



**SCHOOL AGE COMMUNITY
(SAC) GRANT 2020-23**
(One year plus two continuation years)



Guidelines

**Application Deadline: Due no later than
Monday, September 21, 2020 at 3:00 p.m. Central Time.**



Intent to Apply for School Age community (SAC) Grant

Applicants are encouraged to send an “Intent to Apply” for the School Age Community (SAC) grant competition by Monday, August 17, 2020. This will help DESE adequately plan for grant readers in order to have the Applications reviewed in a timely manner. It is not required to submit an “Intent to Apply” in order to submit an Application.

This notice is not binding. By submitting an “Intent to Apply” letter, a potential applicant/bidder may, at a later date prior to the deadline, decide not to apply.

Please provide the following information:

Name of District Applying:

Designated Contact Person:

Title:

Address:

Phone:

Email:

Please submit the Intent to Apply and all questions related to the interpretation of the application and the process to:

Extended Learning Section
Missouri Department of Elementary & Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480
Phone: 573-522-2627
Fax: 573-522-3726
exl@dese.mo.gov



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SECTION I: GENERAL INFORMATION AND DEFINITIONS

INTRODUCTION

Research indicates a safe, well-supervised and enriching School Age Community Program's (SAC) environment can greatly enhance the social, emotional, cognitive and physical development of children. Afterschool programs are not intended to extend the direct instruction of the classroom by using "right answer" materials and textbooks. However, parents, regular school staff and most financial stakeholders, including legislators, 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 the cognitive, social and recreational health of students. SAC programs can also reduce the negative effects many children experience from being in self-care (i.e., negative peer pressure, loneliness, boredom, fear, accidents and poor school performance).

SAC Programs are those school-based programs offering services to all children, including children with disabilities, from ages 5 through 12 (children must be less than 13 years of age), unless targeted students are under supervision of the court in which case the SAC Program may serve students to the age of 19. SAC Programs can be provided to children enrolled during non-school hours, after their daily class sessions or during other non-school hours (i.e., breaks, holidays or weekends). Additionally, SAC Programs should meet the needs of working parent(s) during non-school days.

The Department of Elementary and Secondary Education (DESE) receives SAC funding from the Child Care Development Fund (CCDF) Grant that originates from the Federal Health and Human Services Agency. The money is distributed to Missouri's Department of Social Services (DSS) and is subcontracted to DESE to administer certain portions (i.e., SAC Grant).

MINIMUM STANDARDS

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

- Goal setting, strong management and sustainability;
- Quality afterschool 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.

In addition to the aforementioned nine components, the following are specific examples that should be found in a quality afterschool program:

- Academic enrichment learning programs, mentoring programs, remedial education activities and tutoring services that are aligned with the challenging state academic standards and any local academic standards, and local curricula that are designed to improve student academic achievement;
- Well-rounded education activities;
- Literacy education programs, including financial literacy programs and environmental literacy programs;

- Service-learning;
- Youth development activities;
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- Services for individuals with disabilities;
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- Cultural programs;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that provide assistance to students who have been truant, suspended or expelled to allow the students to improve their academic achievement;
- Drug and violence prevention programs and counseling programs;
- Programs that build skills in science, technology, engineering and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; or
- Career readiness and awareness activities.

DEFINITIONS

LEA: Local education agency (schools/districts).

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

Site: Actual location of the program in which students receive the school age/afterschool services. If the program is to be administered by the school district, a site is considered as a school building as identified in the DESE School Directory. If the program is to be subcontracted by the district to a non-LEA (not-for-profit entity), the site is considered as a single building.

Awardee/Awardees: Recipient of this SAC grant award.

Partnership: One or more organizations (LEA, Community Based Organization, etc.) deciding to work together and cement that working relationship via Letters of Commitment.

Supplanting: 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 SAC program.

Special Needs Child: A special needs child is a child that requires special educational services in order to develop to maximum capacity because of a mental, physical, emotional or learning problem as identified by school district personnel.

Low income: Low income children in a public school are children counted by the district for free and reduced lunches according to the income scale established by the National School Lunch Act. Low income would also be those families who are eligible for childcare assistance through the Department of Social Services Children's Division.

COVID 19 SCORING SAFETY RELEASE

As the SAC grant is competitive, we realize the impact that every point carries towards receiving the award. Many areas of the state may still be under varying levels of restriction during the competitive window of this application. If said restrictions limit your ability to complete a scored section of this

grant, please provide a specific narrative in APPENDIX F. Your safety and the safety of those you serve are paramount to our success at providing high quality afterschool services to the students and families of your community. As per state and county health guidelines, we ask that you follow all social distancing and other safety regulations as you complete this application. Programs must inquire with their county health departments for guidance on providing these services.

SECTION II: SUBMISSION AND FORMATTING INFORMATION

SUBMISSION OF APPLICATION

When submitting an Application, the awardee must include one signed copy, in addition to the original signed application in blue ink, for a total of two. Both copies must be contained within the same envelope/box. Faxed or emailed applications are **not** acceptable.

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

Applicant 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 ATTACHMENT ONE 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.

APPLYING FOR SITES

School districts are limited to submission of one application. The one application may request funding for either one site or for multiple sites (more than one site). If choosing to apply for one site, the maximum amount of funding that can be requested is \$80,000. If applying for multiple sites, the maximum amount of funding that can be applied for is \$100,000 (district would need to decide how to split the amount among multiple sites). Separate budget pages will need to be completed and submitted in this application if applying for multiple sites. Districts may request less funding if desired.

FORMATTING REQUIREMENTS

To facilitate the grant application review process, the applicant must organize their application as described in Section X 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 number pages chronologically in the lower right hand corner (not by section). Due to formatting challenges, it is acceptable to handwrite page numbers.
- 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 with font size of 10 or 12 point.

- G. Redesign or reformatting of the application is not permitted without prior approval. NOTE: DESE uses Microsoft Windows and Internet Explorer. The application may look different for those using other programs/browsers such as Chrome, Apple, etc.
- H. All pages requesting signatures must have the appropriate signatures.

Applications must be received by DESE no later than Monday, September 21, 2020 at 3:00 p.m. Central Time, NO EXCEPTIONS.

FIDELITY TO THE APPLICATION

Awardees will not be permitted to change the program operating plan/scope that is originally outlined in the application, scored by reviewers and awarded by DESE. This policy is designed to provide basic fairness to applicants for sub grants.

THIS GRANT IS COMPETITIVE

Applicants should ensure that all guidelines and requirements are met before submitting applications. In addition, the clarity and readability of grant applications will be taken into consideration during the review process. Please use clear, concise and jargon-free language in your application.

SECTION III: ELIGIBILITY AND PRIORITIES

ELIGIBILITY

Only applications submitted by LEAs will be considered for SAC grant awards. LEAs may submit an application for a SAC Program in which daily program services are administered by a not-for-profit organization that is utilizing school facilities, such as the YMCA, YWCA, 4-H Youth Development, PTA or other not-for-profit organization. The LEA shall agree and understand that DESE shall have complete and total approval authority of the LEA's activity plan or any part thereof, and shall have expressed right to modify, change or delete all or any part of the plan at any time.

SAC funds may be used to implement a new program or to expand and/or enhance current 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.

Applicants are cautioned that their past activities and purchases will be reviewed to assist in the determination of this possible grant award.

Applications for the SAC grant must be identified as one of the following:

New Services: Implementing a new program where no such service is presently being operated. The program must be new to the district.

Existing Services: Improving and/or expanding an existing program to serve more children than are presently being served or to improve the quality of the program.

SUBCONTRACTING MEMORANDUM OF UNDERSTANDING

If the SAC program will be subcontracting daily program operation to a non-LEA (i.e., Boys and Girls Clubs, YMCA), there must be a Memorandum of Understanding (MOU) or contract between the non-LEA and the LEA, signed by both parties, which clearly delineates the roles, expectations, timelines, deliverables and responsibilities of both parties at a minimum. LEA's must bear in mind that they are solely responsible for all grant compliance and requirements. Attach these documents as APPENDIX C.

Additionally, applicants must include the School District School Age Community Grant Oversight Assurance as APPENDIX D. It should clearly outline the responsibilities of the non-LEA, including any grant deliverables to be performed by the non-LEA. In addition, the LEA should maintain a system to evaluate the non-LEA performance and document, as appropriate, whether the non-LEA has met the contractual deliverables.

Per 2 CFR Part 200.318-200.320 and 200.330, contract relationships require that the awardee follow the federal rules of procurement, including providing an opportunity for open competition. DESE may request a copy of your procurement procedures, along with a narrative of how you conducted the open competition, the method of procurement and how you made your determination of which entity to award the bid, as applicable.

Any monitoring by DESE will be conducted at the LEA level, regardless of contractual status with the non-LEA carrying out any services. Any misspent funds and/or corrective action plans must be answered or resolved by the LEA.

COMPETITIVE PRIORITY

DESE will award competitive priority points to applications that:

- A.** Propose to target services to students who attend school listed as either comprehensive or targeted schools (maximum three points).
- B.** Operate SAC program year round, including the summer months, breaks, holidays (except legal holidays), inclement weather, teacher conference and other days when public schools might not be in session (maximum two points).
- C.** Include a district (not site) applying for a SAC grant for the first time. First time is defined as no grant awarded to the district beginning with the 2014-15 school year to present (maximum five points).
- D.** Propose to operate in a school with higher percentages of free and reduced priced meals (maximum four points; 100-80%: 4 points; 79-60%: 3 points; 59-45%: 2 points; 44-40%: 1 point).

CURRENT/PREVIOUS SUB-AWARDEES

Any site receiving 21st Century Community Learning Center (21st CCLC) grant funding for the 2020-2021 school year is not eligible. The SAC funds may be used for new programs or to expand and/or enhance current activities provided in an existing afterschool program, 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 *SAC funds can be used only to supplement and not supplant* any federal or non-federal funds used to support current programs.

In addition, previously funded awardees must have completed all grant requirements of current or previous grants and resolved all audit findings, if any.

SECTION IV: APPLICATION DETAILS AND REQUIREMENTS

PROGRAM NEEDS ASSESSMENT

Document the needs of the students and the working parents for the proposed 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 SAC program can address. (See **ATTACHMENT FIVE** for more information.)

PROGRAM OPERATION

The hours and days of operation must be reflective and accommodating to the families of students participating in the program, especially parents working outside the home, i.e. 7:00 a.m. to 6:00 p.m., as well as Monday through Friday; year round including summer months, breaks and holidays (except legal holidays); inclement weather; teacher conferences; etc. Each enrolled student must be given the opportunity to attend academic and enrichment activities a minimum of 13 hours each week to provide a quality program in order to foster maximum positive impact on students' development and learning.

