national conferences will be posted on the DESE Portal for Afterschool Programs "training" tab –others not found on this list may be requested for consideration as well.

The DESE may request that staff participate in additional training activities throughout the year. Grantees should visit the DESE Portal for Afterschool Programs periodically for updated training information as it becomes available. The DESE may allow other trainings in lieu of these where appropriate and reasonably justified.

Budgets are required to include travel funds for trainings specified above. Those attending are responsible for training appropriate program staff not in attendance. Therefore, grantees must budget reasonable and appropriate training dollars per year for the required trainings (at a minimum). Additional travel funds will need to be included for the required KCC trainings. Grantees may amend budgets appropriately if travel funds are not needed/expended for such training requirements.

Please note: The DESE encourages grantees to seek additional local, regional, and/or state trainings to assist in meeting the needs of their 21st CCLC program and may therefore set aside additional training dollars, if reasonable and appropriate.

***Kids Care Center trainings:** Additionally, grantees must send appropriate staff as noted to the following required KCC trainings (*exact training dates and locations will be announced in the fall*):

- one KCC training (multiple trainings will be held regionally throughout the school year to select from). Attendees will be required to RSVP to ensure sufficient numbers participate. Appropriate KCC data staff should attend; the primary grant contact person may attend if desired, but not required. Please

note: it is possible that on-site trainings may be requested by programs on a case-by-case basis and if need warrants such on-site training, it will be scheduled at a mutually agreeable time with support staff. Those attending are responsible for training appropriate program staff not in attendance.

Guidance for Applicants

Training should not be limited to only administrative systems building (e.g., program quality, sustainability, evaluation, etc.) but should also include opportunities for staff development and/or training. The requirement of up to three adult members of the 21st CCLC reflects an administrative staff level of training. Additional funds may be set aside for professional staff development training for those staff and volunteers working directly with students on a day-to-day basis.

X. Technical Assistance:

All awardees will be assigned an Afterschool Regional Educator (ARE) from the Afterschool Resource Center which is part of the Missouri AfterSchool Network (MASN). The duties of the AREs include, but are not limited to, training and technical assistance during the grant year. ARE's will also be making required site visits to your program throughout the grant year (schedules will be announced by the Afterschool Resource Center at the beginning of the school year). However, ***please note*** that the AREs first site visit will consist of a Regional Directors' Meeting in which your program director/coordinator will be required to attend (*others of your choice may also attend*). This will not fulfill the grantee training requirement for one regional training. The purpose of this required directors' meeting is: for all programs to meet their ARE, for the AREs to listen to the unique needs of each program to help programs improve their quality status, and for programs to receive important details about the work and responsibilities of their ARE during the grant year. This meeting will be held regionally (exact dates and regional locations will be announced later).

Additionally, as part of the MASN Quality Improvement Process, there will be a program self-assessment tool that all awardees will be required to complete at the beginning of the school year. These will be distributed by AREs at the required directors' meeting. AREs will use this tool (at a minimum) as a platform to provide assistance where needed to programs throughout the grant year. A year-end assessment may also be conducted. The DESE and MASN realize that some programs may already be using a self-assessment tool, in which case those should be used *in addition* to the uniform statewide tool distributed by the AREs. Please note that this assessment tool is merely a tool used by the AREs to provide technical assistance to you – it in **NO** way impacts your grant status and results are not provided to the DESE. Every program is different and their desired outcomes and goals are also different; therefore, there is no right or wrong response in the assessment tool. This tool will only be used by the AREs to help programs identify where they want their program to be and to help them get there.

It is important for you to realize that these AREs are there to **assist** you and they should not be viewed as “police” but rather as a resource to maximize all of the opportunities for your program.

Y. Evaluation Requirements:

Each awardee must undergo an annual outside evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment and submit annually to the DESE. The results of the evaluation must:

- (1) Be used to refine, improve, and strengthen the program and to refine the goals/objectives; and
- (2) Be made available to the public upon request.

The evaluation will consist of both formative and summative parameters. Some components of the evaluation will come directly from the Kids Care Center (KCC) state data reporting system. Other components will be collected on a grantee basis. In support of your evaluation process, DESE provides the following:

- KCC Data Collection and Reporting System.
- Required training on the use of the KCC system – to meet this, DESE offers specific regional trainings, monthly open trainings in Jefferson City, technical assistance person, and a system help desk to answer questions.
- DESE maintains a Portal for Afterschool Programs where supporting KCC and evaluation information may be found including: system user guides, reporting forms and instructions, reporting guidelines, training schedules and signup, state and national comparative data, and other technical assistance.
- The Missouri AfterSchool Network (MASN) provides a program self-assessment tool to help determine program’s needs and technical assistance plan. DESE requires grantees to complete this tool with their assigned ARE/consultant.
- DESE contracts with a data and evaluation specialist to help with individual reporting needs and data and evaluation technical assistance.
- DESE provides the following required surveys for its statewide evaluation that may be used in conjunction with individual grantee evaluation efforts:
 - ❖ Day School Teacher Retrospective Survey
 - ❖ Parent Retrospective Survey
 - ❖ Afterschool Program Staff Survey
 - ❖ Director Survey
 - ❖ Advisory Council Survey
 - ❖ School Administrators Survey
 - ❖ Community Partners Survey

The style and format of individual grantee evaluations may vary across grantees. DESE understands that 21st CCLC may be only a part of your overall program efforts and that your evaluations may contain data and analysis pertaining to elements not directly related to the 21st CCLC grant. You may also collect data in addition to what DESE requires. While grantees may collect additional evaluation data, the following items are required to assist with gathering ample supporting data to be used in the evaluation results:

- Scopes of work for evaluator/evaluation
- Program self-assessment tool/evaluation measures (both capacity and performance)
- Progress toward goals and objectives as defined in grant
- Mid-year progress report as defined by DESE (due on or before December 31st each year)
- PPICS APR report from KCC Data System to meet federal reporting requirement (due on or before July 15 each year)
- Leveraged Resources Report from KCC Data System
- Performance Monitoring and Evaluation Report (due on or before October 15th each year, supporting documentation listed on the tool does not need to be included with the report submission, but must be available for on-site reviews)
- Inclusion of all the following surveys:
 - ❖ Day School Teacher Retrospective Survey
 - ❖ Parent Retrospective Survey
 - ❖ Afterschool Program Staff Survey
 - ❖ Director Survey
 - ❖ Advisory Council Survey
 - ❖ School Administrators Survey
 - ❖ Community Partners Survey
- Advisory Council meetings (focus/purpose of meetings, frequency, outcomes, etc.)
- Examples of how evaluation results are used to effect program improvement
- Examples of how evaluation results are disseminated to grantee stakeholders

Evaluating and Disseminating Results

The results of grantee evaluations will be used as part of the overall statewide evaluation to identify program improvement, determine best practices, find replicable methods for achieving better outcomes, and to inform

the public of the ongoing evaluation process and the success of afterschool programs in the state of Missouri. DESE will post the evaluation results on its website and on its Portal. Additionally, DESE will encourage dissemination to grantee advisory councils, stakeholders, and other interested parties. This is a fairly open process where all stakeholders will benefit from an honest, open discussion of the state's afterschool programs success and needs for improvement.

Experience & Practice

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal must have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, local awardees must identify which data sources are available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator of success.

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs, developed by the Harvard Family Research Project and The Finance Project, is a technical assistance resource that provides practitioners with techniques, tools, and strategies on a logic model of planning and integrating it with a model of program evaluation based on results accountability and performance measures. For more information go to: www.hfrp.org or www.financeproject.org.

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator. For more information go to: http://www.beyondthebell.org/page_model.php.

In addition, the U.S. Department of Education and the American Institutes for Research developed a *Continuous Improvement Management (CIM) Guide for 21st Century Community Learning Centers*, to address the need for on-going self-assessment and self-evaluation of 21st CCLC programs. To download the Continuous Improvement Management Guide, go to: www.ed.gov/offices/OUS/PES/21cent/cim226.pdf.

Z. Inventory:

Awardees must maintain an accurate and up-to-date inventory for items purchased with grant funds.

Equipment/Inventory Protocol

1. Inventory of grant purchased equipment must be maintained and up-to-date. Grantees must have controls/safeguards in place to prevent loss, damage, or theft of grant purchased equipment. Inventory records must include the following:
 - Description of the equipment
 - Serial number, model number, or other identification number
 - The funding source and percentage under which the equipment was acquired.
 - Acquisition date and cost
 - The present location, use, condition of the equipment, and date the information was reported.
 - All pertinent information on the final transfer, replacement, or disposition of the equipment (including the date of disposal and sale price of the equipment).
2. Inventory must be updated as equipment items are purged or new purchases are made.
3. Equipment items purchased with Federal funds are to be identified and physically marked as such.
4. Adequate safeguards must be in place related to the loss, damage, or theft of the equipment. Any loss, damage, or theft should be investigated and fully documented.

5. Adequate maintenance procedures should be implemented to keep the equipment in good condition.
6. A physical inventory of equipment items must be taken and the results reconciled with the inventory records at least once every two years.

The following items are subject to inventory management and control requirements:

1. Equipment items with a per unit cost of \$1,000 or more and
2. Items with a per unit cost under \$1,000 which are considered attractive or easily pilfered. These “sensitive” items may include, but not limited to, audio-visual equipment, PDAs, digital cameras, computers, laptops, netbooks, tablets, computer accessories, television sets, DVD players, VCRs, e-Readers, MP3 players, video games, equipment and power tools.

- 2.2.2 Document the needs of the students and the community for the afterschool, before and after school, or non-school day program you are proposing to develop, making certain that the scope of the needs assessment undertaken focuses on needs that a CCLC program can address. (See ATTACHMENT SIX for more information.)
- 2.2.3 The awardee shall agree and understand that the state agency shall have complete and total approval authority of the awardee’s activity plan or any part thereof and shall have the expressed right to modify, change, or delete all or any part of the plan at any time.
- 2.2.4 The awardee may be required to develop and submit a new or revised activity plan at other times throughout the award period as well as for each renewal period, if the award is renewed for additional periods. The awardee shall prepare and submit all such future activity plans within a timeframe stipulated by the state agency.

2.3 Activity Plan Implementation Requirements

- 2.3.1 In accordance with the detailed activity plan developed and approved by the DESE, the awardee shall implement and satisfy all requirements of the detailed activity plan. The awardee shall perform those requirements assigned to the awardee and shall oversee and manage all other requirements of the activity plan to insure that all requirements of the plan, as approved by the DESE, are performed and accomplished.

2.4 Reporting Requirements

- 2.4.1 The awardee must submit the reports identified hereinafter to the DESE for review and approval.
 - Applicants must inquire with the DHSS section of Child Care Regulation prior to submitting the Application for licensing requirement status. (See Section 2.2.1.N.)
 - Primary Grant Contact Person – Information Sheet
Awardees must designate one **primary** grant contact person for their approved/awarded renewal. This individual will be the primary point of contact between the DESE and will also be responsible for viewing information posted on the DESE Portal for Afterschool Programs no less than once per week. (See Section 2.2.1 S for more DESE Portal information.) In the event any contact information for this individual should change at anytime throughout the year a new “Primary Grant Contact Person-Information Sheet” must be filled out on the DESE Portal for Afterschool Programs “Procedures and Report Forms” tab. Additionally, if this individual is replaced at anytime throughout the year, a new “Primary Grant Contact Person-Information Sheet” must be filled out. Failure to keep the DESE updated on pertinent contact information may result in delayed grant reimbursements or in missing important grant-related updates/revisions.
 - A Budget Amendment form, if necessary, is due as needed. All awards must be expended no later than June 30.
 - Mid-Year Report form showing progress towards activity plan and the meeting of goals and objectives due no later than January 31.

- National Conference Request form must be completed and submitted to the DESE a minimum of 45 days prior to using grant funds to attend a national conference. No more than three people will be approved to attend per grant and/or entity (if awardee has more than one grant). Only people who work with the CCLC funded afterschool program will be approved. This training is optional. (See 2.2.1. W for details.)
- Quarterly basis: The DESE will run a KCC System report every quarter to capture required data (such as program's attendance, activities, hours/days of operation, etc.). Programs must have all required KCC data current and up-to-date by these dates. Grantees will be required to run this same report within two-weeks prior to the DESE run dates to validate data as it appears in KCC. Tentatively, the DESE report run dates are: October 31, January 31, April 28, and June 30.
- A Request for Reimbursement form showing expenditures for reimbursement. Request for Reimbursement form is due no later than the 15th of the month and reimbursement will be made around the 22nd of the following month. Final Request for Reimbursement date is July 15th, NO EXCEPTIONS!
- The Final Expenditure Report form is due no later than July 15. All remaining funds will be allocated to other eligible entities. Any portion of the award that was not expended by June 30 must be returned to the DESE.
- Federal APR and grantee profile reporting: Through individual program data collected in KCC, awardees will supply federally-required data elements to the state agency who in turn will supply the data to the U.S. Department of Education. Data entry in KCC must be on-going and accurate. APR at the federal level begins in April/May and must be completed by the state's issued deadline of July 15. The following items at a minimum are required reporting elements for APR:
 - program operation,
 - attendance (including student characteristics),
 - minimum of one activity,
 - events (advisory councils and Lights On),
 - staff/personnel,
 - feeder school,
 - partners,
 - resources,
 - goals/objectives,
 - teacher surveys,
 - grades (pre- and post- for reading/language arts, mathematics, and science),
 - state assessment/MAP (reading/language arts, mathematics, and science),
 - supplemental funding sources, and
 - grantee profile (not applicable to collect/input into KCC; this portion will be pre-printed data that is mailed to programs to review, update, and return).
- Program Evaluations of the 2011-2012 21st CCLC program are due to the DESE no later than September 15, 2012.
- Statewide Evaluation Surveys will be disseminated by the DESE in March and due to the contracted state evaluator April 15, 2012.
- End-of-Year Desk Audit (Performance Monitoring and Evaluation Report) due October 15, 2012 for previous school year.
- Program self-assessment tool as distributed by the Afterschool Resource Center AREs, see Section 2.2.1 X, for additional information regarding the self-assessment tool and the Afterschool Resource Center AREs. This is **not** a tool (or report) due to the DESE, but rather it is a required process to identify program needs **only** for purposes of technical assistance as provided by the AREs. Programs are required to complete the self-assessment process by working directly with the AREs, but it should not be submitted to the DESE as a required report. The DESE will only collect completion status for this requirement.
- Any other forms and/or materials as required by the DESE.