DESE requires SAC programs to offer services **no less than four days per week** during a typical school year and **no less than 13 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). Each community should base its Application on the needs of its students and their families.

DESE encourages programs to operate at least three hours per day beginning when school dismisses. If offering services before school, the program should operate at least one hour per day, ending just before the regular school day begins; and if offering services during the summer, the program should operate at least three hours per day (no rounding up or down of time). Any combination must still meet the requirement of days per week and hours per week per the above. DESE also encourages programs to operate the length of the school year in order to accommodate working families.

PROGRAM ATTENDANCE

For each site that receives SAC funding, attendance reporting must be kept for each enrolled student and reported on a monthly basis through the statewide data management system (KCC, see Section VI), as provided free of charge by DESE. Applicants should be aware that through the KCC reported data, DESE will monitor actual attendance levels in comparison to proposed attendance levels to help ensure program effectiveness.

- 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).
- Research has proven that brief periods of contact time in before and afterschool programs are not beneficial to students; therefore, DESE highly encourages programs to maintain regular student attendance. DESE determines regular student attendance as students served 30 days or more. Programs who only meet 80% of regular student attendance levels will be placed in moderate risk; programs who only meet 50% 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.

PROGRAM ACTIVITIES

Applications must include specific activities that will clearly allow the program to progress towards each stated goal/objective. An applicant shall design and implement its activities based on a broad array of enrichment activities. Students should be given the opportunity to attend academic and enrichment activities on a regular basis.

Educational activities offered shall enhance regular school day learning by supporting reading, math and science improvements and initiatives, at a minimum.

STAFF

Staff working with children must have a minimum of a high school diploma or equivalent, must be adults (age 18 or older) and must have education and/or training in early and middle child development, recreation, elementary education, or other child-related fields. Programs are strongly encouraged to aim for the highest level of education and training possible, specifically when looking at academic subjects to be taught.

DESE encourages the program to plan and provide for continuous professional staff development.

No person shall be employed who has been convicted of a crime against children.

Awardees are required to meet state laws regarding screening of childcare providers. All permanent staff members working with children must be trained in CPR, first aid and emergency procedures by an appropriate certified trainer. Licensing requires at least a 1:16 staff/student ratio.

Awardees must notify DESE of key staff changes (i.e. primary contact person, program coordinator, site coordinator, site director or other such similar titles/responsibilities). A key staff change form is located on DESE Afterschool Portal.

Compensation for employees engaged in work on federal awards will be considered reasonable to the extent that it is consistent with that paid for similar work in other activities of the governmental unit. In cases where the kinds of employees required for federal awards are not found in the other activities of the governmental unit, compensation will be considered reasonable to the extent that it is comparable to that paid for similar work in the labor market in which the employing government competes for that kind of employees involved.

Due to licensing, other staff qualifications may be required. See 19 CSR 30-62 for more information.

LICENSING

Licensing reviews the basic health, safety, supervision and records of children and staff within the program. As part of the requirements in DESE receiving these federal funds, all programs must become licensed within one year from the date of award. Licensure must be maintained throughout the three-year grant cycle. If awarded the SAC grant, you must contact the Department of Health and Senior Services (DHSS) Section for Child Care Regulations (SCCR) within 30 days of date of award to start this process. If your program is already licensed, you must submit a copy of your current license with the Application as APPENDIX E. Please note: the license you submit must be current. If your license expires within the current grant year, you must make plans to renew the certificate and provide a copy to DESE.

Programs that are not licensed within one year from date of award will not be renewed and the grant will be subject to termination. A license from DHSS/SCCR must be maintained and remain in good standing with the DHSS/SCCR throughout the three-year grant award cycle.

Programs will be required to work directly with SCCR to become licensed and, therefore, must abide by all rules identified by SCCR. DESE suggests contacting SCCR prior to applying for this grant to get more specifics on the licensing process and requirements. For more information please visit DHSS Child Care Home Page at www.dhss.mo.gov/Childcare.

FINGERPRINTING

LEAs (School Districts and Charter Schools)

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), as well as aides, custodians, secretaries or cooks (non-certified staff). It is up to the district/organization to decide if they want their volunteers to complete the FBI Fingerprint Background Check. You can find more information needed to complete this requirement on the Fingerprinting/Background Check Home Page located at <https://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check>.

Note: licensed programs are required to complete fingerprint/background checks. Due to information privacy rules, this may result in individuals having two background checks (one for the LEA and one for licensing).

FIRST AID AND CPR TRAINING

All awardees must comply with First Aid and CPR Training requirements as outlined by DHSS through SCCR.

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 SAC program can become accredited and is highly encouraged to do so, although not required. There are two organizations that provide accreditation: the Missouri Accreditation (MOA) (www.moaccreditation.org); and the Council of Accreditation (COA) (<http://coanet.org>).

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 are not limited to: emergency response plans for bomb threats, fires and 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 drill documentation.
- Staff and parent handbooks (copies should be available at each site).
- Posted evacuation routes.

STUDENT 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; and pertinent medical information and an 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.

FACILITY

Any SAC afterschool facility must be accessible for children with disabilities. Usable space must consist of both primary and auxiliary space. The following areas may be included as auxiliary space: gym, media centers, multipurpose rooms, libraries, industrial arts rooms, arts and crafts rooms, kitchens, community center, activity rooms and cafeterias. Park areas within walking distance of no more than one-quarter mile from the program site can be considered outdoor play space for SAC children. The site must also adhere to all of the requirements set forth in the Americans with Disabilities Act:

- the Application, 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); and
- safe transportation between the school and the alternate site will be provided.

SPECIAL NEEDS STUDENTS

The SAC programs must be open to individuals with special needs. All questions should be emailed to the DESE Afterschool Section (please do not include any personally identifiable information), that will then forward your inquiry directly to the Office of Special Education within DESE; each situation shall be handled on a case-by-case basis by DESE's Office of Special Education. By submitting your inquiry this way, it ensures the appropriate DESE office is reviewing and responding to your inquiry adequately, as it relates to any laws, regulations and/or funding requirements.

If the SAC program is also supported with Title I.A funds, instructional paraprofessionals must meet the requirements specified in Title I.A. Instructional paraprofessionals must have a minimum of 60 semester hours or college credit with a certified transcript on file, or have passed the ParaPro Assessment **OR** the ParaProfessional Assessment. These requirements would apply to all paraprofessionals in a schoolwide program (even those not paid with Title I.A funds).

Exceptions to paraprofessional requirements:

1. One who is proficient in English and another language, and who provides services primarily to enhance the participation of children as a translator;
2. One who is a personal assistant and primarily attends to the physical needs of a student; and,
3. One whose duties consist solely of conducting parental involvement activities.

For more information on paraprofessionals, please go to: <https://dese.mo.gov/sites/default/files/qs-fc-admin-manual-ESSA-Jul-2018-Final-Copy.pdf> (see page 43).

PARTNERSHIPS

Applicants must address coordination and collaboration efforts with community partners. Potential partners are located throughout your community and can include local businesses, not-for-profit agencies and civic organizations, to name a few. Take the time to solidify partnerships in your initial program planning phase. Through collaboration with your partners, you could secure additional funds, resources and/or volunteer assistance to assist your afterschool program when SAC grant funding expires.

Strong partnerships are more than a one-time event and include a common vision and goals, and involve both open communication and regular data sharing. You can visit the USDOE website, You for Youth at <http://y4y.ed.gov>, for additional online professional development and technical assistance on strengthening partnerships (the site will appear to be for the 21st Century Community Learning Center programs, but *any* afterschool program may utilize this site as a resource).

ADVISORY COUNCIL

Convening an advisory council is no longer a grant requirement. If you have a successful advisory council in place, please continue the practice. We encourage programs to consider the value advisory councils can bring to programs.

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 must include plans for maintaining important components of a high quality program (such as staff retention, resources, academic enrichment activities, etc.)

Applicants are cautioned that for each continuation year of the awarded SAC grant, they must address the success of their sustainability plan.

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

- Afterschool Alliance (www.afterschoolalliance.org)
- North Central Regional Educational Laboratory (www.beyondthebell.org)

DESE PORTAL FOR AFTERSCHOOL PROGRAMS

The primary grant contact person or their designee must access the DESE Portal at <http://portal.kidscarecenter.com/sites/DESEPortal/default.aspx> frequently concerning their awarded/approved grant. The Portal postings include: grant changes/updates, available trainings, grant forms, procedures, due dates, federal/state afterschool topics, etc. DESE will not typically send mass e-mail messages regarding this type of information.

Additionally, all DESE grant reporting forms are located in the DESE Portal and updated periodically; therefore, awardees must download each form from the DESE Portal for Afterschool Programs each time a form is to be completed and submitted.

SECTION V: GOALS AND OBJECTIVES, TRAINING, AND QUALITY

GOALS & OBJECTIVES

The Extended Learning Section has developed three goals, with objectives, that each awardee will be responsible for working towards. Applicants must write to how their program design and budget will help meet these goals (specific question prompts will be given in the application).

Goal 1: Support or increase student achievement and sense of competence in the areas of reading/English language arts, mathematics and science.
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Objective 1.1: The afterschool awardee will score satisfactory or above on the reading/language arts rubric.

Objective 1.2: The afterschool awardee will score satisfactory or above on the math rubric.

Objective 1.3: The afterschool awardee will score satisfactory or above on the science rubric.

Goal 1 rubric items include grades, state assessment scores, end of course exams and efficacy.

(Note: for SAC grantees, only the efficacy measure will apply to Goal 1.)

Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions and meaningful opportunities for engagement.

Objective 2.1: The afterschool site(s) will score satisfactory or above on the program quality rubric.

Objective 2.2: The afterschool site(s) will score satisfactory or above on the school day alignment rubric.

Objective 2.3: The afterschool site(s) will score satisfactory or above on the broad array rubric.

Objective 2.4: The afterschool awardee will score satisfactory or above on the family engagement rubric.

Goal 2 rubric items include Program Quality Assessment (PQA), daily and weekly schedules, lesson plans, social and emotional learning activities, meaningful opportunities for family engagement, and surveys from program staff, school administrators, families and youth.

Goal 3: Enhance youth's life readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.
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Objective 3.1: The afterschool awardee will score satisfactory or above on the program attendance rubric.