2.4.2 For each subsequent renewal year, awardees must submit a renewal form by June 1 that describes project activities, accomplishments, and outcomes. Renewal applications typically become available in March/April. The two purposes of the renewal form are to: (1) demonstrate that substantial progress has been made toward

meeting the objectives of the project as outlined in the award, and (2) collect data that addresses the performance indicators for the 21st CCLC program. More details about the renewal form, performance standards, and copies of all required forms will be provided to awardees at the appropriate time.

- 2.4.3 All employees in the afterschool program who receive afterschool program salaries from grant money are required to maintain time sheets or semi-annual certifications (i.e. time distribution sheets) as required by Office of Management and Budget (OMB A-87). The time and effort documentation must:

Where Employees Work on Multiple Activities or Cost Objectives (monthly time sheets)

- 1) reflect an after-the-fact distribution of the actual activity of the employee,
- 2) account for the total activity for which the employee is compensated,
- 3) be prepared at least monthly and coincide with one or more pay periods, and
- 4) be signed by the employee.

Where Employees Work Solely on a Single Federal Award or Cost Objective (semi-annual time certifications)

- 1) certify that the employee worked solely on that program for the period covered by the certification, and
- 2) be prepared at least semi-annually and will be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.

2.5 Financial Requirements

- 2.5.1 The awardee must maintain financial and accounting records and evidence pertaining to the award in accordance with generally accepted cost accounting principles and other procedures specified by the state. These records must be made available at all reasonable times to the DESE and/or its designees during the award. All records must be kept on file for three (3) years from the date of final reimbursement on the award.
- 2.5.2 21st CCLC is 100% federal funding under CFDA #84.287c. Additional federal cost principle guidance is available in OMB Circular A-87 for those fiscal agents that are local education agencies, OMB Circular A-21 for those that are institutions of higher education, or OMB Circular A-122 for nonprofit community-based organizations that are assuming fiscal responsibility for the 21st CCLC partnership.
- 2.5.3 Planned expenditures must be “reasonable, allocable, and allowable” and abide by Education Department General Administrative Regulations-EDGAR (<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>) and OMB Circular A-87, A-21, and A-122 - Cost Principles (http://www.whitehouse.gov/omb/circulars/a087/a87_2004.html).
- 2.5.4 Any applicant that expends \$500,000 in *total federal funds* shall have a single audit conducted for that year in accordance with the provisions of OMB Circular A-133 “Audit of States, Local Governments, and Nonprofit Organizations.” Copies of audits must be submitted to the Federal Clearing House by the awardees. Total federal awards include all federal funds expended by the sub-recipient during its fiscal year, whether received through the DESE or other agencies.
- 2.5.5 Cash Management Improvement Act: The Applicant ensures that they are in compliance with the Cash Management Improvement Act (CMIA). This act which requires Applicant to demonstrate that when receiving federal funds, they have either already spent the funds or will spend the funds within three days of receipt. To consider the funds “spent”, the transactions should be recorded in your accounting system **and** the funds delivered to the intended recipients. CMIA is a part of our monitoring process and in the event programs fail to comply with this rule, they will be required to return the amount of interest earned to the feds (see EDGAR 80.20 and 80.21 for calculation method to determine interest refund); you cannot earn interest from federal money.

- 2.5.6 The awardee must permit governmental auditors and authorized representatives of the DESE to have access for the purpose of audit or examination of any of the books, documents, papers, and records of the awardee's recording receipts and disbursements of any of the funds made available to the awardee under the award at any reasonable time. The awardee further agrees that any audit exception noted by governmental auditors must not be paid by the DESE and must be the sole responsibility of the awardee, provided that it may contest any such exception by any legal procedure it deems appropriate, and that the DESE will pay the awardee all amounts which may ultimately be held entitled to receive as a result of any such legal action.
- 2.5.7 All applicants awarded a 21st CCLC contract by the DESE must ensure that records directly associated with the program's funding are available for viewing by members of the public upon request.
- 2.5.8 The awardee must agree and understand that the state of Missouri **does not make advanced payments to the awardee** for any services performed or goods purchased or provided.
- A. The awardee must ensure that all services have been provided or obligated prior to submitting a Request for Reimbursement to the DESE for reimbursement from the DESE.
- B. The awardee must agree and understand that any amount funded per the award is subject to appropriations made by the General Assembly and signed into law by the governor. In addition, the total budget amount described herein is also subject to reduction by executive order and/or by administrative policy of the DESE when deemed in the best interest of the DESE. Therefore, the DESE does not guarantee that any amount of funds will be spent in accordance with the award.

2.6 Invoicing and Reimbursement Requirements

- 2.6.1 The firm, fixed amount shall constitute the total amount due the awardee for all services specified in the requirements of this document unless services are specifically listed as reimbursable in the paragraph related to reimbursements.
- 2.6.2 Upon receipt and approval of a properly prepared Request for Reimbursement form, the DESE shall pay the awardee the amount of verifiable expenditures. Receiving the awarded dollars is done on a reimbursement basis. Each successful applicant must pay expenses first, submit a request for reimbursement form to the DESE second, and then receive reimbursement third. Funds received must be expended within three days of receipt (see Section 2.5.5).
- 2.6.3 Any Request for Reimbursement form arriving after the due date may be held until the next reimbursement month.
- 2.6.4 Any Request for Reimbursement form not completed according to specified instructions will be returned and may result in reimbursement not being made until the next reimbursement cycle.
- 2.6.5 Other than the reimbursements on the Budget Page or subsequent Budget Amendment forms, no other reimbursements shall be made to the awardee for any reason whatsoever.
- 2.6.6 Awardees will be placed in moderate risk if no Request for Reimbursements has been submitted to the DESE by December 15. Awardees will be placed in high risk if no Request for Reimbursements has been submitted to the DESE by March 15.

2.7 Other Contractual Requirements

- 2.7.1 **Business Compliance:**
The applicant must be in compliance with the laws regarding conducting business in the state of Missouri. The applicant certifies by signing the signature page of this original document and any amendment signature page(s) that the applicant and any proposed subcontractors are presently in

compliance with such laws. The applicant shall provide documentation of compliance upon request by the Department of Elementary and Secondary Education. The compliance to conduct business in the state shall include, but not necessarily be limited to:

- A. Registration of business name (if applicable),
- B. Certificate of Authority to transact business/certificate of good standing (if applicable),
- C. Taxes (e.g. city/county/state/federal),
- D. State and local certification (e.g. professions/occupations/activities),
- E. Licenses and permits (e.g., city/county license, sales permits), and
- F. Insurance (e.g., worker's compensation/unemployment compensation).

2.7.2 Contractor Language:

The contractor understands and agrees that by signing the contract, they certify the following:

- A. The contractor shall only utilize personnel authorized to work in the United States in accordance with applicable federal and state laws. This includes, but is not limited to, the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) and INA Section 274A.
- B. If the contractor is found to be in violation of this requirement or the applicable state, federal, and local laws and regulations, and if the state of Missouri has reasonable cause to believe that the contractor has knowingly employed individuals who are not eligible to work in the United States, the DESE shall have the right to cancel the contract immediately without penalty or recourse and suspend or debar the contractor from doing business with the DESE.
- C. The contractor agrees to fully cooperate with any audit or investigation from federal, state, or local law enforcement agencies.

2.7.3 Contract:

A binding contract shall consist of: (1) the application, amendments thereto; (2) the contractor's bid; (3) clarification of the Application, if any; and (4) the DESE's acceptance of the Application by "Notice of Award". All exhibits and attachments included in the Application shall be incorporated into the contract by reference.

- A. The contract expresses the complete agreement of the parties and performance shall be governed solely by the specifications and requirements contained therein.
- B. Any change to the contract, whether by modification and/or supplementation, must be accomplished by a formal contract amendment signed and approved by and between the duly authorized representative of the contractor and the DESE prior to the effective date of such modification. The contractor expressly and explicitly understands and agrees that no other method and/or no other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification to the contract.

2.7.4 Award Period:

The original award period shall be as stated in the Application. The award shall not bind, nor purport to bind, the DESE for any contractual commitment in excess of the original award period. The DESE shall have the right, at its sole option, to renew the award for four (4) additional one-year periods, or any portion thereof pending the availability of funding, successful completion of all deliverables, complete and accurate end-of-year required reports, and submission of an approved renewal form. In the event the DESE exercises such right, all terms and conditions, requirements and specifications of the award must remain the same and apply during the renewal period, pursuant to applicable option clauses of this document.

- A. Renewal Periods: If the option for renewal is exercised by the DESE, the awardee shall agree that the amounts stated in the original award will not be increased in excess of the maximum amount for the applicable renewal period stated on the Price for Service page (ATTACHMENT TWELVE-A) of the award.

- 2.7.5 If renewal amounts are not provided then amounts during renewal periods shall be the same as during the original award period.
- 2.7.6 The DESE does not automatically exercise its option for renewal based upon the maximum amount and reserves the right to offer or to request renewal of the award at an amount less than the maximum price stated.
- 2.7.7 Termination:
The DESE reserves the right to terminate the contract at any time, for the convenience of the State of Missouri, without penalty or recourse, by giving written notice to the contractor at least thirty (30) calendar days prior to the effective date of such termination. The contractor shall be entitled to receive compensation for services and/or supplies delivered to and accepted by the State of Missouri pursuant to the contract prior to the effective date of termination.
- 2.7.8 Property of State:
All documents, data, reports, supplies, equipment, and accomplishments prepared, furnished, or completed by the contractor pursuant to the terms of the contract shall become the property of the DESE. Upon expiration, termination, or cancellation of the contract, said items shall become the property of the DESE.
- 2.7.9 Confidentiality:
The contractor shall agree and understand that all discussions with the contractor and all information gained by the contractor as a result of the contractor's performance under the contract shall be confidential and that no reports, documentation, or material prepared as required by the contract shall be released to the public without the prior written consent of the DESE.
- 2.7.10 Contractor Liability:
The contractor shall be responsible for any and all personal injury (including death) or property damage as a result of the contractor's negligence involving any equipment or service provided under the terms and conditions, requirements and specifications of the contract. In addition, the contractor assumes the obligation to save the State of Missouri, including its agencies, employees, and assignees, from every expense, liability, or payment arising out of such negligent act. The contractor also agrees to hold the State of Missouri, including its agencies, employees, and assignees, harmless for any negligent act or omission committed by any subcontractor or other person employed by or under the supervision of the contractor under the terms of the contract.
- A. The contractor shall not be responsible for any injury or damage occurring as a result of any negligent act or omission committed by the State of Missouri, including its agencies, employees, and assignees.
 - B. Under no circumstances shall the contractor be liable for any of the following: (1) third party claims against the state for losses or damages (other than those listed above); (2) loss of, or damage to, the state's records or data; or (3) economic consequential damages (including lost profits or savings) or incidental damages, even if the contractor is informed of their possibility.

2.7.11 Insurance:

The contractor shall understand and agree that the State of Missouri cannot save and hold harmless and/or indemnify the contractor or employees against any liability incurred or arising as a result of any activity of the contractor or any activity of the contractor's employees related to the contractor's performance under the contract. Therefore, the contractor must acquire and maintain adequate liability insurance in the form(s) and amount(s) sufficient to protect the State of Missouri, its agencies, its employees, its clients, and the general public against any such loss, damage and/or expense related to his/her performance under the contract.

2.7.12 Contractor Status:

The contractor represents himself or herself to be an independent contractor offering such services to the general public and shall not represent himself/herself or his/her employees to be an employee of the DESE. Therefore, the contractor shall assume all legal and financial responsibility for taxes, FICA, employee fringe benefits, workers compensation, employee insurance, minimum wage requirements, overtime, etc., and agrees to indemnify, save, and hold the DESE, its officers, agents, and employees, harmless from and against, any and all loss; cost (including attorney fees); and damage of any kind related to such matters.

2.7.13 Coordination:

The contractor shall fully coordinate all contract activities with those activities of the DESE. As the work of the contractor progresses, advice and information on matters covered by the contract shall be made available by the contractor to the DESE throughout the effective period of the contract.

2.7.14 Subcontractors:

Any subcontracts for the products/services described herein must include appropriate provisions and contractual obligations to ensure the successful fulfillment of all contractual obligations agreed to by the contractor and the state of Missouri and to ensure that the state of Missouri is indemnified, saved, and held harmless from and against any and all claims of damage, loss, and cost (including attorney fees) of any kind related to a subcontract in those matters described in the contract between the state of Missouri and the contractor. The contractor shall expressly understand and agree that he/she shall assume and be solely responsible for all legal and financial responsibilities related to the execution of a subcontract. The contractor shall agree and understand that utilization of a subcontractor to provide any of the products/services in the contract shall in no way relieve the contractor of the responsibility for providing the products/services as described and set forth herein. The contractor must obtain the approval of the state of Missouri prior to establishing any new subcontracting arrangements and before changing any subcontractors. The approval shall not be arbitrarily withheld.

2.7.15 Substitution of Personnel:

The contractor agrees and understands that the DESE's agreement to the Application is predicated in part on the utilization of the specific individual(s) identified in the proposal. Therefore, the awardee agrees that no substitution of such specific individual(s) and/or personnel qualifications shall be made without the prior written approval of the DESE. The awardee further agrees that any substitution made pursuant to this paragraph must be equal or better than originally proposed and that the state agency's approval of a substitution shall not be construed as an acceptance of the substitution's performance potential. The DESE agrees that an approval of a substitution will not be unreasonably withheld.

2.7.16 Preference for Organizations for the Blind and Sheltered Workshops:

Pursuant to section 34.165, RSMo, a ten (10) bonus point preference shall be granted to bidders including products and/or services manufactured, produced or assembled by a qualified nonprofit organization for the blind established pursuant to 41 U.S.C. sections 46 to 48c or a sheltered workshop holding a certificate of approval from the DESE pursuant to section 178.920, RSMo.