Objective 3.2: The afterschool awardee will score satisfactory or above on personal and social skills rubric.

Objective 3.3: The afterschool awardee will score satisfactory or above on the commitment to learning rubric.

Goal 3 rubric items include program attendance (proposed vs. actual, 30+, 45+ and 60+), school day attendance, school discipline data and youth surveys.

TRAINING

Training is an essential component for high-quality afterschool programs. DESE will work with the Missouri Afterschool Network (MASN), the Missouri Afterschool Resource Center (MOARC), the Missouri Association for Adult Community and Continuing Education (MAACCE), Child Care Aware® and other state and national organizations to provide training and support for Missouri's SAC awarded programs (an approved training list will be developed and provided to awardees on DESE Portal for Afterschool Programs).

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

- **One State Training:** Must attend either Missouri School Age Community Coalition (MOSAC2) (<http://mosac2.org/>) PDI in Kansas City in late October/early November and/or Missouri Association for Adult Continuing and Community Education (MAACCE) (<http://maacce.org>) Conference at Lake of the Ozarks to be held in June. Registration cost is approximately \$330 for MOSAC2 and \$260 for MAACCE. Conferences may be in person, virtual or a combination of both (to be determined).
- **Awardee Meeting:** One-day meeting to be held in October/November; mid-Missouri area. The program director/coordinator must attend. This is tentatively scheduled for either in person or virtual (to be determined).
- **One Planning with Data Meeting:** You will be asked to bring a team of at least three staff per site. The purpose of this meeting is to have site teams review their PQA observation scores, review the end of the year survey results (staff, parent, youth, etc.) and to develop site level action plans, including selecting Weikart Center PQA Methods Trainings. For a new awardee, this Advanced Planning with Data session will be held in the fall of Year 2. For previous awardees, this session will be held in Year 1. Previous awardees may choose to participate in the Mini-Planning with Data meeting if there has not been a large turnover in staff from last year.
- **One Methods Training Per Grant:** A two-hour training developed by the Weikart Center, which will be determined from your review of data during the Planning with Data Meeting. New awardees (not a Cohort 7 SAC awardee) will take the Introduction to the Active Participatory approach workshop in the first year. If a program wishes to receive more than one training, they may be requested to MASN at an additional cost.

- **One KCC training:** (Year One required for new awardees or new staff, optional/as needed in Years Two and Three.) Individual one-on-one trainings will be provided using screen-sharing technology (e.g. Bomgar, Zoom, etc.), Monthly Zoom training sessions will be scheduled online throughout the school year. On-site training may be available upon request.
- **NOTE:** Any program receiving child care subsidy payments from the state of Missouri will be required to complete additional health and safety training as identified by DSS.

Optional trainings:

- **Symposiums** (optional) will be held as one-day trainings throughout the school year. The 2020-21 school year is likely to have a STEM Symposium and a Career Awareness and Post-Secondary Access Symposium.
- **Webinars** (optional) will be offered as a way of meeting the educational and training needs of afterschool programs. Live webinars can be taken for clock hour credit and will be posted online for later viewing (non-credit).
- **Additional clock hour trainings** (optional) will still be offered throughout the state and online as a way of meeting the educational and training needs of afterschool programs. Please see the Missouri Workshop Calendar at <https://www.moworkshopcalendar.org/> to search for trainings.

Budgets are required to include travel funds for trainings specified above. Those attending are responsible for training appropriate program staff not in attendance. Therefore, awardees must budget reasonable and appropriate training dollars per year for the required trainings (at a minimum). Awardees may amend budgets appropriately if travel funds are not needed/expended for such training requirements. Please note: DESE encourages awardees to seek additional local, regional and/or state trainings to assist in meeting the needs of their SAC program and may therefore set aside additional training dollars, if reasonable and appropriate.

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

QUALITY IMPROVEMENT RESOURCES

The SAC awardees participate in an ongoing quality improvement process at both the site and program level using the Assess – Plan – Improve model. A variety of data are collected that are provided back to the program in site level reports. This information is then used for both quality action plans and external evaluation. Technical assistance, along with Youth Work Methods trainings, can be tailored to the identified needs of the program and/or individual sites.

See the chart below to cover the annual cost of the Quality Improvement Resources (QIR). The QIR includes, but is not limited to Program Quality Assessment (PQA) and Feedback Reports, Annual Surveys and reports, Teacher Surveys, Planning with Data sessions, and Youth Work Methods trainings. Note: Youth Work Methods training attendance is limited to approximate 25 participants to ensure quality training. Additional Youth Work Methods trainings may be scheduled at a cost of \$300 per training. If a second training session is requested on the same day or a second trainer is needed due to high attendance, the additional cost is \$250 for the second session or trainer on the same day.

	Quality Improvement Resources (QIR)
One site	\$2,200.00
Two sites	\$4,100.00
Three sites	\$6,000.00
Four sites	\$7,900.00
Five sites	\$9,800.00
Six sites	\$11,700.00

1. Program Quality Assessment (PQA) and Feedback Reports

Improving the outcomes for youth is one of our top priorities, and research shows that high quality afterschool programs lead to better youth outcomes. As a part of strengthening programs in Missouri, all SAC awardees will be required to participate in a PQA. The PQAs from the Weikart Center for Youth Program Quality are reliable and valid tools for looking at the quality of afterschool programs. The School Age Program Quality Assessment (SAPQA) provides feedback for programs serving younger youth (K-6) and the Youth Program Quality Assessment (YPQA) provides feedback for the programs serving youth starting in Grade 4. Additional protocols and supplemental scales have been developed for the tools. In Missouri, the SAPQA Walk Through methodology is used to look at the full variety of programming including snack and transitions.

Awardees will be expected to have a PQA assessment completed by a trained, reliable, external assessor. The 4-H Center for Youth Development will manage the process for the awardees and ensure that both the proper protocols are followed and that the data is collected and presented in a consistent manner.

Typically, each site will only have one SAPQA or YPQA completed. Exceptions include, but are not limited to, “sites” that serve multiple age groups (elementary and middle school).

Reports will be available to the Program Administrator from the 4-H Center for Youth Development approximately two weeks following the observation. Additionally, the Program Administrator can request a login to the Scores Reporter to view PQA scores and reports that compare their site to the national average. The Weikart Center Scores Reporter is an online system where the external evaluator enters the assessment data. Program Administrators will only see results for their sites.

2. Annual Surveys and Leading Indicators Report

Survey instructions will be provided to awardees by the MASN in mid-February. To conduct the surveys, an online survey link will be provided with the instructions to each awardee. A separate link will be provided for each site for all surveys except for the school-day teacher survey which must still be conducted later in the spring. Upon receipt of the survey link, awardees will inform the specified survey targeted audience of the survey to be completed by them no later than March 31st. Survey data will then be provided back to the awardee per site by MASN.

You will receive instructions and online links from MASN (mid-February) to conduct the following surveys for each of your sites:

- **Staff Survey and Site Coordinator/Grantee Director Survey:** The staff survey collects information about the staff experience related to the afterschool program. All program staff should complete a staff survey. (Sites must distribute the online survey to all staff members; data results will be provided by MASN)
- **Parent/Family Survey:** The parent survey collects information about the parents’ feelings about the afterschool program, along with the communication and parent involvement activities offered. Note: The parent survey will be available for paper distribution with a site specific code so that the data is

correctly attributed to the specific site. (Sites must distribute the online or paper survey; data results will be provided by MASN)

- Youth Survey: The youth survey collects information about the students' attitudes and skills. Awardees will be required to use a Kids Care Center student identifier so that the survey data can be matched to the KCC data. (Sites will use a paper survey for the younger youth [K-2] and have the option of online or paper survey for older youth; data will be provided back to the awardee)
- School Administrators Survey: The school administrator survey provides an opportunity for the building principal and/or superintendent to give feedback to the afterschool program. At least one administrator survey should be completed per site. (Awardee must distribute the online survey; data results will be provided by MASN)

Staff, Parent, Youth and School Administrator Survey data will be processed by the Institute of Public Policy (formerly OSEDA) to produce a feedback report for each site that will be provided back to the awardee.

3. Teacher Surveys and Social and Emotional Learning (SEL) Resources

All awardees are required to collect teacher surveys for each student who attended 30 days or more in your program. School day teachers complete a brief survey about the school day behavior of each of these children as a result of participating in the afterschool 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 school students, please use the student's math or English teacher. It is preferred that you survey teachers who are not also serving as SAC program staff, if possible.

To assist with the collection of this information, the MASN has worked with Aperture Education to provide an online method to assign, collect and report the surveys (Evo SEL). In addition to collecting the required Teacher Survey data in the spring, the online system provides a variety of Social and Emotional Learning (SEL) resources and tools for your program. After completing the highly reliable, 8-item DESSA-mini screener, sites can access targeted SEL curricula for individuals, small groups or large groups.

Program Directors or Site Coordinators will be given access to the Evo SEL system to assign classroom teachers (by e-mail) to individual youth. The online system will send each classroom teacher a link to the system and monitor the completion of the Teacher Surveys.

4. Planning with Data Meeting

Each year, Planning with Data sessions will be scheduled throughout the state for awardees to bring teams from each site to review PQA data and survey reports. AREs will facilitate a process by which the site teams will become familiar with the data, review their site's data and create at least one goal for their Site Level Action Plans.

- Site Level Team Members: Each awardee will be asked to bring a team of at least three staff per site to the Planning with Data Meeting. The purpose of this meeting is to have site teams review their PQA observation scores, review the end of the year survey results (staff, parent, youth, etc.) and to develop site level action plans, including selecting Weikart Center PQA Methods Trainings (see below).
- Advanced Planning with Data Meeting Dates and Locations: The Advanced Planning with Data Meetings are for new awardees or awardees with significant turnover. These sessions will be hosted by the MASN and led by the AREs. The meetings are typical hours. For awardees that were part of a previous cohort (seven or eight) and have not experienced significant turnover in the program staff

that attended the original Advanced Planning with Data meeting, they may attend a Mini Planning with Data meeting that is typically two to three hours in length.

PQA METHODS TRAININGS

The Weikart Center has developed a series of hands on trainings for staff members that directly relate to the PQA assessment scores. The Methods Trainings have been proven very effective for raising the level of quality at the point of service (on site with youth). Your site level staff will be required to attend at least one 2-hour PQA Methods Training yearly. The site team will identify Methods Trainings that fit with their Site Level Action Plans during the Planning with Data Meetings and/or the AREs will help the Program Administrator and Site Director to select Methods Trainings appropriate to the staff. The Weikart Center for Youth Development certifies trainers through their Youth Work Methods Training of Trainers process. Additionally, endorsed trainers in Missouri must utilize the Missouri Workshop Calendar to track attendance. For a list of Methods Trainings and topics visit http://www.cypq.org/products_and_services/training/YWM.