A. In order to qualify for the ten bonus points, the following conditions must be met and the following evidence must be provided:

- 1) The bidder must either be an organization for the blind or sheltered workshop or must be proposing to utilize an organization for the blind/sheltered workshop as a subcontractor and/or supplier in an amount that must equal the greater of \$5,000 or 2% of the total dollar value of the contract for purchases not exceeding \$10 million.
- 2) The services performed or the products provided by the organization for the blind or sheltered workshop must provide a commercially useful function related to the delivery of the contractually-required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract. Therefore, if the services performed or the products provided by the organization for the blind or sheltered workshop is utilized, to any extent, in the bidder's obligations outside of the contract, it shall not be considered a valid added value to the contract and shall not qualify as participation in accordance with this clause.
- 3) If the bidder is proposing participation by an organization for the blind or sheltered workshop, in order to receive evaluation consideration for participation by the organization for the blind or sheltered workshop, the bidder must provide the following information with the bid:

- Participation Commitment - The bidder must complete Attachment 14, Participation Commitment, by identifying the organization for the blind or sheltered workshop and the commercially useful products/services to be provided by the listed organization for the blind or sheltered workshop. If the bidder submitting the bid is an organization for the blind or sheltered workshop, the bidder must be listed in the appropriate table on the Participation Commitment Form.
- Documentation of Intent to Participate – The bidder must either provide a properly completed Attachment 15, Documentation of Intent to Participate Form, signed by the organization for the blind or sheltered workshop proposed or must provide a recently dated letter of intent signed by the organization for the blind or sheltered workshop which: (1) must describe the products/services the organization for the blind/sheltered workshop will provide and (2) should include evidence of the organization for the blind/sheltered workshop qualifications (e.g. copy of certificate or Certificate Number for Missouri Sheltered Workshop).

NOTE: If the bidder submitting the bid is an organization for the blind or sheltered workshop, the bidder is not required to complete Attachment 15, Documentation of Intent to Participate Form or provide a recently dated letter of intent.

1. A list of Missouri sheltered workshops can be found at the following internet address:
<http://www.dese.mo.gov/divspeced/shelteredworkshops/index.html>.
2. The websites for the Missouri Lighthouse for the Blind and the Alphapointe Association for the Blind can be found at the following Internet addresses:
<http://www.lhbindustries.com>
<http://www.alphapointe.org>

B. Commitment – If the bidder's bid is awarded, the participation committed to by the bidder on Attachment 14, Participation Commitment, shall be interpreted as a contractual requirement.

2.7.17 Missouri Service-Disabled Veteran Business Preference:

Pursuant to section 34.074, RSMo, a three (3) bonus point preference shall be granted to bidders who qualify as Missouri service-disabled veteran businesses and who complete and submit Attachment 16, Missouri Service-Disabled Veteran Business Preference with the bid. If the bid does not include the completed Attachment 16 and the documentation specified on Attachment 16 in accordance with the instructions provided therein, no preference points will be applied.

3. SUBMISSION INFORMATION

3.1 Submission of Applications

3.1.1 Electronic submission of Applications through the on-line bidding website is not available for this Application. Application may not be faxed.

3.1.2 When submitting an Application, the awardee must include three (3) signed copies **in addition to** the original signed Application for a total of four (4). All four copies must be contained within the same envelope/box.

3.1.3 The DESE will not add items to the Application received, nor will the DESE remove items from the Application received. If any adjustment to the Application is needed, applicant must replace the entire Application with another prior to the due date. In such cases, when submitting the new Application, applicant must inform the DESE to replace the previous Application with the new one.

3.1.4 Formatting Requirements:

To facilitate the evaluation process, the applicant must organize their Application as described in 4.1 and shall follow these requirements (failure to do so may result in the Application not being considered for funding):

- A. Each page must be titled (with the appropriate attachment title) in the top right hand margin.
- B. Shall be page numbered chronologically in lower right hand corner.
- C. Shall not add fancy bindings or add any information not requested.
- D. Shall be on regular white bond paper.
- E. Must be bound in the upper left hand corner by a staple (if too large for staple, use binder clip) – do not use paper clips or rubber bands.
- F. All pages must be single-sided, double-spaced with one-inch margins on top, bottom, and sides.
- G. Font shall be Times New Roman with a font size of 10 or 12 point.
- H. All pages requesting signatures must have the appropriate signatures.
- I. Redesign or reformatting of the Application is not permitted.

3.1.5 The applicant is cautioned that it is the applicant's sole responsibility to submit information related to the evaluation components and that the DESE is under no obligation to solicit such information if it is not included with the Application. The applicant's failure to submit such information may cause an adverse impact on the evaluation of the Application.

3.1.6 Applicant's Contacts:

Applicants and their agents (including subcontractors, employees, consultants, or anyone else acting on their behalf) shall direct all of their questions or comments regarding the Application, the evaluation, etc. to the contact person indicated on the first page of this Application. Applicants and their agents may not contact any other state employee regarding any of these matters during the solicitation and evaluation process. Inappropriate contacts are grounds for suspension and/or exclusion from specific procurements. Applicants and their agents who have questions regarding this matter shall contact the contact person.

3.1.7 Applications must be received by the DESE no later than 3:00 p.m. on Tuesday, May 24, 2011.

3.2 Evaluation and Award Process

3.2.1 After determining that an Application has been submitted in accordance with the submission of Applications in Section 3.1, and that the Application satisfies the mandatory requirements stated in the Application, the evaluator(s) must use both objective analysis and subjective judgment in conducting a comparative assessment of the Application in accordance with the evaluation criteria stated below. A total of 203 points is possible for this Application. The points are as follows:

Need for Program (ATTACHMENT SIX)	25 Pts
Program Design (ATTACHMENT SEVEN)	40 Pts
Community Partners (ATTACHMENT EIGHT)	15 Pts
Adequacy of Resources (ATTACHMENT NINE)	15 Pts
Management Plan (ATTACHMENT TEN).....	35 Pts
Program Evaluation (ATTACHMENT ELEVEN).....	10 Pts
Cost of Program (ATTACHMENT TWELVE-A, B, C, D)	30 Pts
Sustainability of Program (ATTACHMENT TWELVE-E.....	10 Pts
Competitive Priority (refer to Section 2.1.4 B).....	10 Pts
Blind and Sheltered Workshop (refer to 2.7.16).....	10 Pts
Disabled Veteran Business (refer to 2.7.17)	3 Pts

3.2.2 In accordance with ESEA regulations, the DESE may select awardees to geographically distribute funds across the state in both rural and urban communities.

3.2.3 The DESE reserves the right to decline awards to applicants who currently maintain at least one other Missouri 21st CCLC award.

3.2.4 After an initial screening process, a question and answer conference or interview may be conducted with the applicant, if deemed necessary by the DESE. In addition, the applicant may be asked to make an oral presentation of their Application during the conference. Attendance cost at the conference shall be at the applicant's expense. All arrangements and scheduling must be coordinated by the DESE.

3.2.5 Following review and recommendations by a peer review panel using the criteria and priorities described in this Application, award recipients will be designated. The DESE anticipates notifying awardees on or before August 2011. All applicants should refer to the website for a complete listing of awardees at: <http://www.dese.mo.gov/divcareered/afterschool.htm>.

3.2.6 The objective evaluation of cost must be based upon the amounts stated on the Price for Service Page for the original award period plus renewal periods. This will be looked at in context with the amount requested and the number of students to be served. Make sure that your costs are in keeping with the need and the goals and objectives of the program.

A. In the event of a discrepancy between the applicant's price breakdown and the Price for Service Page, the Price for Service Page must govern.

B. All information contained in the applicant's price breakdown may be utilized in the subjective evaluation of any relevant evaluation criteria.

4. SUBMISSION REQUIREMENTS

4.1 The following components must be included in the Application, in the order as indicated here:

Cover Page **ATTACHMENT ONE** Signed.

(Found on first page of application packet. If submitted jointly, page must be copied and signed by all applicants.)

Program Information **ATTACHMENT TWO**

Program Summary **ATTACHMENT THREE**

Program Abstract **ATTACHMENT FOUR**

Site Summary **ATTACHMENT FIVE**

Need for Program **ATTACHMENT SIX**

Program Design **ATTACHMENT SEVEN**

Community Partners **ATTACHMENT EIGHT**

Adequacy of Resources **ATTACHMENT NINE**

Management Plan **ATTACHMENT TEN A and B**

Program Evaluation **ATTACHMENT ELEVEN**

Cost of Program **ATTACHMENT TWELVE**

Price for Service **ATTACHMENT TWELVE-A**

Projected Five Year Budget **ATTACHMENT TWELVE-B**

Budget Summary Years One-Three **ATTACHMENT TWELVE-C**

Budget Narrative **ATTACHMENT TWELVE-D**

Sustainability of Programs **ATTACHMENT TWELVE-E**

Statement of Assurances **ATTACHMENT THIRTEEN**

(If submitted jointly, page must be copied and signed by all applicants)

Participation Commitment **ATTACHMENT FOURTEEN**

Documentation of Intent to Participate **ATTACHMENT FIFTEEN**

Missouri Service-Disabled Veteran Business Preference **ATTACHMENT SIXTEEN**

Appendix A - Copy of Licensure Certificate and/or copy of Accreditation Certificate, *if applicable*.

Appendix B - Memorandum of Understanding, *if applicable* (see Prioritized Eligibility for Funding 2.1.4).

Appendix C – Economic Impact to Missouri

Appendix D - Certification Regarding Plagiarism

Appendix E – Spending Guidelines. This is a reference page, not to be submitted.

Appendix F - Consultation Form. This is a sample copy to use not to be submitted (see Section 2.1.3 for additional information).

STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TERMS AND CONDITIONS -- APPLICATION

1. TERMINOLOGY/DEFINITIONS

Whenever the following words and expressions appear in an Application document or any amendment thereto, the definition or meaning described below shall apply.

- a. **Agency and/or State Agency** means the statutory unit of state government in the State of Missouri for which the equipment, supplies, and/or services are being purchased by the **Department of Elementary and Secondary Education (DESE)**. The agency is also responsible for payment.
- b. **Amendment** means a written, official modification to an APPLICATION or to a contract.
- c. **Attachment** applies to all forms which are included with an APPLICATION to incorporate any informational data or requirements related to the performance requirements and/or specifications.
- d. **Bid Opening Date and Time** and similar expressions mean the exact deadline required by the APPLICATION for the receipt of sealed bids.
- e. **Applicant** means the person or organization that responds to an APPLICATION by submitting a bid with prices to provide the equipment, supplies, and/or services as required in the APPLICATION document.
- f. **Buyer** means the procurement staff member of the DESE. The **Contact Person** as referenced herein is usually the Buyer.
- g. **Contract** means a legal and binding agreement between two or more competent parties, for a consideration for the procurement of equipment, supplies, and/or services.
- h. **Contractor** means a person or organization who is a successful Applicant as a result of an APPLICATION and who enters into a contract.
- i. **Exhibit** applies to forms which are included with an APPLICATION for the Applicant to complete and submit with the sealed bid prior to the specified opening date and time.
- j. **Application**: means the solicitation document issued by the DESE to potential Applicants for the purchase of equipment, supplies, and/or services as described in the document. The definition includes these Terms and Conditions as well as all Pricing Pages, Exhibits, Attachments, and Amendments thereto.
- k. **May** means that a certain feature, component, or action is permissible, but not required.
- l. **Must** means that a certain feature, component, or action is a mandatory condition. Failure to provide or comply will result in a bid being considered non-responsive.
- m. **Pricing Page(s)** applies to the form(s) on which the Applicant must state the price(s) applicable for the equipment, supplies, and/or services required in the APPLICATION. The pricing pages must be completed and submitted by the Applicant with the sealed bid prior to the specified bid opening date and time.
- n. **RSMo (Revised Statutes of Missouri)** refers to the body of laws enacted by the Legislature which govern the operations of all agencies of the State of Missouri. Chapter 34 of the statutes is the primary chapter governing the operations of DESE.
- o. **Shall** has the same meaning as the word **must**.
- p. **Should** means that a certain feature, component and/or action is desirable but not mandatory.

2. APPLICABLE LAWS AND REGULATIONS

- a. The contract shall be construed according to the laws of the State of Missouri. The contractor shall comply with all local, state, and federal laws and regulations related to the performance of the contract to the extent that the same may be applicable.
- b. To the extent that a provision of the contract is contrary to the Constitution or laws of the State of Missouri or of the United States, the provisions shall be void and unenforceable. However, the balance of the contract shall remain in force between the parties unless terminated by consent of both the contractor and the DESE.
- c. The contractor must be registered and maintain good standing with the Secretary of State of the State of Missouri and other regulatory agencies, as may be required by law or regulations.
- d. The contractor must timely file and pay all Missouri sales, withholding, corporate and any other required Missouri tax returns and taxes, including interest and additions to tax.
- e. The exclusive venue for any legal proceeding relating to or arising out of the APPLICATION or resulting contract shall be in the Circuit Court of Cole County, Missouri.
- f. The contractor shall only utilize personnel authorized to work in the United States in accordance with applicable federal and state laws and Executive Order 07-13 for work performed in the United States.

3. OPEN COMPETITION/INVITATION FOR BID DOCUMENT

- a. It shall be the Applicant's responsibility to ask questions, request changes or clarification, or otherwise advise the DESE if any language, specifications or requirements of an APPLICATION appear to be ambiguous, contradictory, and/or arbitrary, or appear to inadvertently restrict or limit the requirements stated in the APPLICATION to a single source. Any and all communication from Applicants regarding specifications, requirements, competitive bid process, etc., must be directed to the buyer from the DESE, unless the APPLICATION specifically refers the Applicant to another contact. Such communication should be received at least ten calendar days prior to the official bid opening date.
- b. Every attempt shall be made to ensure that the Applicant receives an adequate and prompt response. However, in order to maintain a fair and equitable bid process, all Applicants will be advised, via the issuance of an amendment to the APPLICATION, of any relevant or pertinent information related to the procurement. Therefore, Applicants are advised that unless specified elsewhere in the APPLICATION, any questions received less than ten calendar days prior to the APPLICATION opening date may not be answered.
- c. Applicants are cautioned that the only official position of the State of Missouri is that which is issued by the DESE in the APPLICATION or an amendment thereto. No other means of communication, whether oral or written, shall be construed as a formal or official response or statement.
- d. The DESE monitors all procurement activities to detect any possibility of deliberate restraint of competition, collusion among Applicants, price-fixing by Applicants, or any other anticompetitive conduct by Applicants which appears to violate state and federal antitrust laws. Any suspected violation shall be referred to the Missouri Attorney General's Office for appropriate action.
- e. The DESE reserves the right to officially amend or cancel an APPLICATION after issuance.