One Youth Work Methods training is included in the Quality Improvement Resources fee. If the awardee would like to schedule additional Methods Trainings, they should budget \$300 per topic.

TECHNICAL ASSISTANCE VISITS

All awardees will be assigned an Afterschool Regional Educator (ARE) from the MO Afterschool Resource Center (MOARC) which is part of the 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 MOARC at the beginning of the school year). You will meet with your ARE up to three times per year to discuss the Program/Awardee level administration of the grant; as well as, Site Level operations. Typically at least one visit will take place before December 31 with all visits completed before May 31.

See the chart below to cover the annual cost of the Technical Assistance Visits.

	Technical Assistance Visits
One site	\$3,750.00
Two sites	\$5,000.00
Three sites	\$6,250.00
Four sites	\$7,500.00
Five sites	\$8,750.00
Six sites	\$10,000.00

- Program Level Visits: During the program visit, the Program Administrator and the ARE will complete the Program Visit Discussion Checklist. This checklist covers more than 30 topics relevant to the grant. During the first program visit, a Program Level Action Plan will also be created (or updated) to highlight a few areas that will be worked on over the year. During the second program visit, additional goals may be added to your Program Level Action Plan as needed. Program Administrators should set aside at least three hours for each program visit.
- Site Level Visits: During these site visits, the site director and the ARE will complete the Site Visit Discussion Checklist. This checklist covers approximately 15 topics relevant to the site operation. The Program Administrator is not required to attend the site visit, but may choose to attend. During the site visit, at least one goal relating to the Site Visit Discussion Checklist will be created. This goal will be added to the Site Level Action Plan goals created at the Planning with Data Meeting. During the site visit, the ARE will also conduct an observation of the activities of the site and provide the site director with feedback about the observation. Site Directors should set aside at least

one hour for the discussion, 90 minutes for the observation and 30 minutes for the feedback about the observation (the feedback may take place over the phone within a week of the observation).

ACTION PLANS

Action Plans help to guide the improvement efforts that you, your staff and your ARE are working towards. There are two levels of Action Plans associated with your grant – the Program Level Action Plan and the Site Level Action Plan - for each site. Action Plans will be entered into the Toolbox and available in your program level reports.

- Program Level Action Plans: During your program visits, your ARE will work with you to identify (and then update) program level goals based on the program visit discussion checklist.
- Site Level Action Plans: Each site will have an action plan that is based on PQA scores, survey reports, grant compliance issues and the site visit discussions with the AREs. At least one site level action plan will be developed during the Planning with Data session which includes front line staff members in the development of the action plan.

TIERED MONITORING

Part of the Department's federal tiered monitoring process is an on-line monitoring system created to provide a comprehensive tiered monitoring profile (based on a three-year cohort model) for each LEA by having one basic process and location for all federal program monitoring. All information obtained from monitoring is maintained in DESE's Tiered Monitoring System (TMS). Programs must follow record retention requirements for any monitoring conducted of their program. If awarded, awardees will be put in one of three cohorts and required to participate in the TMS. On an annual basis, DESE afterschool staff will assess the risk associated with each awardee and assign a risk level of high, medium or low using weighted risk factors on the Risk Assessment Matrix. Based on this risk assessment, DESE will determine awardees to be monitored.

SECTION VI: REPORTING REQUIREMENTS AND KCC

The awardee must submit the reports identified hereinafter to DESE for review and approval.

REPORTING REQUIREMENTS

Request for Key Staff Changes: Awardees must notify DESE of key staff changes (i.e. primary contact person, program director/coordinator and site directors/coordinator).

Budget Revision ePeGS: If necessary and due as needed. Budget Revisions will not be accepted after March 25 for the purchase of supplies or capital outlay/equipment.

Request for Payment ePeGS: First payment reimbursement request in ePeGS cannot be greater than 50% of approved budget. All payment reimbursements must be for reimbursement only, no exceptions. Payment reimbursements will continue as part of the monthly school payments through DESE ePeGS system. (DESE encourages submission between the 22nd - 25th day of each month).

Note: Be mindful that DESE reimburses for services and purchases, at least monthly, contingent upon successful completion and compliance of required deliverables and approval of properly and accurately submitted payment requests.

Awardees will be placed in moderate financial expenditure risk if a request for payment has not been submitted to DESE by December 25. Awardees will be placed in high financial expenditure risk if a request for payment has not been submitted to DESE by March 25.

Final Expenditure Request: Due no later than July 25 (In ePeGS your Final Expenditure may also serve as your final payment request.) 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 DESE.

Final Program Report (FPR): Demonstrates the outcomes of the program's operation; due July 15.

Statewide Surveys: Will be provided by MASN mid-February.

Yearly Continuation Report: Must be submitted each of the two continuation years, usually available in March and due back in April.

Any other forms and/or materials as required by DESE.

Other Report Requirements: The following items must be readily available upon request by DESE:

- Menus must meet USDA guidelines.
- Copies of current immunization records for children enrolled must be on site.
- Evidence of monthly fire and tornado drills.
- Evidence of monthly activities and/or speakers related to health and safety issues for children and/or families.

KIDS CARE CENTER (KCC)

This data system was designed to facilitate data reporting to meet federal and state requirements for DESE afterschool awardees. Therefore, all **awardees that are awarded funds** must use this KCC system, *no exceptions*. It is available to any afterschool awardee free of charge. Due dates will be posted on the DESE Afterschool Portal. Data entry will be monitored on a monthly basis. The MOSIS ID number is required as the student identifier so that KCC attendance and activity data can be matched to DESE Missouri Comprehensive Data System.

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 2020-2021 school year and all subsequent continuation years (it is possible that throughout the year, DESE may need to add additional requirements for data entry into KCC as federal and/or state reporting requirements may change):

Programs:

- Creating Programs and Activities
- Scheduling Programs and Activities*
- Enrolling Students into Programs and Activities
- Taking Attendance in Programs and Activities*

Activities: You must enter all activities as described in your awarded/approved grant. 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 at least one activity (preferably any reading/language arts, mathematics or 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).

DESE will monitor actual attendance levels in comparison to proposed attendance levels to help ensure program effectiveness. Awardees who only meet 80% of regular student attendance levels (based on proposed number of students served 30+ days or more in application) will be placed in moderate risk; awardees who only meet 50% 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.

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

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). This should be reflective of the students enrolled in the program and not necessarily the school's or district's demographics. This is reported as an aggregate number based on the students in the SAC program.

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.

Event Tracking (Optional): You may use this feature to track one-time only or irregular events such as field trips, guest speakers, family nights, etc.

Optional: You may track information for other purposes and funding sources in addition to the ones specified above. These are optional.

Awardees should be aware that additional details, instruction sheets, manuals and trainings will be forthcoming to assist with the KCC data entry process and the reporting process.

SECTION VII: FINANCIAL GUIDANCE/REQUIREMENTS

SAC is 100% federal funding under CFDA #93.575.

Awardees are required to adhere to all federal cost principles (i.e. time and effort, procurement, capital outlay/equipment inventory, cash management, etc.). In addition to the following information, additional requirements and guidance can be found on the DESE General Federal Guidance page at <https://dese.mo.gov/financial-admin-services/general-federal-guidance>. This information is consistent across all federally funded programs (Title I, Perkins, Special Education, etc.) Additional federal cost principle guidance is available in the Uniform Grant Guidance (2 C.F.R. Part 200).

FUNDING

School districts are limited to submission of one application. The one application may request funding for either one site or for multiple sites. If choosing to apply for one site, the maximum amount of funding that can be requested is \$80,000. If applying for multiple sites, the maximum amount of funding that can be requested is \$100,000 (district would need to decide how to split the amount among multiple sites). Separate budget pages will need to be completed and submitted in this application if applying for multiple sites. Districts may request less funding if desired.

DESE will take into consideration previous awardee performance, past activities, purchases and any significant and/or unresolved compliance deliverables when determining funding of grant applications.

Any awards that may be made are subject to any state and/or federal legislation, regulation and/or availability of funding. Awards cannot exceed \$80,000 (one site), \$100,000 (multiple sites) per district/application, pending funding availability. Funds requested must be reasonable and necessary as well as appropriate to the number of students to be served. Funding will be awarded on a competitive basis pending availability of funding.

AWARD PERIOD

The Missouri SAC awards shall not exceed three years. DESE intends to make first year awards available through June 30, 2021, with two subsequent one-year continuation options to successful awardees. Awards may be renewed pending availability of funds, successful completion of all deliverables/requirements, attendance levels, quality of program and program performance, submission of complete and accurate end-of-year reports, submission of an approved continuation form and any additional information identified by DESE.

NOTIFICATION OF AWARD

Following review and recommendations by a peer review panel using the criteria and priorities described in this application, award recipients will be designated. DESE anticipates notifying awardees in September 2020, pending availability of funds. All applicants should refer to the Extended Learning Approved Programs page at <https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/approved-programs> for a complete listing of awardees.

If awarded, the grant award is for immediate implementation of the afterschool program. The awardee may only charge to the award, costs resulting from obligations incurred during the funding period (pre-award costs are not allowed, including grant writers).

Please note: Any awards that may be made are subject to any state and/or federal legislation, regulations and/or availability of funding.

CONTINUATION

If awarded, the grant award is for immediate implementation of the afterschool program. If situations arise causing a delay in program start and implementation, DESE must be notified and must approve a plan before any delays occur. Reimbursement may not be made if no approval plan is in place. The awardee may only charge to the award, resulting in costs from obligations incurred during the funding period (pre-award costs are not allowed, including grant writers). Please note: Any awards that may be made are subject to any state and/or federal legislation, regulations and/or availability of funding.

ALLOWABLE ACTIVITIES

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.

Funds must be used to carry out a broad array of activities that advance student academic achievement and support student success. Authorized activities include:

1. Academic enrichment learning programs, mentoring programs, remedial education activities and tutoring services that are aligned with state academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement;
2. Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
3. Literacy education programs, including financial literacy programs and environmental literacy programs;
4. Service-learning;
5. Youth development activities;
6. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
7. Services for individuals with disabilities;
8. Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
9. Cultural programs;
10. Telecommunications and technology education programs;
11. Expanded library service hours;
12. Parenting skills programs that promote parental involvement and family literacy;
13. Programs that provide assistance to students who have been truant, suspended or expelled to allow the students to improve their academic achievement;
14. Drug and violence prevention programs and counseling programs;
15. Programs that build skills in science, technology, engineering and mathematics (STEM), including computer science and that foster innovation in learning by supporting nontraditional STEM education teaching methods;

Applicant must complete the Project Activity Plan as **ATTACHMENT SIX-B**. The plan should describe all of the proposed regular opportunities/activities.