4. PREPARATION OF BIDS

- a. Applicants **must** examine the entire APPLICATION carefully. Failure to do so shall be at Applicant's risk.
- b. Unless otherwise specifically stated in the APPLICATION, all specifications and requirements constitute minimum requirements. All bids must meet or exceed the stated specifications and requirements.
- c. Unless otherwise specifically stated in the APPLICATION, any manufacturer names, trade names, brand names, information and/or catalog numbers listed in a specification and/or requirement are for informational purposes only and are not intended to limit competition. The Applicant may offer any brand which meets or exceeds the specification for any item, but must state the manufacturer's name and model number for any such brands in the bid. In addition, the Applicant shall explain, in detail, (1) the reasons why the proposed equivalent meets or exceeds the specifications and/or requirements and (2) why the proposed equivalent should not be considered an exception thereto. Bids which do not comply with the requirements and specifications are subject to rejection without clarification.
- d. Bids lacking any indication of intent to bid an alternate brand or to take an exception shall be received and considered in complete compliance with the specifications and requirements as listed in the APPLICATION.
- e. In the event that the Applicant is an agency of state government or other such political subdivision which is prohibited by law or court decision from complying with certain provisions of an APPLICATION, such a Applicant may submit a bid which contains a list of statutory limitations and identification of those prohibitive clauses which will be modified via a clarification conference between the DESE and the Applicant, if such Applicant is selected for contract award. The clarification conference will be conducted in order to agree to language that reflects the intent and compliance of such law and/or court order and the APPLICATION. Any such Applicant needs to include in the bid, a complete list of statutory references and citations for each provision of the APPLICATION which is affected by this paragraph.
- f. All equipment and supplies offered in a bid must be new, of current production, and available for marketing by the manufacturer unless the APPLICATION clearly specifies that used, reconditioned, or remanufactured equipment and supplies may be offered.
- g. Prices shall include all packing, handling and shipping charges FOB destination, freight prepaid and allowed unless otherwise specified in the APPLICATION.
- h. Bids, including all pricing therein, shall remain valid for 90 days from bid opening unless otherwise indicated. If the bid is accepted, the entire bid, including all prices, shall be firm for the specified contract period.
- i. Any foreign Applicant not having an Employer Identification Number assigned by the United States Internal Revenue Service (IRS) must submit a completed IRS Form W-8 prior to or with the submission of their bid in order to be considered for award.

5. SUBMISSION OF APPLICATIONS

- a. Applicants may submit bids hard copy delivered to the DESE office. Delivered bids must be sealed in an envelope or container, and received in the DESE office located (see cover page for address) no later than the exact opening time and date specified in the APPLICATION. All bids must (1) be submitted by a duly authorized representative of the Applicant's organization, (2) contain all information required by the application, and (3) be priced as required. Hard copy bids may be mailed to the DESE post office box address. However, it shall be the responsibility of the Applicant to ensure their bid is in the DESE office (address listed above) no later than the exact opening time and date specified in the APPLICATION.
- b. The sealed envelope or container containing a bid should be clearly marked on the outside with (1) the official APPLICATION number and (2) the official opening date and time. Different bids should not be placed in the same envelope, although copies of the same bid may be placed in the same envelope.
- c. A bid which has been delivered to the DESE office, may be modified by signed, written notice which has been received by the DESE prior to the official opening date and time specified. A bid may also be modified in person by the Applicant or its authorized representative, provided proper identification is presented before the official opening date and time. Telephone or telegraphic requests to modify a bid shall not be honored.
- d. A bid which has been delivered to the DESE office, may only be withdrawn by a signed, written notice or facsimile which has been received by the DESE prior to the official opening date and time specified. A bid may also be withdrawn in person by the Applicant or its authorized representative, provided proper identification is presented before the official opening date and time. Telephone, e-mail, or telegraphic requests to withdraw a bid shall not be honored.
- e. Applicants delivering a hard copy bid to DESE must sign and return the APPLICATION cover page or, if applicable, the cover page of the last amendment thereto in order to constitute acceptance by the Applicant of all APPLICATION terms and conditions. Failure to do so may result in rejection of the bid unless the Applicant's full compliance with those documents is indicated elsewhere within the Applicant's response.
- f. Faxed bids shall not be accepted. However, faxed and e-mail no-bid notifications shall be accepted.

6. BID OPENING

- a. Bid openings are public on the opening date and at the opening time specified on the APPLICATION document. Names, locations, and prices of respondents shall be read at the bid opening. The DESE will not provide prices or other bid information via the telephone.
- b. Bids which are not received in the DESE office prior to the official opening date and time shall be considered late, regardless of the degree of lateness, and normally will not be opened. Late bids may only be opened under extraordinary circumstances in accordance with 1 CSR 40-1.050.

7. PREFERENCES

- a. In the evaluation of bids, preferences shall be applied in accordance with Chapter 34 RSMo. Contractors should apply the same preferences in selecting subcontractors.
- b. By virtue of statutory authority, a preference will be given to materials, products, supplies, provisions and all other articles produced, manufactured, made or grown within the State of Missouri and to all firms, corporations or individuals doing business as Missouri firms, corporations or individuals. Such preference shall be given when quality is equal or better and delivered price is the same or less.
- c. In accordance with Executive Order 05-30, contractors are encouraged to utilize certified minority and women-owned businesses in selecting subcontractors.
- d. In the evaluation of bids, a service-disabled veteran business preference shall be applied in accordance with Section 34.074 RSMo.

8. EVALUATION/AWARD

- a. Any clerical error, apparent on its face, may be corrected by the buyer before contract award. Upon discovering an apparent clerical error, the buyer shall contact the Applicant and request clarification of the intended bid. The correction shall be incorporated in the notice of award. Examples of apparent clerical errors are: 1) misplacement of a decimal point; and 2) obvious mistake in designation of unit.
- b. Any pricing information submitted by a Applicant shall be subject to evaluation if deemed by the DESE to be in the best interest of the State of Missouri.
- c. The Applicant is encouraged to propose price discounts for prompt payment or propose other price discounts that would benefit the State of Missouri. However, unless otherwise specified in the APPLICATION, pricing shall be evaluated at the maximum potential financial liability to the State of Missouri.

- d. Awards shall be made to the Applicant whose bid (1) complies with all mandatory specifications and requirements of the APPLICATION and (2) is the lowest and best bid, considering price, responsibility of the Applicant, and all other evaluation criteria specified in the APPLICATION and (3) complies with Sections 34.010 and 34.070 RSMo and Executive Order 04-09.
- e. In the event all Applicants fail to meet the same mandatory requirement in an APPLICATION, DESE reserves the right, at its sole discretion, to waive that requirement for all Applicants and to proceed with the evaluation. In addition, the DESE reserves the right to waive any minor irregularity or technicality found in any individual bid.
- f. The DESE reserves the right to reject any and all bids.
- g. When evaluating a bid, the State of Missouri reserves the right to consider relevant information and fact, whether gained from a bid, from a Applicant, from Applicant's references, or from any other source.
- h. Any information submitted with the bid, regardless of the format or placement of such information, may be considered in making decisions related to the responsiveness and merit of a bid and the award of a contract.
- i. Any award of a contract shall be made by notification from the DESE to the successful Applicant. The DESE reserves the right to make awards by item, group of items, or an all or none basis. The grouping of items awarded shall be determined by DESE based upon factors such as item similarity, location, administrative efficiency, or other considerations in the best interest of the State of Missouri.
- j. All bids and associated documentation which were submitted on or before the official opening date and time will be considered open records pursuant to Section 610.021 RSMo following the official opening of bids.
- k. The DESE reserves the right to request clarification of any portion of the Applicant's response in order to verify the intent of the Applicant. The Applicant is cautioned, however, that its response may be subject to acceptance or rejection without further clarification.
- l. Any bid award protest must be received within ten (10) calendar days after the date of award in accordance with the requirements of 1 CSR 40-1.050 (10).
- m. The final determination of contract award(s) shall be made by DESE.

9. CONTRACT/PURCHASE ORDER

- a. By submitting a bid, the Applicant agrees to furnish any and all equipment, supplies and/or services specified in the APPLICATION, at the prices quoted, pursuant to all requirements and specifications contained therein.
- b. A binding contract shall consist of: (1) the APPLICATION and any amendments thereto, (2) the contractor's response (bid) to the APPLICATION, (3) clarification of the bid, if any, and (4) DESE's acceptance of the response (bid) by "notice of award" or by "purchase order." All Exhibits and Attachments included in the APPLICATION shall be incorporated into the contract by reference.
- c. A notice of award issued by the State of Missouri does not constitute an authorization for shipment of equipment or supplies or a directive to proceed with services. Before providing equipment, supplies and/or services for the State of Missouri, the contractor must receive a properly authorized purchase order or other form of authorization given to the contractor at the discretion of the state agency.
- d. The contract expresses the complete agreement of the parties and performance shall be governed solely by the specifications and requirements contained therein. Any change to the contract, whether by modification and/or supplementation, must be accomplished by a formal contract amendment signed and approved by and between the duly authorized representative of the contractor and the DESE or by a modified purchase order prior to the effective date of such modification. The contractor expressly and explicitly understands and agrees that no other method and/or no other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification to the contract.

10. INVOICING AND PAYMENT

- a. The State of Missouri does not pay state or federal taxes unless otherwise required under law or regulation.
- b. The statewide financial management system has been designed to capture certain receipt and payment information. For each purchase order received, an invoice must be submitted that references the purchase order number and must be itemized in accordance with items listed on the purchase order. Failure to comply with this requirement may delay processing of invoices for payment.
- c. The contractor shall not transfer any interest in the contract, whether by assignment or otherwise, without the prior written consent of the DESE.
- d. Payment for all equipment, supplies, and/or services required herein shall be made in arrears unless otherwise indicated in the APPLICATION.
- e. The State of Missouri assumes no obligation for equipment, supplies, and/or services shipped or provided in excess of the quantity ordered. Any unauthorized quantity is subject to the state's rejection and shall be returned at the contractor's expense.
- f. All invoices for equipment, supplies, and/or services purchased by the State of Missouri shall be subject to late payment charges as provided in Section 34.055 RSMo.
- g. The State of Missouri reserves the right to purchase goods and services using the state purchasing card.

11. DELIVERY

Time is of the essence. Deliveries of equipment, supplies, and/or services must be made no later than the time stated in the contract or within a reasonable period of time, if a specific time is not stated.

12. INSPECTION AND ACCEPTANCE

- a. No equipment, supplies, and/or services received by an agency of the state pursuant to a contract shall be deemed accepted until the agency has had reasonable opportunity to inspect said equipment, supplies, and/or services.
- b. All equipment, supplies, and/or services which do not comply with the specifications and/or requirements or which are otherwise unacceptable or defective may be rejected. In addition, all equipment, supplies, and/or services which are discovered to be defective or which do not conform to any warranty of the contractor upon inspection (or at any later time if the defects contained were not reasonably ascertainable upon the initial inspection) may be rejected.
- c. The State of Missouri reserves the right to return any such rejected shipment at the contractor's expense for full credit or replacement and to specify a reasonable date by which replacements must be received.
- d. The State of Missouri's right to reject any unacceptable equipment, supplies, and/or services shall not exclude any other legal, equitable or contractual remedies the state may have.

13. WARRANTY

- a. The contractor expressly warrants that all equipment, supplies, and/or services provided shall: (1) conform to each and every specification, drawing, sample or other description which was furnished to or adopted by the DESE, (2) be fit and sufficient for the purpose expressed in the APPLICATION, (3) be merchantable, (4) be of good materials and workmanship, and (5) be free from defect.
- b. Such warranty shall survive delivery and shall not be deemed waived either by reason of the state's acceptance of or payment for said equipment, supplies, and/or services.

14. CONFLICT OF INTEREST

- a. Officials and employees of the state agency, its governing body, or any other public officials of the State of Missouri must comply with Sections 105.452 and 105.454 RSMo regarding conflict of interest.
- b. The contractor hereby covenants that at the time of the submission of the bid the contractor has no other contractual relationships which would create any actual or perceived conflict of interest. The contractor further agrees that during the term of the contract neither the contractor nor any of its employees shall acquire any other contractual relationships which create such a conflict.

15. REMEDIES AND RIGHTS

- a. No provision in the contract shall be construed, expressly or implied, as a waiver by the State of Missouri of any existing or future right and/or remedy available by law in the event of any claim by the State of Missouri of the contractor's default or breach of contract.
- b. The contractor agrees and understands that the contract shall constitute an assignment by the contractor to the State of Missouri of all rights, title and interest in and to all causes of action that the contractor may have under the antitrust laws of the United States or the State of Missouri for which causes of action have accrued or will accrue as the result of or in relation to the particular equipment, supplies, and/or services purchased or procured by the contractor in the fulfillment of the contract with the State of Missouri.

16. CANCELLATION OF CONTRACT

- a. In the event of material breach of the contractual obligations by the contractor, the DESE may cancel the contract. At its sole discretion, the DESE may give the contractor an opportunity to cure the breach or to explain how the breach will be cured. The actual cure must be completed within no more than 10 working days from notification, or at a minimum the contractor must provide DESE within 10 working days from notification a written plan detailing how the contractor intends to cure the breach.
- b. If the contractor fails to cure the breach or if circumstances demand immediate action, the DESE will issue a notice of cancellation terminating the contract immediately.
- c. If the DESE cancels the contract for breach, the DESE reserves the right to obtain the equipment, supplies, and/or services to be provided pursuant to the contract from other sources and upon such terms and in such manner as the DESE deems appropriate and charge the contractor for any additional costs incurred thereby.
- d. The contractor understands and agrees that funds required to fund the contract must be appropriated by the General Assembly of the State of Missouri for each fiscal year included within the contract period. The contract shall not be binding upon the state for any period in which funds have not been appropriated, and the state shall not be liable for any costs associated with termination caused by lack of appropriations.

17. COMMUNICATIONS AND NOTICES

Any notice to the Applicant/contractor shall be deemed sufficient when deposited in the United States mail postage prepaid, transmitted by facsimile, transmitted by e-mail or hand-carried and presented to an authorized employee of the Applicant/contractor.

18. BANKRUPTCY OR INSOLVENCY

- a. Upon filing for any bankruptcy or insolvency proceeding by or against the contractor, whether voluntary or involuntary, or upon the appointment of a receiver, trustee, or assignee for the benefit of creditors, the contractor must notify the DESE immediately.
- b. Upon learning of any such actions, the DESE reserves the right, at its sole discretion, to either cancel the contract or affirm the contract and hold the contractor responsible for damages.

19. INVENTIONS, PATENTS AND COPYRIGHTS

The contractor shall defend, protect, and hold harmless the State of Missouri, its officers, agents, and employees against all suits of law or in equity resulting from patent and copyright infringement concerning the contractor's performance or products produced under the terms of the contract.

20. NON-DISCRIMINATION AND AFFIRMATIVE ACTION

In connection with the furnishing of equipment, supplies, and/or services under the contract, the contractor and all subcontractors shall agree not to discriminate against recipients of services or employees or applicants for employment on the basis of race, color, religion, national origin, sex, age, disability, or veteran status unless otherwise provided by law. If the contractor or subcontractor employs at least 50 persons, they shall have and maintain an affirmative action program which shall include:

- a. A written policy statement committing the organization to affirmative action and assigning management responsibilities and procedures for evaluation and dissemination;
- b. The identification of a person designated to handle affirmative action;
- c. The establishment of non-discriminatory selection standards, objective measures to analyze recruitment, an upward mobility system, a wage and salary structure, and standards applicable to layoff, recall, discharge, demotion, and discipline;
- d. The exclusion of discrimination from all collective bargaining agreements; and
- e. Performance of an internal audit of the reporting system to monitor execution and to provide for future planning.

If discrimination by a contractor is found to exist, the DESE shall take appropriate enforcement action which may include, but not necessarily be limited to, cancellation of the contract, suspension, or debarment by the DESE until corrective action by the contractor is made and ensured, and referral to the Attorney General's Office, whichever enforcement action may be deemed most appropriate.

21. AMERICANS WITH DISABILITIES ACT

In connection with the furnishing of equipment, supplies, and/or services under the contract, the contractor and all subcontractors shall comply with all applicable requirements and provisions of the Americans with Disabilities Act (ADA).

22. FILING AND PAYMENT OF TAXES

The commissioner of administration and other agencies to which the state purchasing law applies shall not contract for goods or services with a vendor if the vendor or an affiliate of the vendor makes sales at retail of tangible personal property or for the purpose of storage, use, or consumption in this state but fails to collect and properly pay the tax as provided in chapter 144, RSMo. For the purposes of this section, "affiliate of the vendor" shall mean any person or entity that is controlled by or is under common control with the vendor, whether through stock ownership or otherwise. Therefore Applicant's failure to maintain compliance with chapter 144, RSMo may eliminate their bid from consideration for award.

23. TITLES

Titles of paragraphs used herein are for the purpose of facilitating reference only and shall not be construed to infer a contractual construction of language.

Terms and Conditions Revised 08-28-08

APPLICATION Revised 2/18/11

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

Program Information (include this page)

Contact Information: (If application is submitted jointly, this page may be copied for additional contact information.)	
Applicant's Name (name of organization/entity/etc. applying for funds)	
"Primary" Contact Person	Title
District or Organization Name (for contact person)	
Mailing Address (for contact person)	Phone
City, State, and Zip	Fax
E-mail (for contact person)	Lead Grant Writer Name

Superintendent Information: If the application is submitted jointly or has more than one superintendent of schools, this page must be copied for additional superintendent information.	
Superintendent Name	District Name
Mailing Address	Phone
City, State, and Zip	Fax

Site Information: Complete one box for <u>each</u> site that will provide a 21 st CCLC program at this specified location. If application has more than four sites, applicant may copy this page for additional sites and attach directly behind this page.	
Name of Site	Name of Site
Program Name	Program Name
Physical Site Address	Physical Site Address
City, State, and Zip	City, State, and Zip
Site Contact Person	Site Contact Person
Site Contact Phone	Site Contact Phone
Site Contact Email	Site Contact Email

Name of Site
Program Name
Physical Site Address
City, State, and Zip
Site Contact Person
Site Contact Phone
Site Contact Email

Name of Site
Program Name
Physical Site Address
City, State and Zip
Site Contact Person
Site Contact Phone
Site Contact Email

Program Summary (include this page)

A. Applicant is (please check one):

- Public School Charter School Submitted Jointly (see Section 2.1.4)
 Other, describe: _____

B. Is proposal submitted jointly (see Section 2.1.4) between an LEA receiving Title I funds, **and** CBO or other public or private organizations that propose to serve students attending Schools in School Improvement (per Section 2.1.4)?

- yes no **If yes**, attach copy of Memorandum of Understanding as Appendix B, where indicated.

C. Who will serve as the fiscal agent (specify the name of the school district or the agency/organization)?

D. Is the applicant a previous recipient of other 21st CCLC funds? yes no

If yes: federal state What date did award funding conclude: ____/____ (month/year).

E. List each site name, not program name, in the table below. Site is the location in which the program resides. Complete one table for each site.

Note: Applicants are cautioned that the number of students to be served should be realistic and attainable in order to meet or exceed this number throughout the grant.

<i>Site A Name:</i>				
<i>Attendance Levels</i>		<i>Grade levels to be served</i>		<i>Urban, Rural or Suburban</i>
Total # of students proposed to be served: _____		<input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		<input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S
Of the total above, proposed # of regular attendees (30+ days): _____				
<i>List all schools that will be sending students to this site (including your own school, if served).</i>	<i>District name</i>	<i>School type</i>	<i>*% Free or reduced lunch for this school building</i>	<i>**Actual schoolwide (not CCLC program) enrollment for this school building</i>
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		

* Must use data as reported to the DESE (see Section 2.1.4 A.1 for details).

** Must use (January membership) data as reported to the DESE (see Section 2.1.4 A.1 for details).

Program Summary (cont.) (include this page, if applicable)

Site B Name:				
<i>Attendance Levels</i>		<i>Grade levels to be served</i>		<i>Urban, Rural or Suburban</i>
Total # of students proposed to be served: _____		<input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		<input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S
Of the total above, proposed # of regular attendees (30+ days): _____				
<i>List all schools that will be sending students to this site (including your own school, if served).</i>	<i>District name</i>	<i>School type</i>	<i>***Free or reduced lunch for this school building</i>	<i>**Actual schoolwide (not CCLC program) enrollment for this school building</i>
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		

Site C Name:				
<i>Attendance Levels</i>		<i>Grade levels to be served</i>		<i>Urban, Rural or Suburban</i>
Total # of students proposed to be served: _____		<input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		<input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S
Of the total above, proposed # of regular attendees (30+ days): _____				
<i>List all schools that will be sending students to this site (including your own school, if served).</i>	<i>District name</i>	<i>School type</i>	<i>***Free or reduced lunch for this school building</i>	<i>**Actual schoolwide (not CCLC program) enrollment for this school building</i>
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		

Site D Name:				
<i>Attendance Levels</i>		<i>Grade levels to be served</i>		<i>Urban, Rural or Suburban</i>
Total # of students proposed to be served: _____		<input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		<input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S
Of the total above, proposed # of regular attendees (30+ days): _____				
<i>List all schools that will be sending students to this site (including your own school, if served).</i>	<i>District name</i>	<i>School type</i>	<i>***Free or reduced lunch for this school building</i>	<i>**Actual schoolwide (not CCLC program) enrollment for this school building</i>
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
		<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		

* Must use data as reported to the DESE (see Section 2.1.4 A.1 for details).
 ** Must use (January membership) data as reported to the DESE (see Section 2.1.4 A.1 for details).

Program Abstract (1 page maximum) (include this page)

Within the space provided, briefly summarize the program's goals, services, and activities, and planned participants listed in this Application as they are related to the needs identified and scope of project design.

Site Summary (include this page) Site Name: _____

Complete the following for **EACH** site. In cases of multiple sites, copy page for each site.

A. Services that advance *student achievement* (programs are limited in providing the following program activities in this list). Programs must provide a broad array of services. (See Section 2.1.6.) Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Reading or Literacy
<input type="checkbox"/> Language arts
<input type="checkbox"/> Mathematics education activities
<input type="checkbox"/> Science education activities
<input type="checkbox"/> Art and Music education activities
<input type="checkbox"/> Entrepreneurial education programs
<input type="checkbox"/> Sports or Recreation | <input type="checkbox"/> Tutoring services and mentoring programs
<input type="checkbox"/> Technology, Video or Media, and Telecommunication
<input type="checkbox"/> Activities for limited English proficient students
<input type="checkbox"/> Assistance to truant, suspended, or expelled students
<input type="checkbox"/> Expanded library service hours
<input type="checkbox"/> Promotion of parental involvement and family literacy
<input type="checkbox"/> Drug and violence prevention, counseling, and character education programs |
|---|--|

B. Is this site a previous recipient of other 21st CCLC funds? yes no

If yes: federal state What date did award funding conclude: ____/____/____ (month/year).

C. Will site be located in an elementary or secondary school building? yes no

If no, where will the program be located (building name and address) and what is its geographic proximity to such school? _____

If no, why is this site not located in school building? _____

If no, how will students be transported from school to site location? _____

D. Is this site currently licensed by the DHSS? no yes – attach copy of licensure certificate as Appendix A.

E. Is this site required to be licensed per the DHSS Section for Child Care Regulations: yes no

F. Is this site currently accredited? no yes: MOA-state COA-national – attach copy of the accreditation certificate as Appendix A.

G. Will qualified senior citizens (age 55 or older) serve as volunteers at this site? no yes, explain how:

H. Will students serve as volunteers at this site? no yes, explain how:

I. Specify the % of limited English proficiency students at this site: _____%

J. Specify the number of adult family members (*of students served*) this site is proposing to serve: _____

K. Types of adult services to be provided: activities promoting parental involvement career/job training
 activities promoting family literacy other, describe: _____

Site Summary (cont.) (include this page)

L. Program will be in session at this site during (check all that apply):

- After school
 Before school
 Summer
 Holidays
 Weekends
 Evenings
 Breaks
 Other (specify: _____)

M. Complete the following table for program operation at this site:

	Summer—prior to school start (July 1-start of school)	Regular school year (i.e. August 24-May 23)	Summer—afterschool ends (following last day of school-June 30)	Grand total for entire year (July 1-June 30)
Total # hours/week				
Total # days/week				
Total # of weeks				
Total # of days				
First date of operation	___/___/___	___/___/___	___/___/___	N/A
Last date of operation	___/___/___	___/___/___	___/___/___	N/A

N. Specify beginning and ending times site is in operation during school year (*during non-school hours*):

	Before School (Times of Operation)			Afterschool (Times of Operation)			Grand Total # hours/day
	Beginning Time	Ending Time	# hours before subtotal	Beginning Time	Ending Time	# hours after subtotal	
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

O. Specify beginning and ending times site is in operation during other times of the year (*days school is not in session*):

	Summer		Holidays		Breaks		Other, Describe:	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

Need for Program (3 pages maximum - do not include this page)

Label these narrative pages as **ATTACHMENT SIX**. For each of the following, state the number below prior to your response of each:

The extent to which the students and adult family members of students to be served under this Application demonstrates need for the services proposed. In this section, the applicant describes the community, paying particular attention to the area to be served by this proposal, and to the needs of the target population. In doing this, you shall:

1. Document the needs of the students and community for the afterschool, before and afterschool, or non-school day program you are proposing to develop, making certain that the scope of the needs assessment undertaken focuses on needs that a 21st CCLC program can address. For example:
 - a. percentage of students in poverty (percentage qualifying for free and reduced price lunch) in targeted schools;
 - b. deficits in academic achievement in each school (percentage of students in below basic, basic, proficient, and advanced on the most recent MAP results for reading, math, and science);
 - c. rates of juvenile crime; attendance rates, truancy rates, dropout rates or high school completion rates;
 - d. suspensions and expulsions;
 - e. teen pregnancy rates;
 - f. the percentage of rapid growth of limited English proficient students and adults;
 - g. information on the percentage of working parents who might benefit from the program;
 - h. available resources, in addition to the grant funds requested, including current afterschool and summer school services offered, that will address identified needs; and
 - i. any other information on school services offered relevant to the proposed CCLC.
2. Describe how this program will address the needs identified above.
3. Document the needs of the adult family members of the students expected to be served. For example:
 - a. Reading and literacy classes that support and strengthen reading, writing, speaking, and listening skills.
 - b. Adult education classes
 - c. GED classes and/or expanded library services
 - d. English language learners (ELL)
 - e. Employment and interview support classes
4. One of the principles of effectiveness states that the program must include an assessment of objective data regarding need for the before and after school programs (including during summer recess periods) and activities in the schools and communities. To do so, describe any local “needs surveys” that prove need or that illustrate community support for overcoming need.
 - a. Describe how the proposed 21st CCLC program will address or remedy the risk factors for each target population. The services to be provided should be closely tied to the needs identified.
 - b. Explain how you will tailor your activities to address the specific needs of program participants and to achieve the desired outcomes.
 - c. Explain how your program will provide services that are not currently available during the regular school day.

Program Design (Do not include this page)Program Goals

This section will describe the extent to which the goals, objectives, and outcomes to be achieved by the proposed 21st CCLC program are clearly specified and measurable. Goals convey the broad intent of the program-what will be accomplished, not how. Objectives are statements of intended outcomes that can be measured and provide the framework by which the goals are met. Clearly written goals and objectives provide the basis for evaluation activities. Objectives are measurable, time limited, logically relate to the purpose, and describe outcomes for students, families, staff, etc. Measures how you determine the impact of your services.