Activities SAC Funds cannot be used for (not all inclusive):

1. Any supplanting of current items or funds (e.g. using grant dollars to fund summer school classes previously offered and paid for by district or other funds; text books used by students during the regular day)
2. Capital improvements/expenditures:
Costs, which add to the permanent value of property or appreciably prolong its intended life
3. Installation
4. Parking lots
5. Construction, renovation or repair
6. Permanent playground equipment

7. Entertainment; amusement, diversion and social activities and any costs directly associated with such costs (i.e. tickets to shows or sports events, meals, lodging, rentals, transportation and gratuities)
8. Preparation of the proposal: costs to develop, prepare and/or write the SAC proposal cannot be charged to the grant directly
9. Pre or Post-Award Costs: purchases made, services performed either before date of award or after conclusion of each award year
10. Purchases/services not related to or not approved for the awarded afterschool program
11. Game tables (i.e. fuse ball, ping-pong, air hockey, etc.)
12. Daily snacks
13. Inflatables (i.e. bounce houses)
14. Food for non-instructional purposes (see food policy on Afterschool Portal)
15. Incentives (student, staff or families)
16. Gifts (students, staff or families) or gift cards
17. Clothing, uniforms, shoes (*see also t-shirts under questionable)
18. Advertising not directly related to SAC programming
19. Promotional or marketing items (i.e. pens, banners, etc.)
20. Student and/or child tuition fees, scholarships
21. Student stipends to attend program
22. Rock wall (climbing walls)
23. Signs (i.e. marquee & electronic)
24. Fundraising with grant money or with grant purchased items (regardless of the purpose for which the funds will be used).**
25. Website creation/maintenance not directly related to SAC programming
26. Purchase of vehicles, buses and golf carts
27. Cell phones for personal use
28. Materials not age appropriate to the ages served in grant
29. Popcorn/Sno-cone machines

Questionable Items (not all inclusive):

Questionable may not necessarily mean unacceptable, but appropriate cost share and prior approval will be required. For any questionable item, programs are strongly encouraged to use other sources of funds.

1. Swimming (must be for lessons only)
2. Office furniture/equipment/supplies
3. Field trips (must be tied to academic component and/or bring awareness to college and careers. Documentation of lesson plans, student surveys, student essays or journals are required)
4. Sheds
5. Large fitness equipment (i.e. elliptical, treadmills, weight machines, etc.)
6. Smart boards
7. Servers
8. Excessive electronic purchases (i.e. computers, computer carts, iPads, video equipment, digital cameras, video game consoles, etc.)
9. Large software packages
10. Food (see food policy on Afterschool Portal)

11. Necessary maintenance
12. Car Rentals (must have written prior approval from DESE Extended Learning)
13. T-Shirts (must be for safety of children on field trips)*
14. Student overnight trips
15. Out-of-state trips (based on geographic proximity)
16. Rental of building/facility (may be considered on a case by case basis with prior written DESE approval)
17. Purchase of trailers (may be considered on a case by case basis with prior written DESE approval)
18. Cannot be used for matching funds for other state or federal grants

INDIRECT COST

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. A cost may not be allocated to a federal award as an indirect cost if any other cost incurred for the same purpose, in like circumstances, has been assigned to a federal award as a direct cost. Note that 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 DESE School Finance section

For the list of approved rates go to:

- 1) Missouri Comprehensive Data System Home Page (<https://apps.dese.mo.gov/MCDS/home.aspx>)
- 2) Select Reports and Resources at the top/middle of the page
- 3) On the left hand navigational tree select Districts, Charters and Schools
- 4) Select School Finance Data
- 5) Indirect Cost Rate for 2019-2020 (unless the 2020-21 list becomes available; DESE will use the most current list/rates at the time of finalizing the awards)
- 6) Must use the non-restricted indirect cost rate

PROGRAM INCOME/FEES

A SAC program may charge fees to students attending the afterschool program. Programs collecting fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate. The fiscal agent must track any fees collected from charging to participate in the program separately, 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.

RECORD RETENTION

All sub-awardees/recipients of SAC grant funds must keep records that fully disclose the amount and use of those funds, the total cost of the activity for which the funds are used, the share of cost provided from other sources, and other pertinent information that will facilitate an effective financial or programmatic audit.

The state has issued a record retention period of five years for all financial and programmatic records. The starting date of retention begins on the day the final expenditure report is submitted in year three of the grant cycle. The retention period for capital outlay/equipment records starts on the date of disposition or replacement or transfer. If any litigation, claim, negotiations, audit or other action involving the records started before the end of the three year period, the records must be retained until

completion of the action and resolution of all issues or until the end of the three year period, whichever is later.

Note: While the federal record retention period is three years, the state Department of Social Services regulations are more restrictive at requiring the five year period for record retention and therefore supersede the federal government retention period.

FOOD COST GUIDANCE AT AFTERSCHOOL HOSTED MEETINGS OR TRAININGS

Generally, there is a very high burden of proof to show that paying for food with federal funds is necessary to meet the goals and objectives of a federal grant. Therefore, afterschool awardees will have to make a compelling case to justify the food costs as reasonable and necessary.

Expenditures for food must be reasonable in cost, necessary to accomplish program goals and objectives and an integral part of the afterschool program. If our office determines that an afterschool awardee expended afterschool funds on food costs that are not reasonable or necessary to meet the intent and objectives of the afterschool grant, our office reserves the right to restrict the afterschool awardees from expending any afterschool funds on food costs or to disallow afterschool expenditures on food costs. Awardees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on use of grant funds, including the rules for meeting and conference-related expenses.

The Afterschool Program page at <https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants> has further information on unallowable food costs and required documentation.

REQUEST FOR REIMBURSEMENT REQUIREMENTS

The awardee must agree and understand that the State of Missouri does not make advanced payments to the awardee. This is a **reimbursement** only grant, meaning all sub awardees must initially expend their own funds prior to receiving reimbursement from DESE, pending availability of funds.

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 DESE when deemed in the best interest of DESE. Therefore, DESE does not guarantee that any amount of funds will be spent in accordance with the award.

Upon receipt and approval of a properly submitted request for reimbursement, DESE shall pay the awardee the amount of verifiable expenditures. Receiving the awarded dollars is done on a reimbursement basis, pending availability of funds. Each successful awardee must pay expenses first, submit a request for payment to DESE second and then receive reimbursement third.

Other than the reimbursements on the budget page or subsequent budget revisions, no other reimbursements shall be made to the awardee for any reason whatsoever.

SECTION VIII: Other Grant Requirements

The awardee shall agree and understand that the state agency shall have complete and total approval authority of the awardee's application or any part thereof and shall have the expressed right to modify, change or delete all or any part of the application at any time.

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 continuation period, if the award is granted for additional periods. The awardee shall prepare and submit all such future activity plans within a timeframe stipulated by DESE.

In accordance with the detailed activity plan developed and approved by 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 DESE, are performed and accomplished.

AWARDEE LANGUAGE

The contractor shall only employ 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) (8 U.S.C. § 1324a) and the Immigration Nationality Act (INA) (8 U.S.C. § 1101 *et seq.*; 8 CFR § 274A).

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 state shall have the right to cancel the contract immediately without penalty or recourse and suspend or debar the contractor from doing business with the state.

The contractor shall agree to fully cooperate with any audit or investigation from federal, state or local law enforcement agencies.

TERMINATION

DESE reserves the right to terminate the grant at any time, for the convenience of the State of Missouri, without penalty or recourse, by giving written notice to the awardee at least thirty calendar days prior to the effective date of such termination. The awardee shall be entitled to receive compensation for services and/or supplies delivered to and accepted by the State of Missouri pursuant to the grant agreement prior to the effective date of termination.

SUBCONTRACTOR

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 subcontractor and the district or organization. The awardee 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 awardee 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 awardee of the responsibility for providing the products/services as described and set forth herein. The awardee must obtain the approval of the State of Missouri prior to establishing any new subcontracting arrangements beyond what is in the original application and before changing any subcontractors. The approval shall not be arbitrarily withheld.

It should clearly outline the responsibilities of the non-LEA, including any grant deliverables, to be performed by the non-LEA. In addition, the LEA should maintain a system to evaluate the non-LEA performance and document, as appropriate, whether the non-LEA has met the contractual deliverables.

Per 2 CFR Part 200.318-200.320 and 200.330 contract relationships require that the awardee follow the federal rules of procurement, including, providing an opportunity for open competition. DESE may request a copy of your procurement procedures, along with a narrative of how you conducted the open

competition, the method of procurement and how you made your determination of which entity to award the bid, as applicable.

Any monitoring by DESE will be conducted at the LEA level regardless of contractual status with the non-LEA carrying out any services. Any misspent funds and/or corrective action plans must be answered or resolved by the LEA.

CONTRACTOR’S DUNN AND BRADSTREET (DUNS) NUMBER

By signing this grant you acknowledge a current registration with the Central Contractor Registration (CCR) organization.

SECTION IX: APPLICATION REVIEW AND AWARD PROCESS

After determining that a grant satisfies the mandatory requirements stated in the program guidelines and requirements, 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:

Program Need	35 pts
Program Design	50 pts
Partners	15 pts
Cost of Program	40 pts
Sustainability	10 pts
Competitive Priority Considerations:	
Focus or Priority School	3 potential points
New Program	5 potential points
Year Round Program	3 potential points
Free/Reduced Lunch Levels	4 potential points
Deduction of Points (see section below)	5 potential deductible points.

APPLICATION REVIEW PROCESS

DESE staff will review all applications in order to determine if the application meets SAC program requirements and adheres to state, federal and local laws. Additionally, failure to follow formatting requirements may result in a reduction of up to five (5) points.