- Identify goals and objectives for each proposed program based on the locally-identified needs and consistent with the purposes described above. (See Section 2.2.1 Q.)
- The following performance goal and indicators have been adopted by the Missouri State Board of Education in order to guide the DESE and local education agencies in implementing No Child Left Behind (NCLB) effectively and to provide a measure of accountability for that implementation. Performance targets and baseline data related to Adequate Yearly Progress will be submitted annually. The following goal and performance indicators (at a minimum) must be included as one of your program's goals:

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 3.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts and mathematics on the Missouri Assessment Program (MAP). (Subgroups are gender, major racial and ethnic groups, English proficiency status, migrant status, students with disabilities, as compared to nondisabled students, economically-disadvantaged compared to students who are not disadvantaged.)
- 3.2 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts and mathematics on the state's assessment. (See subgroup above.)
- 3.3 Performance Indicator: The percentage of Title I schools that make Adequate Yearly Progress.

Include additional goals (and their goal number) that are aligned with the Show-Me Standards (refer to <http://dese.mo.gov/standards> for additional information on the standards) in the core academic subjects of at least but not limited to reading/language arts, mathematics, and science. How will the program assist students in making progress toward those standards? How are they expected to improve student academic achievement and other desired outcomes, and if appropriate, scientifically-based research that provides evidence that the program or activity will help students meet state and local student academic achievement standards? Merely asserting in an Application that the program will assist students in meeting or exceeding local and state standards in such core academic areas does not provide the reviewers with a full understanding of how this will occur. Applicants should also address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

Department Goals

The DESE has established four (4) primary goals for Missouri's system of education, and recipients of funds through this grant shall ensure that funded activities shall be in support of these goals, or in those circumstances when one or more of the goals may not be applicable to the funded project or program, the recipient assures that no action or activity will conflict with the goal(s). The four goals are as follows: (For the purpose of the 21st CCLC grant you will be evaluated on the alignment of your program goals to the DESE goal one (1) and/or goal three (3)).

1. Missouri public education will rank in the top ten on national and international measures of performance.
2. Missouri will provide high quality early educational opportunities to all young children and their families.
3. Missouri will recruit, retain, and support effective teachers and leaders.
4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency, operational effectiveness, and relations with internal and external customers.

Program Design (include this page – make additional copies as needed for your goals)

Program Goals (See Section 2.2.1 Q.)

1. Please state your goals and measurable objectives. Note: measurable objectives are statements of intended outcomes that can be measured (example: “45 percent of participating students will show improvement in reading grades” – NOT “students will improve in reading”).
2. Check number one (1) for goal one, number two (2) for goal two, etc.
3. For each goal, please write objectives and plan on measurement.
4. For each goal, please check all classifications and status that applies to each goal.

Goal (check one) 1 2 3 4 5

Measurable Objective(s):

What instruments and data will be used to measure the results?

Classification (*check all that apply for this goal*):

- Improve student achievement
- Improve student behavior
- Provide a safe and secure environment
- Retain participating students
- Meet planned hours of operation
- Offer a particular type of activity or service
- Foster community collaboration
- Facilitate a social development of participating students
- Reach targeted participation levels in core educational services

Alignment with the DESE goals (*check all that apply for this goal*):

- Goal 1: Missouri public education will rank in the top ten on national and international measures of performance.
- Goal 3: Missouri will recruit, prepare, retain, and support effective teachers and leaders.

Program Design (cont.) (include this page)

Department Goals (See Section 2.2.1 Q.)

Directions:

You must describe how your program will align to one or both of the DESE goals in the section below. The DESE goals one (1) and three (3) are as follows:

1. Missouri public education will rank in the top ten on national and international measures of performance.
3. Missouri will recruit, prepare, retain, and support effective teachers and leaders.

Program Design (cont.) (9 pages maximum-do not include this page)

In this section, applicants are to explain their vision for the 21st CCLC program. The Project Design section of the narrative includes the major part of your plan. The reviewers need to be able to picture what will happen every day in your program. It must include sufficient detail to convince the reviewers that the plan is realistic and achievable, and it must provide an overall vision of your 21st CCLC program. (See Section 2.2 for additional details.) Label these narrative pages as **ATTACHMENT SEVEN**. For each of the following, state the number below prior to your response of each:

1. **Target Population:**
 - A. identify the target population to be served and how the target population was determined;
 - B. for each of the five years, specify number of students anticipated to be served, along with:
 - i. anticipated number of students who will attend 30 days or more (regular attendees);
 - ii. anticipated number of students who will attend 29 days or less;
 - iii. average daily attendance percentage.
 - C. describe how program will maintain attendance levels; and
 - D. describe program's attendance policy, including:
 - i. how program will encourage regular attendance (30 or more days).
2. **Unique Qualities:** Describe the unique qualities of your plan that set it apart from others. Describe why this proposal should be funded (be sure to refer to your community needs and needs assessments, etc).
3. Describe the extent to which schools, parents/families, youth, community, and/or advisory council have been involved in the design and implementation of the program.
4. **Project Tasks and Timeline:** Describe the proposed services and activities the 21st CCLC program will offer and during which times of the day, week, year – before school, after school, weekends, summer, holidays, etc. What does a typical week look like? Provide a typical daily schedule for each site (applicants may attach schedules separately in this section).
5. **Adult Services:** Describe the proposed services and activities the 21st CCLC program will offer as a result to those adult family members (opportunities for literacy and related educational development) of students who are expected to participate in the program.
6. **Parent Participation:** Include description of parental involvement in the program, if applicable (i.e., teacher's aide, volunteer reading, guest speaker, assist with field trips, serve on an advisory parent group, etc.).
7. **Transportation:** Describe how students will travel safely to and from the Center and home whether or not the program takes place in a school building or other facility. If transportation costs are not being requested in this application, applicant must still describe the transportation plan.
8. **Barriers and Outreach:** Describe how the Center will overcome barriers to equitable participation by all targeted students. Describe appropriate methods for outreach, safety, and serving students with special needs.
9. **Principles of Effectiveness:** Describe how activities will meet principals of effectiveness based on:
 - An established set of performance measures ensuring the availability of high-quality academic enrichment opportunities; and
 - If appropriate, scientifically-based research providing evidence that the program will help students meet state/local academic achievement standards.
10. Describe the following:
 - How the program was developed in active collaboration with the schools the students attend.
 - How the program will be carried out in active collaboration with the schools the students attend (include plan for regular communication with the schools).
 - How the program is aligned (school day linkage) with the school's curriculum in the core subjects of at least, but not limited to, reading/language arts, mathematics, and science.
 - How and when the program will share results and program information with the schools the students attend.
 - Plan as to how program and LEA will work together to share and collect required education achievement data (i.e. grades, MAP State Assessment), attendance/behavior data, and any other data required by the DESE necessary for federal and state reporting and evaluation of the program.

Community Partners (do not include this page)

1. Community Partners (refer to 2.2.1 T for specific details) play a key role in the success of your program. Therefore, it is vital for programs to have partners in place to assist with the growth and development during the grant cycle. Please list your community partners and including the following information about each one (maximum one page):

- Organization name,
- Type of organization (profit, nonprofit, etc.),
- Contribution type (monetary, services, resources),
- Amount of contribution, and
- Describe partner’s role in meeting needs, goals, and scope of program.

Label the Community Partners page as **ATTACHMENT EIGHT**.

2. Application must contain Letters of Commitment (NOT letters of support) clearly delineating specific services to the program from each partner listed above. The DESE prefers that letters of “support” from those in the community who are not serving as “partners” not be submitted as they do not meet the requirement for Letters of Commitment. At a minimum, all letters must include the following:
- a. what service(s) partner is providing to program,
 - b. when the service(s) will be provided and how often (frequency),
 - c. where the service(s) will be provided,
 - d. who receives the service(s) being provided to the program,
 - e. estimated monetary value of identified service(s) being provided,
 - f. if there is a small amount of grant money being charged for services/resources provided by partner, then that amount must also be specified in the letter and in the purchased services category of the budget, and
 - g. signature of partner, and date signed.

Note: If applicant is not able to partner due to geographic proximity, applicant must provide such explanation in lieu of Letters of Commitment.

Place copies of partners’ Letters of Commitment directly behind the Community Partners page **ATTACHMENT EIGHT**.

3. Memorandum of Understanding (place as APPENDIX-B, if applicable). If the 21st CCLC program is to be primarily operated by a non-LEA (regardless of fiscal agent determination), applicant must be able to demonstrate partnering with the LEA in which the students to be served attend during the regular school day. In order to demonstrate this, there must be a Memorandum of Understanding (MOU) between the non-LEA and each LEA in which the students being served by the 21st CCLC program attend during the regular school day. At a minimum, the MOU must include: an assurance that the 21st CCLC program was developed and will be carried out in active collaboration with the schools the students attend; a description of how and when data and information about the 21st CCLC program will be collected, compiled, and shared throughout each awarded year (i.e. grades, state assessment/MAP, attendance/behavior data, and any other data requested by DESE that will be necessary for federal and state reporting and evaluation of the 21st CCLC program). The MOU must be signed by an authorized person for both the non-LEA and LEA.

Adequacy of Resources (3 pages maximum-do not include this page)

In this section, applicants are to explain how the resources available, from all sources, are adequate to accomplish the program as proposed. The detailed budget and budget narrative will appear in the Cost of Program component.

Label these narrative pages as **ATTACHMENT NINE**. For each of the following, state the number below prior to your response of each:

1. Referring to community needs, describe how the applicant's existing resources, including personnel (e.g., fiscal management, administrative tasks) and facilities (e.g., computer labs, libraries, classrooms, etc.) have been allocated for the proposed program and activities.
2. Describe other federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources (i.e, collaboration with Title I, Part A Supplemental Educational Services (SES), Career Ladder, A+, USDA's Afterschool Snacks, etc.). Additionally, the purpose of such other funds received should be briefly explained to ensure that the services requested under this application are not a replacement of such funding already received (supplanting rule).
3. Describe the applicant's prior experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. Include a brief summary of any local needs surveys, grants awarded, evaluation studies, reports, or research that may document the effectiveness or success of the applicant. Provide names and contact information of client/contracting agency representative who may be contacted for verification of information.

Management Plan (8 pages maximum-do not include this page)

This section describes your plan for effectively staffing and managing the proposal described in the Program Design section. Here you will describe your plans for who will create the academic and enrichment programs to ensure that the standards are met, who will manage the program, who will teach, and how you will disseminate Center information. You will describe how all will work together for the success of the program.

Label these narrative pages as **ATTACHMENT TEN-A**. For each of the following, state the number prior to your response of each.

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
2. Quality of program staff. This section should explain:
 - how the applicant(s) will ensure that the staff who will be working with students are qualified to do so, through proper certification or licensure, experience/endorsements for subjects/ages taught, as applicable,
 - applicants should give specific details to explain that program leaders have sufficient time to accomplish tasks,
 - staff recruitment and retention strategies,
 - explain how the program will provide ongoing staff development and training, and
 - describe the role and responsibility of all key staff.
3. Describe how staff will communicate with parents about their child's development, opportunities to be involved in the program, and how the program will continue to communicate with parents on an ongoing basis.
4. Describe how the applicant will ensure that a diversity of perspectives are included in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.
5. Describe your Advisory Council – explain its purpose, how often it meets, the expected outcomes, what types of members were selected, what their role was/is in the design of this program and future program implementation, etc.
6. Describe how qualified senior citizens (age 55 or older) and/or students will serve as volunteers at each site.
7. Describe how and when the organization will disseminate information throughout the grant year about the center (including location) to the community in a manner that is understandable and accessible.
8. The Management Plan shall state how the applicant will ensure the funds provided under the application will be used solely for the purposes set forth in the award program. Awarded funds must be used exclusively for the purposes stated in this application.
9. Applicants must include an assurance statement that no funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. If such practices are offered by the organization, they may not be offered as a part of the program receiving assistance. In this instance, applicants must provide an assurance statement that 1) specifies that generally applicable cost accounting procedures are used to ensure that funds will not be used to support religious practices, 2) the governance of the award program shall operate independently from religious practices of the organization, 3) the award services are provided in an area free of religious symbols or icons, and 4) that program activities are not held in conjunction with religious instruction, worship, or prayer.
10. Explain how 21st CCLC staff will vary their approaches to help meet a child's individual needs and how and when 21st CCLC staff will collaborate with regular school day teachers to address a student's needs.

Behind **ATTACHMENT TEN-A** insert copies of each job description for all key staff as well as copies of resumes for key staff positions already filled, if applicable.

Guidance for Applicants

Charts, timetables, and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for managing it successfully. We recommend you clearly spell out objectives, activities, events, beneficiaries, and anticipated results. Many successful projects budget for, and employ, a project director and seek guidance from a variety of members of the community. Successful projects also describe the role and responsibility of all key staff, and plan and provide resources for ongoing staff development and training.

PERSONNEL EXPERTISE SUMMARY

**Complete for all KEY staff including, but not limited to, Program Coordinator and Site Director(s).
If more than four key staff, applicant may make additional copies of this page.**

Awardees must receive prior approval from the DESE of any changes in key program staff.

Key Staff/Personnel	Background and Expertise of Personnel	
<p>1. _____ (Position/Title)</p> <p>_____ (Name of individual, if not hired yet, state to be filled)</p> <p><input type="checkbox"/> Full-time <input type="checkbox"/> Part-time Avg. hours per week: _____</p> <p>Is this person part of regular school day staff? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what position: _____</p>	<p>Works directly w/children? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____ (# of years experience in Afterschool Programs)</p> <p>_____ (# of years experience in this particular position/title)</p> <p>_____ (education background, specify type of degree)</p>	<p>Will be paid w/this grant? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____ (# of years experience in Afterschool Programs)</p> <p>_____ (# of years experience in this particular position/title)</p> <p>_____ (education background, specify type of degree)</p>
<p>2. _____ (Position/Title)</p> <p>_____ (Name of individual, if not hired yet, state to be filled)</p> <p><input type="checkbox"/> Full-time <input type="checkbox"/> Part-time Avg. hours per week: _____</p> <p>Is this person part of regular school day staff? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what position: _____</p>	<p>Works directly w/children? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____ (# of years experience in Afterschool Programs)</p> <p>_____ (# of years experience in this particular position/title)</p> <p>_____ (education background, specify type of degree)</p>	<p>Will be paid w/this grant? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____ (# of years experience in Afterschool Programs)</p> <p>_____ (# of years experience in this particular position/title)</p> <p>_____ (education background, specify type of degree)</p>
<p>3. _____ (Position/Title)</p> <p>_____ (Name of individual, if not hired yet, state to be filled)</p> <p><input type="checkbox"/> Full-time <input type="checkbox"/> Part-time Avg. hours per week: _____</p> <p>Is this person part of regular school day staff? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what position: _____</p>	<p>Works directly w/children? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____ (# of years experience in Afterschool Programs)</p> <p>_____ (# of years experience in this particular position/title)</p> <p>_____ (education background, specify type of degree)</p>	<p>Will be paid w/this grant? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____ (# of years experience in Afterschool Programs)</p> <p>_____ (# of years experience in this particular position/title)</p> <p>_____ (education background, specify type of degree)</p>
<p>4. _____ (Position/Title)</p> <p>_____ (Name of individual, if not hired yet, state to be filled)</p> <p><input type="checkbox"/> Full-time <input type="checkbox"/> Part-time Avg. hours per week: _____</p> <p>Is this person part of regular school day staff? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what position: _____</p>	<p>Works directly w/children? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____ (# of years experience in Afterschool Programs)</p> <p>_____ (# of years experience in this particular position/title)</p> <p>_____ (education background, specify type of degree)</p>	<p>Will be paid w/this grant? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____ (# of years experience in Afterschool Programs)</p> <p>_____ (# of years experience in this particular position/title)</p> <p>_____ (education background, specify type of degree)</p>

Program Evaluation (4 pages maximum-do not include this page)

In this section, applicants will show significant evidence of their plans to: regularly monitor the project's implementation of planned activities and the levels of student learning of the program's participating students; conduct a rigorous evaluation of the program's success; use collected data to refine, improve, or strengthen the program; and report results to the public and to the DESE. Please write your evaluation plan to begin in year one (2011-2012) of your award.

Label these narrative pages as **ATTACHMENT ELEVEN**. For each of the following, state the number prior to your response of each:

1. Identify the individual and/or organization that has agreed to serve as the evaluator for the program and describe his/her/its qualifications, evaluation experience, and the school or business they work for. Also describe any other commitment or participation level the evaluator has had, or will have, with the program's design, implementation, or any other aspect of this application. It is strongly recommended that the evaluator be identified early enough in the application process to be able to participate in the development of the program's evaluation plan.
2. Describe the (a) evaluation design and instruments to be used (design must incorporate the use of data as contained in the 21st CCLC program data management system-KCC as well as the minimum requirements listed in Section 2.2.1 Y Evaluation Requirements); (b) when various types of data will be collected; (c) when reports of results and outcomes will become available; and (d) what designs and methods will be used in accordance with the Show-Me Standards.
Evaluation data must include, but is not limited to:
 - student level data from the MAP/state assessment results on proficiency levels in reading, math, and science; as well as student level data from grades in reading, math, and science;
 - student level data regarding the attendance in the regular school day program and in the afterschool program;
 - school and program level data on student behavior (e.g., discipline referrals, teacher, parent, and student surveys);
 - performance measures that assess the implementation of the project's actions;
 - qualitative information describing the program including operational changes, staffing, and how the program is meeting its objectives as stated in the application; and
 - All minimum requirements listed in Section 2.2.1 Y Evaluation Requirements.
3. Describe the method(s) of continuous monitoring for program effectiveness and in meeting the goals and objectives. Describe how program staff will use local and state evaluation data to refine, improve, and strengthen program as well as to provide accountability for each site.
4. Describe the plan for disseminating evaluation findings/reports at any time of the year to the public and/or interested stakeholders in a language and format that is easily understood (note: evaluations must also be submitted to the DESE annually). Plan should include target dates for sharing information, targeted stakeholders, and the method in which the information will be shared.

Cost of Program - (do not include this page)

1. Complete Price for Service, labeled **ATTACHMENT TWELVE-A**.
2. Complete Projected Five Year Budget, labeled **ATTACHMENT TWELVE-B**.
3. Complete the Budget Summary, labeled **ATTACHMENT TWELVE-C**. Failure to do so may result in items or services not being approved for funding.
4. Complete the Budget Narrative, labeled **ATTACHMENT TWELVE-D**.
5. Sustainability of Programs, labeled **ATTACHMENT TWELVE-E**.

Please note the following for completing budget attachments:

- Refer back to Section 2.1.6 and Appendix D for a listing of what funds can and can't be used for.
- Do not use acronyms for budget items. If items are not clearly spelled out, or if there is any confusion as to what they stand for, such budget items may be at risk of not being approved for funding.
- Budgets will be reviewed based on the number of students to be served to demonstrate the most cost effective use of these funds. (See Section 2.2.1 C.)
- Minor budget amendments (in line with program design, intent, goals, etc) may be submitted for prior approval throughout year one. When completing renewal applications, budgets may need to change for years two and/or three, in which case, applicant must describe reason for change at time of renewal for each budget change.
- All budget items should pertain to a specific budget category provided on the budget pages. The "other" category should not be used unless it is *absolutely* unreasonable to be placed in a specific budget category.
- Salaries and Benefits Categories - provide details by each title/role in the program.
- Travel and Transportation - specify by each type of transportation and travel (i.e. field trip transportation; bussing transportation to/from home and center; professional development activity travel; etc.).
- Supplies Category - supplies (and materials) are items which are either consumed in nature, have a useful life of less than two years, cost less than \$1,000 per unit, and are more feasibly replaced than repaired.
- Equipment Category - equipment that is distinguishable from supplies in that items have a useful life of more than two years. Please refer to Section 2.2.1 Z for more information.
- Professional Development - should include all required training specified in Application as well as any additional professional development to be provided.
- Purchased Services - specify all services in which grant funds are paying for (i.e. evaluator).
- Indirect Cost - based on your expenditures and not the amount of funds you are requesting. Capital Outlay/Equipment cannot be included in your indirect cost. (See Section 2.1.6 for additional information.)
- The following are examples of how to complete the itemized justification page:

Acceptable example: \$7770 Travel and Transportation:
- 3 busses @ \$35/hr X 74 days = \$7770

Unacceptable example: \$7770 for 3 busses for student transportation

Guidance for Applicants

The objective evaluation of cost must be based upon the amount stated on the Budget Page-Price for Service. During renewal years, awardees will be required to submit an itemized budget and narrative at that time. Additionally, during renewal periods, budget category amounts may change (with an explanation), but again the total award amount will not increase from the amount stated in this Application as the "projected" budget amount for years two through five.

Remember to think beyond the five years of award funding and plan for sustainability and long-term commitment to services for students.

Price for Service (include this page)

The applicant must state a firm, fixed price for services provided for the original award period, and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this application.

Original Award Period (Year One) 2011-2012 School Year <i>(Firm, fixed price) (12 Months)</i>	First Renewal Period (Year Two) 2012-2013 School Year <i>(Maximum price) (12 Months)</i>	Second Renewal Period (Year Three) 2013-2014 School Year <i>(Maximum price) (12 Months)</i>
\$	\$	\$

Third Renewal Period (Year Four) 2014-2015 School Year <i>(Maximum price) (12 Months)</i>	Fourth Renewal Period (Year Five) 2015-2016 School Year <i>(Maximum price) (12 Months)</i>
\$	\$

Note:
In year four, funds must be diminished by 20% of the average amount for years one-three. In year five, funds must be diminished by 40% of the average amount for years one-three. While prices noted above are maximum prices that cannot be exceeded, the DESE will base the final diminishing calculations on the average of years one-three actual awarded budgets.

No program grant total award can be less than \$50,000 per program year (no matter what the percent of diminishing funding).

Projected Five Year Budget (include this page)

Applicant's Name: _____

Directions: List the "accumulative" amount of funds for each year funds are being requested. In cases of multiple sites, applicants shall add all sites and only list the accumulative amount on this page. (Refer to Section 2.1.6 and Attachment Twelve for additional information on budget category specifications.)

BUDGET CATEGORY	YEAR ONE Dollars Requested	YEAR TWO Dollars Estimated	YEAR THREE Dollars Estimated	YEAR FOUR Dollars Estimated (Diminished by 20%)	YEAR FIVE Dollars Estimated (Diminished by 40%)
Salaries	\$	\$	\$	\$	\$
Benefits	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$
Travel and Transportation	\$	\$	\$	\$	\$
Supplies	\$	\$	\$	\$	\$
Equipment	\$	\$	\$	\$	\$
Professional Development (educational training/conferences)	\$	\$	\$	\$	\$
Purchased Services	\$	\$	\$	\$	\$
SUBTOTAL Direct Costs	\$	\$	\$	\$	\$
Indirect Costs (Do not include equipment category amount in this calculation, see Section 2.1.6.)	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$
TOTAL	\$	\$	\$	\$	\$

Average of total budget for Project Years 1, 2 and 3 = \$ _____

NOTE: While diminished funds are estimated above for years 4 and 5, the DESE will base the final diminishing calculations on the average of years one-three *awarded* budgets.

	Year 1	Year 2	Year 3	Year 4	Year 5
Annual cost per CCLC student:	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Formula: Total cost of program per year divided by total number of students proposed to serve (see ATTACHMENT SEVEN "target population").					

ATTACHMENT TWELVE-C

Budget Summary Year One 2011-2012 (include this page) **Site Name:** _____

Directions: Provide a <u>detailed</u> itemized budget for <u>EACH</u> site. In cases of multiple sites, copy pages for each site. If additional space is needed, this page may be copied as needed with subtotals and grand total on the very last page only. (See Attachment Twelve for additional directions for completing this itemized budget.)				
BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Salaries (list by each title/role)	<i>Example: 2 site directors x15 hrs @ \$20/hr for 44 wks.</i>		\$13,200	\$26,400
Subtotal (Salaries)			\$	\$
Benefits (list by each title/role)	<i>Example: site directors at 10.95% each</i>		\$1,445	\$2,890
Subtotal (Benefits)			\$	\$
Travel and Transportation	<i>Example: 3 busses @ \$35/day x 74 days</i>		\$2,590	\$7,770
Subtotal (Travel & Tran.)			\$	\$
Supplies	<i>Example: Consumable supplies \$300/tchr x 3 tchrs</i>		\$300	\$900
Subtotal (Supplies)			\$	\$
Equipment (specify #s of each piece and prices per item type unless priced as a unit)	<i>Example: 2 computers @ \$850 each</i>		\$850	\$1700
Subtotal (Equipment)			\$	\$

Budget Summary Year One 2011-2012 (cont.) (include this page)

Site Name: _____

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION / PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Professional Development (education/training, conferences) (break out by each Prof. Dev. activity)	<i>Example: MO School Age Community Conf. \$250 x 3 people</i>		\$250	\$750
Subtotal (Prof. Dev.)			\$	\$
Purchased Services	<i>Evaluator \$2000 per year</i>		\$2000	\$2000
Subtotal (Purchased Services)			\$	\$
SUBTOTAL (Direct Costs)			\$	\$
INDIRECT COSTS (Do not include equipment category amount in this calculation. see Section 2.1.6.)	Calculated at _____%		\$	\$
GRAND TOTAL (Direct + Indirect)			\$	\$

Other Sources:

For Year One: Describe other sources of cash and/or in-kind contributions that will be combined with CCLC grant funds; include dollar value and type of contribution.

ATTACHMENT TWELVE-C

Budget Summary Year Two 2012-2013 (include this page) **Site Name:** _____

Directions: Provide a detailed itemized budget for EACH site. In cases of multiple sites, copy pages for each site. **If additional space is needed, this page may be copied as needed with subtotals and grand total on the very last page only.** (See Attachment Twelve for additional directions for completing this itemized budget.)

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Salaries (list by each title/role)	<i>Example: 2 site directors x15 hrs @ \$20/hr for 44 wks.</i>		\$13,200	\$26,400
Subtotal (Salaries)			\$	\$
Benefits (list by each title/role)	<i>Example: site directors at 10.95% each</i>		\$1,445	\$2,890
Subtotal (Benefits)			\$	\$
Travel and Transportation	<i>Example: 3 busses @ \$35/day x 74 days</i>		\$2,590	\$7,770
Subtotal (Travel & Tran.)			\$	\$
Supplies	<i>Example: Consumable supplies \$300/tchr x 3 tchrs</i>		\$300	\$900
Subtotal (Supplies)			\$	\$
Equipment (specify #s of each piece and prices per item type unless priced as a unit)	<i>Example: 2 computers @ \$850 each</i>		\$850	\$1700
Subtotal (Equipment)			\$	\$

Budget Summary Year Two 2012-2013 (cont.) (include this page)

ATTACHMENT TWELVE-C

Site Name: _____

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION / PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Professional Development (education/training, conferences) (break out by each Prof. Dev. activity)	<i>Example: MO School Age Community Conf. \$250 x 3 people</i>		\$250	\$750
Subtotal (Prof. Dev.)			\$	\$
Purchased Services	<i>Evaluator \$2000 per year</i>		\$2000	\$2000
Subtotal (Purchased Services)			\$	\$
SUBTOTAL (Direct Costs)			\$	\$
INDIRECT COSTS (Do not include equipment category amount in this calculation. see Section 2.1.6.)	Calculated at _____%		\$	\$
GRAND TOTAL (Direct + Indirect)			\$	\$

Other Sources:

For Year Two: Describe other sources of cash and/or in-kind contributions that will be combined with CCLC grant funds; include dollar value and type of contribution.

ATTACHMENT TWELVE-C

Budget Summary Year Three 2013-2014 (include this page) **Site Name:** _____

Directions: Provide a detailed itemized budget for EACH site. In cases of multiple sites, copy pages for each site. **If additional space is needed, this page may be copied as needed with subtotals and grand total on the very last page only.** (See Attachment Twelve for additional directions for completing this itemized budget.)