According to 2 CFR 200.205 agencies must have a framework for evaluating risks posed by applicants before receiving Federal awards and may consider any items such as the following: (1) Financial stability; (2) Quality of management systems and ability to meet the management standards prescribed in Part 200; (3) History of performance – the applicant’s record in management standards prescribed in Part 200; (4) History of performance. The applicant’s record in managing federal awards, if it is a prior recipient of federal awards, including timeliness of compliance with applicable reporting requirements, conformance to the terms and conditions of previous federal awards and, if applicable, the extent to which any previously awarded amounts will be expended in accordance with grant guidelines prior to future awards; (5) Reports and findings from audits performed under Subpart F-Audit Requirements of Part 200 or the reports and findings of any other available audits; and (6) The applicant’s ability to effectively implement statutory, regulatory or other requirements imposed on non-federal entities.

DESE reserves the right to reduce up to 10 points to any previous or current awardee who failed to comply with grant requirements.

Peer readers will evaluate and score each application based on the quality of the proposed activities and the evidence provided to demonstrate the capability of the applicant to implement the proposed program.

NOTIFICATION OF FUNDING DECISION

Following review and recommendations by a peer review panel using the criteria and priorities described in this application, award recipients will be designated. DESE anticipates notifying awardees in September. A complete listing of awardees is listed on the Afterschool Programs page at <https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants>.

APPLICATION AWARD APPEAL

1. An applicant may appeal within 30 days beginning the day after the notice of awarded applications has been posted, if the applicant alleges a violation of a Federal statute or regulation.
2. An appeal must be in writing and must contain specific, factual and/or legal allegations setting forth the basis on which the applicant challenges the non-award. The written appeal should include the following information:
 - Name, address and phone number of the applicant;
 - Signature of the applicant or the applicant's representative;
 - Application number;
 - Detailed statement describing the grounds for the appeal; and
 - Supporting exhibits, evidence or document to substantiate claim.
3. DESE will conduct a hearing within 30 days of the applicant's request.
4. DESE will issue a written ruling within 10 days from the hearing, including findings of fact and the reasons for the ruling.
5. DESE will make available records pertaining to the review or appeal, including the records of other applicants.

SECTION X: APPLICATION AND ATTACHMENTS

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

Application Cover Page **ATTACHMENT ONE** Signed.

Program Summary **ATTACHMENT TWO**

Site Summary **ATTACHMENT THREE**

Executive Summary **ATTACHMENT FOUR**

Program Need **ATTACHMENT FIVE**

Program Design

Program Plan **ATTACHMENT SIX-A**

Project Activity Plan **ATTACHMENT SIX-B**

Staff **ATTACHMENT SIX-C**

Program Goals and Objectives **ATTACHMENT SIX-D**

Community Partners

Community Partner Chart **ATTACHMENT SEVEN-A**

Community Partner Letter of Commitment **ATTACHMENT SEVEN-B**

Cost of Program

Projected Three Year Budget **ATTACHMENT EIGHT -A**

Budget Summary – Year One **ATTACHMENT EIGHT-B**

Budget Narrative **ATTACHMENT EIGHT -C**

Sustainability **ATTACHMENT EIGHT -D**

Appendix A – Needs Assessment Survey

Appendix B – Certification Regarding Plagiarism

Appendix C – Letter of Agreement or Memorandum of Understanding for formalized partnerships outside of the school district

Appendix D – Assurance between Not-For-Profit and LEA (if applicable)

Appendix E – Copy of current state License from the DHSS (if applicable)



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – EXTENDED LEARNING

SCHOOL AGE COMMUNITY GRANT APPLICATION

INSTRUCTIONS

The issued date for the award is Monday, August 3, 2020.

The application is due no later than Monday, September 21, 2020 at 3:00 p.m. Central Time.

Print or type "SAC Application" on the lower left hand corner of the envelope or package. The delivered application must be received by the return date and time.

QUESTIONS must be submitted in writing to the Extended Learning Section at exl@dese.mo.gov.

RETURN APPLICATION BY THE DUE DATE ABOVE TO:

Mail: DESE
EXTENDED LEARNING SECTION
DEPT OF ELEMENTARY AND SECONDARY ED
P.O. BOX 480
JEFFERSON CITY MO 65102-0480

Physical: DESE
EXTENDED LEARNING SECTION
DEPT OF ELEMENTARY AND SECONDARY ED
205 JEFFERSON STREET, 7TH FLOOR
JEFFERSON CITY MO 65102-0480

GRANT AWARD PERIOD

Date of Award through June 30, 2021 (with two one-year continuation years).

ASSURANCES

The awardee 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 of the application. The awardee further agrees that the language of this application shall govern in the event of a conflict with his/her proposal. The awardee further agrees that upon receipt of an authorized purchase order from DESE or when this application is countersigned by an authorized official of the state of Missouri, a binding contract shall exist between the awardee and DESE.

SUPERINTENDENT/AUTHORIZED SIGNATURE (in blue ink)		DATE	
PRINTED NAME (Include Dr., Mr., Mrs., Ms. or Miss)		TITLE	
SCHOOL DISTRICT NAME		COUNTY DIST CODE	FEDERAL TAX ID NUMBER
MAILING ADDRESS		COUNTY	
CITY	STATE	ZIP	
SUPERINTENDENT'S EMAIL ADDRESS		PHONE NO.	EXT.
SCHOOL DISTRICT'S DUNN AND BRADSTREET (DUNS) NUMBER (By signing this contract you acknowledge a current registration with SAM.GOV):			

DEPARTMENT USE ONLY

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:

TITLE Chris Neale, Ed. D, Assistant Commissioner	DATE
---	------

TOTAL AMOUNT AWARDED:

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, age, veteran status, mental or physical disability or any other basis prohibited by statute 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, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov

CONTACT INFORMATION			
APPLICANT'S NAME (NAME OF DISTRICT)			
"PRIMARY" CONTACT PERSON		TITLE	
DISTRICT OR ORGANIZATION NAME (FOR CONTACT PERSON)			
MAILING ADDRESS (FOR CONTACT PERSON)		PHONE	EXT
CITY	STATE	ZIP	
EMAIL (FOR CONTACT PERSON)			
PROGRAM DIRECTOR, IF DIFFERENT THAN CONTACT PERSON		EMAIL (FOR PROGRAM DIRECTOR, IF DIFFERENT)	
LEAD GRANT WRITER		GRANT WRITER'S ORGANIZATION	
SUPERINTENDENT INFORMATION			
SUPERINTENDENT NAME		DISTRICT NAME	
MAILING ADDRESS		PHONE	
CITY	STATE	ZIP	
EMAIL			
<p>Who will be providing daily program services?</p> <p><input type="checkbox"/> Applicant <input type="checkbox"/> Contractor* (e.g. YMCA, Boys & Girls Club, etc.)</p> <p>Contractor Name, <i>if applicable</i>: _____</p> <p>*If awarded, you are required to attach an MOU as APPENDIX C.</p>			
<p>Is the district a previous recipient of the SAC grant? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, check all years in which SAC grant funding was received?</p> <p>Cohort 7: <input type="checkbox"/> 14-15 <input type="checkbox"/> 15-16 <input type="checkbox"/> 16-17 Cohort 8: <input type="checkbox"/> 17-18 <input type="checkbox"/> 18-19 <input type="checkbox"/> 19-20</p>			

SITE SUMMARY (include this page)

Complete ATTACHMENT THREE for each site in this application. The site is the physical location in which the program resides. You may include additional pages for additional sites.

NAME OF SITE	NAME OF SCHOOL BEING SERVED
--------------	-----------------------------

PROGRAM NAME

PHYSICAL SITE ADDRESS

CITY	STATE	ZIP
------	-------	-----

SITE CONTACT PERSON, IF KNOWN

SITE CONTACT EMAIL, IF KNOWN	SITE CONTACT PHONE, IF KNOWN
------------------------------	------------------------------

Total # of students proposed to be served: _____ Of the total above, proposed number of regular attendees (30+ days) attendance: _____ Of the total # of 30+ day/regular attendees above, proposed # of attendees 60+ days _____	Grade Level Ages of Children to be Served K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9+ _____	Percentage of Free or reduced lunch for the school _____%	<input type="checkbox"/> Rural <input type="checkbox"/> Urban <input type="checkbox"/> Suburban
--	--	--	---

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.

Awardees who only meet 80% of regular student attendance levels will be placed in moderate risk; awardees who only meet 50% 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.

SITE SUMMARY (Cont.) (Include this page)

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

- After school
 Before school
 Summer
 Holidays
 Breaks
 Inclement weather
 Teacher conferences
 Other (specify: _____)

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

	Summer–prior to school start (July 1-start of school), <i>if applicable</i> Years 2 and 3	Regular school year (i.e. August 19-May 20)	Summer–afterschool ends (following last day of school-June 30), <i>if applicable</i>	Grand total during the entire year (July 1 – June 30)
First date of operation				
Last date of operation				
Total # hours/week				
Total # days/week				
Total # of weeks				
Total # of days				

B. 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 school subtotal	Beginning Time	Ending Time	# hours after school subtotal	
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Other							

Note: Please ensure that the times are accurate, as these are used for technical assistance visits.

A. Specify beginning and ending **times** site is in operation during summer programming, *if applicable* (if operating full day programming, complete the first two columns only):

	Summer (Times of Operation) (only include hours provided by SAC grant funds)			
	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

ENROLLMENT INFORMATION

(All information pertains to the school age/afterschool program for which the grant is intended.)

Complete either **Part A** or **Part B** (refer to 'Competitive Priority' on page 5 of the grant guidelines):

Part A. New Services

1. Estimated number of low-income children to be served at this site: _____
2. Estimated number of special needs children to be served at this site: _____
3. Estimated number of all other children (not low-income or special needs) to be served at this site: _____
4. **ESTIMATED TOTAL OF ALL CHILDREN TO BE SERVED AT THIS SITE (Line 1 + Line 2 + Line 3):** _____

Part B. Existing SAC Services

1. Number of low-income children currently being served at this site: _____
2. Estimated number of *additional* low-income children to be served at this site: _____
3. **Total of low-income children (Line 1 + Line 2):** _____
4. Number of special needs children currently being served at this site: _____
5. Estimated number of *additional* special needs children to be served at this site: _____
6. **Total of special needs children (Line 4 + Line 5):** _____
7. Number of all other children (not low-income or special needs) currently being served at this site: _____
8. Estimated number of *additional* children (not low-income or special needs) to be served at this site: _____
9. **Total of additional children (Line 7 + Line 8):** _____
10. **GRAND TOTAL OF ALL CHILDREN PROPOSED TO BE SERVED AT THIS SITE (Line 3 + Line 6 + Line 9):** _____

PROGRAM INFORMATION

A. Will the program be located on the school site? Yes No

If no, where AND why: _____

B. Are all sites in this application currently licensed? Yes No

If yes, attach a copy of your current state license(s) as APPENDIX E. If awarded, all sites must be licensed by one year from date of award.