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Salaries (list by each title/role)	<i>Example: 2 site directors x15 hrs @ \$20/hr for 44 wks.</i>		\$13,200	\$26,400
Subtotal (Salaries)			\$	\$
Benefits (list by each title/role)	<i>Example: site directors at 10.95% each</i>		\$1,445	\$2,890
Subtotal (Benefits)			\$	\$
Travel and Transportation	<i>Example: 3 busses @ \$35/day x 74 days</i>		\$2,590	\$7,770
Subtotal (Travel & Tran.)			\$	\$
Supplies	<i>Example: Consumable supplies \$300/chr x 3 tchrs</i>		\$300	\$900
Subtotal (Supplies)			\$	\$
Equipment (specify #s of each piece and prices per item type unless priced as a unit)	<i>Example: 2 computers @ \$850 each</i>		\$850	\$1700
Subtotal (Equipment)			\$	\$

Budget Summary Year Three 2013-2014 (cont.) (include this page)

ATTACHMENT TWELVE-C

Site Name: _____

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION / PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Professional Development (education/training, conferences) (break out by each Prof. Dev. activity)	<i>Example: MO School Age Community Conf. \$250 x 3 people</i>		\$250	\$750
Subtotal (Prof. Dev.)			\$	\$
Purchased Services	<i>Evaluator \$2000 per year</i>		\$2000	\$2000
Subtotal (Purchased Services)			\$	\$
SUBTOTAL (Direct Costs)			\$	\$
INDIRECT COSTS (Do not include equipment category amount in this calculation. see Section 2.1.6.)	Calculated at _____%		\$	\$
GRAND TOTAL (Direct + Indirect)			\$	\$

Other Sources:

For Year Three: Describe other sources of cash and/or in-kind contributions that will be combined with CCLC grant funds; include dollar value and type of contribution.

Budget Narrative: (5 page maximum- do not include this page)

In this section, bidders are to explain how the proposed budget is reasonable to the scope of the grant for each site.

Label these narrative pages as **ATTACHMENT TWELVE-D**. For each of the following, state the number below prior to your response to each. Please label e

1. For each site is there a fee schedule/weekly parent fees/sliding fee scale and/or scholarship? If yes, please describe for each site. If no, do you anticipate implementing fees in the future (when and why)?
2. For each site, explain below for each year, years one-three, how the proposed budgets are allocable and reasonable within the scope and sequence of the program goals, objectives, number of students to be served, and overall mission in the categories below. You are advised that costs should be allocated, and will be judged, against the scope of the program and its anticipated benefits. Explain the ways that resources and personnel have been carefully allocated for the tasks and activities described in your IFB for each individual category below.

For each site, be sure to include a separate list for each of the three proposed budgets (years one-three)

- Salaries
- Benefits
- Travel and Transportation
- Supplies
- Equipment
- Professional Development
- Purchased Services
- Indirect Costs (if applicable)

Sustainability of Programs (3 pages maximum-do not include this page)

Applicants must convey in detail how they intend to continue their programs beyond year five (5) or renewal year four (4) of the grant. Applicants shall be aware that funding will diminish in renewal years four (4) by 20% and year five (5) by 40%. Successful applicants shall be asked to explain in detail how they are meeting their prospective matches. Remember 21st CCLC funding is not guaranteed money and at any time funding to our state could be cut for a number of reasons. Having a solid plan for sustainability helps not only in the years following the award but also in the event that funding for the program as a whole diminishes.

A preliminary plan for continuation of the 21st CCLC after federal funding ends.

Provide the following labeled as **ATTACHMENT TWELVE-E**. For each of the following, state the ‘number’ below prior to your response of each:

1. A preliminary plan describing how the program will sustain when program funding is reduced in years four and five.
2. Continuation applicants must describe what components of the program have been sustained and what results or outcomes have been achieved as a result of sustainability efforts by providing specific details about strategies/activities that have helped to make progress toward such results.
3. A preliminary plan describing how the program will sustain beyond the award period (it is not adequate to say “our sustainability plan is to look for more funds”). Continuation applicants must describe the process of carrying forward previous sustainability efforts associated with the program. Applicants will demonstrate a well thought out and systematic plan for sustainability. Descriptions shall include plans for maintaining important components of a high-quality program (such as: transportation, staff retention [including volunteer participation], resources, academic enrichment activities, etc.). Applicants may address whether or not fees will be collected and whether or not in-kind contributions will be planned. Sustainability resources may include, but not be limited to, coordination of funds from federal, state, city, county, or school district sources as well as from corporations, community, or private foundations.
4. Plans will also address the roles of any partners that have been specified in this Application beyond the award period, if applicable.

Applicants are cautioned that for each renewal year of the awarded 21st CCLC proposal, they will have to address the success of their sustainability plan and specifically identify resources that have been secured. **Failure to identify secured plans for sustainability may result in applicants not being approved for renewal of current 21st CCLC funds. Additionally, such applicants may be in jeopardy of not receiving future awards for any Afterschool program offered by the DESE.**

Guidance for Applicants

It is vital that you plan beyond the five-year award period. It is better to provide no program for youth than to take away a successful program after state and federal funds are used up. The purpose of the diminishing of funds in years four and five is to assist you in planning for long-term sustainability. You must plan beyond the fifth year and have a strong sustainability plan in place. Think outside the box!

Programs with proven effectiveness are those that are most likely to be sustained after the state funding ends. Research finds that it takes a period of approximately five years for a community to design, implement, and continually revise a program to the point where it can be sustained in the absence of state funds.

Information and material on sustainability can be found at, but should not be limited to, the following sites:

- The Finance Project (www.financeproject.org)
- Afterschool Alliance (www.afterschoolalliance.org)
- North Central Regional Educational Laboratory (www.ncrel.org/tech)

PARTICIPATION COMMITMENT

Organization for the Blind/Sheltered Workshop Participation Commitment – If the bidder is committing to participation by or if the bidder is a qualified organization for the blind/sheltered workshop, the bidder must provide the required information in the table below for the organization proposed and must submit the completed exhibit with the bidder’s bid.

Organization for the Blind/Sheltered Workshop Commitment Table		
Name of Organization for the Blind or Sheltered Workshop Proposed	By completing this table, the bidder commits to use of the organization at the greater of \$5,000 or 2% of the actual total dollar value of contract.	Description of Products/Services to be Provided by Listed Organization for the Blind/Sheltered Workshop (The services performed or the products provided by the listed Organization for the Blind/Sheltered Workshop must provide a commercially useful function related to the delivery of the contractually-required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract.)
1.		
2.		
3.		

DOCUMENTATION OF INTENT TO PARTICIPATE

If the bidder is proposing to include the participation of an Organization for the Blind/Sheltered Workshop in the provision of the products/services required in the IFB, the bidder must either provide a recently dated letter of intent from each organization documenting the following information, or complete and provide this Exhibit with the bidder's bid.

~ Copy This Form For Each Organization Proposed ~

Bidder Name: _____

This Section To Be Completed by Participating Organization:

By completing and signing this form, the undersigned hereby confirms the intent of the named participating organization to provide the products/services identified herein for the bidder identified above.

Indicate appropriate business classification(s):

_____ Organization _____ Sheltered
for the Blind Workshop

Name of Organization _____

Contact Name: _____ Email: _____

Address: _____ Phone #: _____

City: _____ Fax #: _____

State/Zip: _____ Certification # _____

(or attach copy of certification)

Certification Expiration Date: _____

Describe the products/services you (*as the participating organization*) have agreed to provide:

Authorized Signature:

Authorized Signature of Participating Organization

Date

MISSOURI SERVICE-DISABLED VETERAN BUSINESS PREFERENCE

Pursuant to section 34.074, RSMo, the DESE has a goal of awarding three (3) percent of all contracts for the performance of any job or service to service-disabled veteran businesses (see below for definitions included in section 34.074, RSMo) either doing business as Missouri firms, corporations, or individuals; or which maintain Missouri offices or places of business.

Definitions:

Service-Disabled Veteran is defined as any individual who is disabled as certified by the appropriate federal agency responsible for the administration of veterans' affairs.

Service-Disabled Veteran Business is defined as a business concern:

- a. not less than fifty-one (51) percent of which is owned by one or more service-disabled veterans or, in the case of any publicly owned business, not less than fifty-one (51) percent of the stock of which is owned by one or more service-disabled veterans; and
- b. the management and daily business operations of which are controlled by one or more service-disabled veterans.

If a bidder meets the definitions of a service-disabled veteran and a service-disabled veteran business as defined in section 34.074, RSMo, and is either doing business as a Missouri firm, corporation, or individual; or maintains a Missouri office or place of business, the bidder **must** provide the following with the bid in order to receive the Missouri service-disabled veteran business preference of a three-point bonus over a non-Missouri service-disabled veteran business:

- a. a copy of an award letter from the Department of Veterans Affairs (VA), or a copy of the bidder's discharge paper (DD Form 214, Certificate of Release or Discharge from Active Duty) from the branch of service the bidder was in; and
- b. a completed copy of this exhibit

(NOTE: For ease of evaluation, please attach copy of the above-referenced letter from the VA or a copy of the bidder's discharge paper to this Exhibit. The above-referenced letter from the VA and a copy of the bidder's discharge paper shall be considered confidential pursuant to subsection 14 of section 610.021, RSMo.)

By signing below, I certify that I meet the definitions of a service-disabled veteran and a service-disabled veteran business as defined in section 34.074, RSMo, and that I am either doing business as a Missouri firm, corporation, or individual; or maintain Missouri offices or places of business at the location(s) listed below.

Service-Disabled Veteran's Name
(Please Print)

Service-Disabled Veteran Business Name

Service-Disabled Veteran's Signature

Missouri Address of Service-Disabled Veteran Business

Replace this page with (*if applicable*):

Copy of Afterschool Licensure Certificate

and/or

Copy of Afterschool Accreditation (MOA or NAA) Certificate

(Be sure to label such attachments as Appendix - A)

Replace this page with (*if applicable*):

Memorandum of Understanding
(refer to ATTACHMENT EIGHT #3, and 2.1.4 A. 2 for joint submittal)

(Be sure to label such attachments as Appendix - B)

CERTIFICATION REGARDING PLAGIARISM (include this page)

By signing and submitting this form, the undersigned certifies to the best of his or her knowledge and belief, that:

- A. The work product in this grant Application is the original work of the district/organization and its agents who worked on the grant Application.
- B. If a discovery of plagiarism is made known or brought to the attention of officials at the DESE a current grant competition, then at the discretion of the DESE, the DESE has the right to remove the grant Application for funding consideration because of the occurrence of cause.

Signature: _____

Title: _____

District/Organization: _____

Date: _____

21st CCLC Spending Guidelines (Not all Inclusive)

Unacceptable

1. Trailers
2. Vehicles
3. Buses
4. Motorized golf carts
5. Daily snacks
6. T-shirts
7. Permanent playground equipment
8. Permanent construction
9. Capital improvements
10. Parking lots
11. Installation
12. Signs (i.e. marquee & electronic)
13. Any supplanting of current items or funds
14. Student stipends to attend program
15. Fundraising with grant money
16. Advertising not directly related to CCLC programming
17. Website creation/maintenance not directly related to CCLC programming
18. Rental of building/facility
19. Student and/or child tuition fees, scholarships
20. Cannot be used for matching funds for other state or federal grants
21. Purchases made, services performed either before date of award or after conclusion of each award year
22. Purchases/services not related to or not approved for the awarded afterschool program
23. Game tables (i.e. fuse ball, ping-pong, air hockey, pool)
24. Cell phone data plans
25. Cell phone plan use for personal use
26. Materials not age appropriate to the ages served in grant

Questionable

Questionable may not necessarily mean unacceptable, but appropriate cost share will be required.

1. Office furniture/equipment/supplies
2. Purchasing incentives
3. Field trips
4. Sheds
5. Large fitness equipment (i.e. elliptical, treadmills)
6. Smart boards
7. Servers
8. Excessive electronic purchases (i.e. computer carts, iPads, video equipment, digital cameras, video game consoles)
9. Large software packages

CONSULTATION FORM: 21ST Century Community Learning Centers (CCLC) Program

TO BE COMPLETED BY EACH REGISTERED NON-PUBLIC SCHOOL IN THE PUBLIC SCHOOL DISTRICT. FORM MAY BE DUPLICATED AS NEEDED.		
NAME OF NON-PUBLIC SCHOOL CONSULTED		TELEPHONE NUMBER
NAME OF NON-PUBLIC SCHOOL CONTACT PERSON	NAME OF SCHOOL DISTRICT IN WHICH NON-PUBLIC SCHOOL IS LOCATED	COUNTY-DISTRICT CODE OF SCHOOL DISTRICT
CONSULTATION OCCURRED BETWEEN APPLICANT ENTITY AND: (PLEASE CHECK ONE)		
<input type="checkbox"/> NON-PUBLIC SCHOOL <input type="checkbox"/> PUBLIC SCHOOL <input type="checkbox"/> OTHER, DESCRIBE: _____		
PLEASE CHECK EITHER YES OR NO:		
YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	1. Administrator and/or teachers in my school have been involved in the planning of these projects. I plan for my teachers and/or students to participate in these programs.
<input type="checkbox"/>	<input type="checkbox"/>	2. I was invited to participate in planning but chose not to do so. My school will not participate in these programs.
<input type="checkbox"/>	<input type="checkbox"/>	3. Administrators and/or teachers in my school have been involved in the planning of the projects. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
<input type="checkbox"/>	<input type="checkbox"/>	4. Administrators and/or teachers in my school have been involved in the planning of the projects, but the option for non-public participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
<input type="checkbox"/>	<input type="checkbox"/>	5. Administrators and/or teachers in my school have not been properly involved in the planning of the projects. I need more information before I can decide whether or not my school should participate.
ASSURANCES: Title IV, Part B of No Child Left Behind includes the following consultation requirements concerning the participation of non-public schools.		
1. In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as: (A) how the children's needs will be identified; (B) what services will be offered; (C) how, where, and by whom the services will be provided; (D) how the services will be assessed and how the results of the assessment will be used to improve those services; (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.		
2. Disagreement - If the agency, consortium, or entity disagrees with the views of the private school officials on the provision of services through a contract, the agency, consortium, or entity shall provide to the private school officials a written explanation of the reasons why the local educational agency has chosen not to use a contractor.		
3. Timing - Such consultation shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.		
4. Discussion Required - Such consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.		
COMMENTS:		
ORIGINAL SIGNATURE OF ENTITY APPLYING (AUTHORIZED REPRESENTATIVE)		DATE
ORIGINAL SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL (CONSULTED)		DATE