C. Is any site in this application currently accredited? Yes No

If yes, attach a copy of your current certificate as APPENDIX F.

If no, does the site intend to work toward (optional):

Missouri Accreditation (MOA) Council of Accreditation (COA) N/A

D. Are any sites in this application a current 21st Century Community Learning Center (CCLC) awardee? Yes No

If yes, list date of award: _____ and cohort #: _____

E. Will any site charge a fee for students to attend? Yes No

If no, do you plan to in the future? Yes No If yes, when: _____

EXECUTIVE SUMMARY (Two page maximum)

Briefly summarize the program's mission, services, activities, key partnerships and targeted student and family participants. In addition, summarize key design elements, unique characteristics and intended outcomes of the proposed program that address the needs of the target population and the community in which children live and go to school.

PROGRAM NEED

Describe the need - list each response by number in the following order:

1. Describe the nature and extent of the need, using data that is current and relevant to your particular locality.
2. Describe how the program will meet the specific needs of the students and working parents who live in the area to be served.
3. Describe how this grant will address the needs identified.
4. Attach results of any needs assessment survey(s) as **APPENDIX A** (The survey should help gather information from all stakeholders in order to guide program development and implementation. It will help to identify both the needs of the students and their families and the gaps in services).

All information must be confined to this space plus one single additional page (if needed). Be sure to label additional page as ATTACHMENT FIVE.

Empty response area for describing the program need.

PROGRAM DESIGN

Program Plan – list each response by number in the order below. Include any differences among sites.

1. Describe where the program will take place (i.e. gym, cafeteria, math class room, etc.).
2. Describe who will be served by this program. Include, but not limited to: target audience, how it was determined and how they will be recruited (include services for special needs children, if applicable). Describe how the program will maintain attendance levels and encourage regular attendance.
3. Describe a clear picture of what the program will look like. Include, but not limited to: typical daily program schedule, description of broad array of activities and how you will ensure students will be given the opportunity to attend academic and/or enrichment activities on a regular basis (students should be offered a broad array of services).
4. Describe how the program proposes to address the academic, social and/or emotional needs of students served.
5. Describe how the program will share child's progress and program information with the parents of students served.
6. Describe how this grant award will improve the quality and/or increase the availability of School Age Community Afterschool Programs. For applicants already implementing afterschool services or for previous awardees (grant ended June 2020) you must also clearly describe how you will further enhance/expand, improve the quality and/or increase the availability.
7. Describe any innovative approaches or services that will be used in the afterschool program beyond a normal child care program that is engaging and age-appropriate (i.e. activities supporting math, science, reading/language arts, STEM, etc.).
8. Describe how the program will encourage family/parent engagement in the program, if applicable.
9. Describe how/what/when the program will provide ongoing staff development and training, in addition to, the training required by this grant and, in addition to, the technical assistance provided by MASN as part of this grant.
10. Provide the staff to child ratio.
11. Describe how staff will be evaluated for program effectiveness.

All information must be confined to this space plus no more than six additional pages (if needed); this does not include additional pages for letters of commitment or additional page for program schedule. Be sure to label all additional pages as ATTACHMENT SIX-A.

PROJECT ACTIVITY PLAN

The Project Activity Plan should describe the proposed regular/reoccurring activities (not one time activities), subject area(s), equipment, if necessary, and whether it is performed by awardee or outside agency to demonstrate how you will implement a broad array of activities. Copy this page for additional activities, if needed. Copy this page for each site in this application.

SITE NAME:

Proposed Planned Activities	Subject Area(s) (i.e. math, science, reading/ language arts, STEM, social studies, technology, tutoring, health and nutrition, music and arts, career education, business education)	Equipment, if Needed, to be purchased with grant funds	Performed by Awardee or Outside Agency/Partner (state the outside agency or Partner)	Time Frame (i.e. daily, weekly, monthly, summer only, etc.)	Check the goal(s) the activity meets as stated on ATTACHMENT SIX-
<i>Example: Kids in the Kitchen</i>	<i>math, nutrition, reading</i>	<i>No grant funded equipment needed/will use equipment in middle school FACS Classroom.</i>	<i>4-H Extension Office</i>	<i>Once per week throughout the school year (Sept-May)</i>	Goal #1 <input type="checkbox"/> Goal #2 <input type="checkbox"/> Goal #3 <input type="checkbox"/>
					Goal #1 <input type="checkbox"/> Goal #2 <input type="checkbox"/> Goal #3 <input type="checkbox"/>
					Goal #1 <input type="checkbox"/> Goal #2 <input type="checkbox"/> Goal #3 <input type="checkbox"/>
					Goal #1 <input type="checkbox"/> Goal #2 <input type="checkbox"/> Goal #3 <input type="checkbox"/>
					Goal #1 <input type="checkbox"/> Goal #2 <input type="checkbox"/> Goal #3 <input type="checkbox"/>
					Goal #1 <input type="checkbox"/> Goal #2 <input type="checkbox"/> Goal #3 <input type="checkbox"/>

PROGRAM DESIGN (CONTINUED)

School Age Community Staff

If more than five key staff positions, additional copies of this page may be made.

1. Use the space below to list current or proposed positions for all key staff of the SAC program, the minimum educational background required and School Age/Afterschool experience required of staff. (May copy this page for more space, if needed). For vacant positions, must complete: job title, education background required, if staff is to work directly with children and the role and responsibility of that staff.
2. If jobs are not filled, please attach job descriptions for each position directly behind this page.

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? <input type="checkbox"/> Yes <input type="checkbox"/> No WILL THIS PERSON BE PAID WITH SACS FUNDS? <input type="checkbox"/> Yes <input type="checkbox"/> No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? <input type="checkbox"/> Yes <input type="checkbox"/> No WILL THIS PERSON BE PAID WITH SACS FUNDS? <input type="checkbox"/> Yes <input type="checkbox"/> No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? <input type="checkbox"/> Yes <input type="checkbox"/> No WILL THIS PERSON BE PAID WITH SACS FUNDS? <input type="checkbox"/> Yes <input type="checkbox"/> No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? <input type="checkbox"/> Yes <input type="checkbox"/> No WILL THIS PERSON BE PAID WITH SACS FUNDS? <input type="checkbox"/> Yes <input type="checkbox"/> No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? <input type="checkbox"/> Yes <input type="checkbox"/> No WILL THIS PERSON BE PAID WITH SACS FUNDS? <input type="checkbox"/> Yes <input type="checkbox"/> No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

PROGRAM GOALS AND OBJECTIVES

The Extended Learning Section has developed three goals along with objectives that each awardee will be responsible for working towards meeting during all three years of the grant, if awarded.

In this section, applicants must repeat each goal and letter of the question below (do not include the objectives on the narrative pages). Refer to Section V for more information. Label these narrative pages as **ATTACHMENT SIX-D**.

Goal 1: Support or increase student achievement and sense of competence in the areas of reading/communication arts, mathematics and science.

Objective 1.1: The afterschool awardee will score satisfactory or above on the reading/language arts rubric.

Objective 1.2: The afterschool awardee will score satisfactory or above on the math rubric.

Objective 1.3: The afterschool awardee will score satisfactory or above on the science rubric.

A. List each subject area separately (Reading, Math and Science) and describe what activities will be offered to the youth to increase their enjoyment and sense of competence in each subject area.

Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions and meaningful opportunities for engagement.

Objective 2.1: The afterschool site(s) will score satisfactory or above on the program quality rubric.

Objective 2.2: The afterschool sites(s) will score satisfactory or above on the school day alignment rubric.

Objective 2.3: The afterschool site(s) will score satisfactory or above on the broad array rubric.

Objective 2.4: The afterschool awardee will score satisfactory or above on the family engagement rubric.

A. How will the afterschool program help to foster a sense of belonging, positive youth to youth and youth to adult relationships and give youth an opportunity to have voice and choice in the afterschool environment?

B. How will the afterschool staff build positive relationships with the school administration and teachers? What type of ongoing communication will the program have with the school?

C. Based on the broad array of services described in ATTACHMENT SIX-B (Activity Plan), describe how students may be exposed to areas that are new to them? Please explain how youth will select activities (assigned, choice, etc.). Who will deliver the broad array of activities (staff, contractors, etc.)?

D. Based on your response to ATTACHMENT SIX-A – number 8 (Family Engagement), what are the expected outcomes for the youth and families attending the family enrichment activities?

Goal 3: Enhance youth's life readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.

Objective 3.1: The afterschool awardee will score satisfactory or above on the program attendance rubric.

Objective 3.2: The afterschool awardee will score satisfactory or above on personal and social skills rubric.

Objective 3.3: The afterschool awardee will score satisfactory or above on the commitment to learning rubric.

A. Based on your response to ATTACHMENT SIX A – Number 2 and in ATTACHMENT THREE, describe how you will monitor and maintain the proposed attendance levels listed in ATTACHMENT THREE.

B. Describe the social and emotional learning strategies and/or activities that you plan to implement to support the personal and social skills of the youth in the program.

C. Describe the social and emotional learning strategies and/or activities that you plan to implement to enhance your students' commitment to learning.

COMMUNITY PARTNERS (all programs are required to have a minimum of two community partners)

Community Partners 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 (LEA applicants must partner with organizations outside the purview of the district. For example, ABC school district could not partner with the Career and Technical Center at the same ABC school district receiving the grant award).

Please complete the chart below to answer the following concerning your partners:

- Organization name,
- Type of organization (profit, non-profit, government, state agency, etc.),
- Contribution type (resources; whether they be funds, in-kind services or materials *provided* to you for free or at a reduced cost or that the partner will bring to the project **without** compensation),
- Estimated monetary value of resources, contributions or service, and
- Describe partner's role in meeting needs, goals and scope of program.

Note: An individual, agency organization or other entity that only provides a service or good and is not involved in planning and implementation is considered a vendor (purchased service), not a partner.

Organization Name	Type of Organization	Contribution Type	Estimated Monetary Value (does not have to be actual cash)	Partner's Role
<i>Example: City Department</i>	<i>Government</i>	<i>In-Kind: Staff will be provided at no cost.</i>	<i>\$25.00/hour x 2 hours x 1 staff x 9 times per year = \$450</i>	<i>Will provide programming once per month to the elementary students, including, drug awareness, fire safety, recycling, etc.</i>

SCHOOL AGE COMMUNITY LETTER OF COMMITMENT

Thank you for your interest in the _____ afterschool program and in becoming a valued partner. Community partners play a key role in the success of our program. It is vital for our program to have organizations such as yours to assist with our growth and development. Please complete the information below and sign in the appropriate place.

NAME OF PARTNERING ORGANIZATION:

WHAT SERVICE(S), CONTRIBUTION(S) OR RESOURCE(S) WILL YOUR ORGANIZATION BE PROVIDING TO OUR PROGRAM?

WHEN WILL THE SERVICE(S), CONTRIBUTION(S) OR RESOURCE(S) BE PROVIDED AND HOW OFTEN?

WHERE WILL THE SERVICE(S), CONTRIBUTION(S) OR RESOURCE(S) BE PROVIDED?

WHO RECEIVES THE SERVICE(S), CONTRIBUTION(S) OR RESOURCE(S) BEING PROVIDED TO THE AFTERSCHOOL PROGRAM?

ESTIMATED MONETARY VALUE OF IDENTIFIED SERVICE(S), CONTRIBUTION(S) OR RESOURCE(S) BEING PROVIDED?

WILL THERE BE A CHARGE TO THE AFTERSCHOOL PROGRAM? IF SO, HOW MUCH?

AUTHORIZED SIGNATURE OF ORGANIZATION

DATE

COST OF PROGRAM OVERVIEW (Do not include this page)

1. Complete Projected Three Year Budget, labeled ATTACHMENT EIGHT -A.
2. Complete the Budget Summary for each site in this application, labeled ATTACHMENT EIGHT -B. Failure to do so may result in items or services not being approved for funding.
4. Complete the Budget Narrative, labeled ATTACHMENT EIGHT-C.
5. Sustainability of Programs, labeled ATTACHMENT EIGHT -D.

Please note the following for completing budgets:

- Refer to pages 20-22 of the grant guidelines 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. (Exception for MAACCE and MOSAC2.)
- Be realistic when developing budgets. They will be reviewed based on the number of students to be served to demonstrate the most cost effective use of these funds.
- Minor Budget Revisions (in line with program design, intent, goals, etc.) may be submitted for prior approval throughout year one. When completing continuation applications, budgets may need to change minimally for years two and/or three, in which case, applicant must describe reason for change at time of continuation for each budget change.
- All budget items should pertain to a specific budget category provided on the budget pages.

Salaries and Benefits: Payment of salaries and benefits will be allowed for people who provide services related to the SAC program. However, this is not considered a priority area. Applicants must demonstrate that other funding areas (e.g., materials and supplies, capital outlay/equipment and professional development needs) have been adequately met either through grant funds requested or other available resources.

Travel and Transportation: The cost of travel related to the SAC program is allowable for program personnel on trips related to the project. This cost must be justified in the proposal. Transportation for students in a program for field trips or program trips may also be included in this category. Daily student transportation to/from program is not allowed with these grant funds.

Material and Supplies: Materials and supplies to be purchased from these funds are limited to items which are either consumed in use, have a useful life of less than one year, cost less than \$1,000 per unit and are more feasibly replaced than repaired. Most computers, iPads, tablets, cameras, etc. fall under the supply category; however, since they are considered attractive or easily pilfered, they are subject to inventory management and control.

Capital Outlay/Equipment: Capital outlay/equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$1,000. Purchases of items greater than \$1,000 or items which have the potential to be shared with regular school day activities must have a cost share in place and obtain written approval from DESE prior to purchase (i.e. Smart Boards, 3D printer, fitness equipment, robotics, etc.).

All capital outlay/equipment purchased with this grant must be listed and maintained in capital outlay/equipment inventory records so the Department can validate its use for SAC Programs (this includes any items budgeted under materials/supplies that are considered attractive or easily pilfered/walk-away items; i.e. iPads, computers, cameras, etc.).

Professional Development: should include all required training specified in the 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. Mad Science). Purchased services should have a contract and be available upon request.

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 VII for additional information.)

Guidance for Applications

During continuation years, awardees will be required to submit an itemized budget and narrative at that time. Additionally, during continuation periods, budget category amounts may change (with an explanation).

PROJECTED YEAR THREE BUDGET (include this page)

APPLICANT'S NAME _____

INSTRUCTIONS: List the "accumulative" amount of funds for each year funds are being requested. In case of multiple sites, Applicants shall add all sites and only list the accumulative amount on this page. Refer to Cost of Program Overview for additional information on budget category specifications.

BUDGET CATEGORY	YEAR ONE Maximum Dollars Requested	YEAR TWO Maximum Dollars Estimated	YEAR THREE Maximum Dollars Estimated
2200 PROFESSIONAL DEVELOPMENT (educational training/conferences)			
6300 Purchased Services	\$	\$	\$
6400 Materials & Supplies	\$	\$	\$
2500 TRANSPORTATION AND MAINTENANCE			
6150 Noncertificated Salaries	\$	\$	\$
6200 Employee Benefits	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$
6300 Purchased Services	\$	\$	\$
3812 AFTERSCHOOL PROGRAM			
6100 Certificated Salaries	\$	\$	\$
6150 Noncertificated Salaries	\$	\$	\$
6200 Employee Benefits	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$
6300 Purchased Services	\$	\$	\$
6400 Materials & Supplies	\$	\$	\$
6500 Capital Outlay/Equipment	\$	\$	\$
SUBTOTAL Direct Costs	\$	\$	\$
Indirect Costs (Optional) (Do not include capital outlay category amount in this calculation, see Section III.) Use the unrestricted rate or less.	Figured at ____% \$	Figured at ____% \$	Figured at ____% \$
TOTAL	\$	\$	\$

	Year 1	Year 2	Year 3
Annual cost per SAC student:	\$ _____	\$ _____	\$ _____

Formula: Total cost of program per year divided by total number of students proposed to serve (see ATTACHMENT SIX-A "target audience").

BUDGET SUMMARY YEAR ONE 2020-2021

APPLICANT'S NAME	SITE NAME
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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.

For budgets to be considered, they must be itemized in the table below following these examples:

-2 site directors x 15 hours @\$20 per hour for 44 weeks

-2 computers @ \$850 each

(failure to provide item description, quantity, cost of each, etc. may cause the item to not be approved.)

2200 PROFESSIONAL DEVELOPMENT

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	TOTAL PRICE
6300 Purchased Services			
Quality Improvement Resources (see page 12 for accurate budget amount) - REQUIRED			
Technical Assistance Visits (see page 15 for accurate budget amount) - REQUIRED			
Other (list separately)			
Subtotal (Purchased Services)*			\$
6400 Materials/Supplies			
Subtotal (Supplies)*			\$

2500 TRANSPORTATION AND MAINTENANCE

6150 Noncertificated Salaries (list by each title/role)			
Subtotal (Noncertificated Salaries)*			\$
6200 Employee Benefits (list by each title/role)			
Subtotal (Benefits)*			\$

Purchased Services			
Quality Improvement Resources (see page 12 for accurate budget amount) - REQUIRED			
Technical Assistance Visits (see page 15 for accurate budget amount) - REQUIRED			
Other (list separately)			
Subtotal (Purchased Services)*			\$
3812 AFTERSCHOOL PROGRAM			
6100 Certificated Salaries (list by each title/role)			
Subtotal (Salaries)*			\$
6150 Noncertificated Salaries (list by each title/role)			
Subtotal (Noncertificated Salaries)*			\$
6200 Employee Benefits (list by each title/role)			
Subtotal (Benefits)*			\$
6300 Purchased Services			
Quality Improvement Resources (see page 12 for accurate budget amount) - Required			
Technical Assistance Visits (see page 15 for accurate budget amount) - Required			
Other (list separately)			
Subtotal (Purchased Services)*			\$

6400 Materials/Supplies			
Subtotal (Supplies)*			\$
6500 Capital Outlay/Equipment (specify #s of each piece and prices per item type unless priced as a unit)			
Subtotal (Capital outlay/equipment)*			\$
SUBTOTAL (Direct Costs)			\$
INDIRECT COSTS (Do not include capital outlay category amount in this calculation. See Guidelines page 22.)	Calculated at _____%		\$
GRAND TOTAL (Direct + Indirect)			\$

* If you have additional pages beyond the first two pages for year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.

BUDGET (CONTINUED)

Describe how budget requested is reasonable in relationship to the number of students to be served. Note for previous awardees (funding ended June 2020): be sure to also explain how these costs further enhance/expand or are new/different than the services provided before.

Describe how the salary costs are reasonable and necessary to the number of students served and overall program design.

Describe how the budget items will enhance quality.

If you requested field trips in your 2020-2021 budget, please specify for each field trip where the trip is to and why you are taking the trip (you may need to attach an additional page with this information). Field trips must be connected to the academic or enrichment program and must provide an educational experience from which students can grow academically or culturally. The program should document how all field trips are linked to academic learning and how the trip will assist with meeting program goals. (This includes swimming.) Field trips for entertainment purposes are not allowed.

If applicable, for year one, describe other sources of cash and/or in-kind contributions that will supplement the SAC grant funds; include dollar value and type of contribution.

SUSTAINABILITY

Sustainability

1. Describe the preliminary plan for how the program intends to sustain beyond the grant award period (See page 10 of the grant guidelines for additional information).

All information must be confined to this space plus one additional page (if needed). Be sure to label additional page as ATTACHMENT EIGHT-D.

APPENDICES – ATTACH THE FOLLOWING BEHIND ATTACHMENT NINE

Appendix A	Needs Assessment Survey
Appendix B	Certification Regarding Plagiarism
Appendix C	Memorandum of Understanding or contract for formalized partnerships outside of the school district
Appendix D	Assurance between non-LEA and LEA (<i>if applicable</i>)
Appendix E	Copy of current state License from the DHSS (<i>if applicable</i>)
Appendix F	COVID-19 Release (if necessary)

**Replace this page with the
Needs Assessment Survey**

(Be sure to label such attachment as APPENDIX A)

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 application is the original work of the district and its agents who worked on the application.

- B. If a discovery of plagiarism is made known or brought to the attention of officials at DESE during a current grant competition, then at the discretion of DESE, DESE has the right to remove the application for funding consideration because of the occurrence of cause.

Name: _____

Signature: _____

Title: _____

District: _____

Date: _____

**Replace this page with the
Memorandum of Understanding/Contract, *if applicable***

(Be sure to label such attachment as APPENDIX C)

**Copy of current state License
from the DHSS, *if applicable***

(Be sure to label such attachment as APPENDIX E)

**COVID-19 Competitive Requirement Release
If applicable**