21st Century Community Learning Centers 2014-2015

Invitation for Bid (IFB)

(To be completed by Private Schools, Agencies, Non-profits, and Community/Faith-Based Organizations who apply as Fiscal Agent-Primary Bidder)

IFB Deadline: Must be Received No Later Than Wednesday, June 25, 2014 at 3:00 p.m. (not postmarked)

INTENT TO APPLY FOR
21ST CENTURY COMMUNITY LEARNING CENTERS

Potential applicants/bidders may send an "Intent to Apply" for the 21st Century Community Learning Centers (CCLC) grant competition by Friday, May 16, 2014. This will help the DESE adequately plan for grant readers in order to have the application's/IFB's reviewed in a timely manner. It is not required to submit an "Intent to Apply" in order to submit an application/IFB.

This notice is not binding and 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/Organization/Agency Applying:

Designated Contact Person:

Title:

Address:

Phone:

Email:

From the date of issuance of the application/IFB until the announcement of the successful applicants/bidders, you may only contact Kim Wolf regarding the application/IFB**. All questions related to the interpretation of the application/IFB and the process *must be* submitted to:**

Kim Wolf
Missouri Department of Elementary & Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480
(573) 522-2627

by email at:
kim.wolf@dese.mo.gov

by fax at:
573-522-3726

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SECTION I: INTRODUCTION AND GENERAL INFORMATION

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

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

The DESE anticipates notifying awardees by mid-September 2014. All bidders should refer to the website for a complete listing of awardees at: http://www.dese.mo.gov/early-extended-learning/afterschool-programs/approved-programs.

Pre-bid Conference

A pre-bid conference regarding this IFB will be held on May 13, 2014 from 10:00 a.m. to 12:00 p.m. in room 450 of the Governor Office Building (GOB) located at 200 Madison Street, Jefferson City, MO 65101.

All potential bidders are encouraged to attend this conference in order to ask questions and provide comments on this IFB; however, attendance is not required in order to submit a response. Bidders should bring a copy of the IFB since it will be used as the agenda for the pre-bid conference.

Bidders are strongly encouraged to advise the DESE of any special accommodations needed for disabled personnel who will be attending the conference so that accommodations can be made.

Submission of IFB

ELECTRONIC SUBMISSION OF IFBS THROUGH THE ON-LINE BIDDING WEBSITE IS NOT AVAILABLE FOR THIS IFB. FAXED IFBS ARE NOT ACCEPTABLE.

When submitting an IFB, the awardee must include one (1) signed copy in addition to the original signed IFB in blue ink for a total of two (2). Both copies must be contained within the same envelope/box.

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

Bidder contacts: Bidders and their agents (including subcontractors, employees, consultants, or anyone else acting on their behalf) shall direct all of their questions or comments regarding the IFB, the evaluation, etc. to the contact person indicated on **ATTACHMENT ONE** of this IFB. Bidders 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. Bidders and their agents who have questions regarding this matter shall contact the contact person.

Formatting Requirements

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

A. Each page must be titled (with the appropriate attachment title) in the top right hand margin.

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

IFBs must be received by the DESE no later than 3:00 p.m. on Wednesday, June 25, 2014 (not postmarked)-NO EXCEPTIONS.

This grant competition is highly competitive. Bidders should ensure that all guidelines and requirements are met before submitting IFBs.

Definitions

Center: The name of the overall program/IFB that may consist of a single site or multiple sites.
Site: The physical location at which the 21st CCLC program activities and services will be provided on a regular, on-going basis. One program site may serve students from more than one school. The program site selected must be safe and accessible, and may be either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.
Local Educational Agencies (LEAs): Each 21st CCLC grant requires the participation of an LEA, either as the IFB or as a collaborative partner. LEAs involved as collaborative partners in a IFB submitted by another eligible entity must agree to provide any necessary student data in a timely manner consistent with reporting deadlines and requirements and must be indicated as such in the signed Memorandum of Understanding.
Program: Specific 21st CCLC activities that take place within each site.
Awardees: Award recipient.
Consortium: Two or more agencies, organizations, or entities applying together.
Partnership: One or more entities (LEA, non-LEA, etc.) deciding to work together and cement that working relationship via Letters of Commitment.
Community-Based Organizations: As defined in Section 9101(6) of NCLB, "the term 'community-based organization' means a public or private non-profit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community".
Submitted Jointly: Two or more entities or organizations who are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required. (See Section II for additional information.)
Regular Attendees: As defined by the U.S. Department of Education: students who attend the 21st CCLC program 30 or more days (does not have to be consecutive) during the year. Only regular attendee's academic data is reported in state and nationally to show Afterschool academic achievements.

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

Purpose of the 21st CCLC Grant

The passage of the *No Child Left Behind (NCLB) Act of 2001* significantly amended the Elementary and Secondary Education Act (ESEA) to expand state and local accountability and flexibility and to stress the adoption of research-based practice. It also substantially changed the 21st Century Community Learning Centers (21st CCLC) program. The 21st CCLC became a part of the NCLB Act of 2001 authorized under the Title IV, Part B of the ESEA.

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

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

According to Section 4201(b)(1) of the program statute, a center assists students in meeting state and local academic achievement standards in core academic subjects of at least, but not limited to, reading/language arts and mathematics, by providing the students with opportunities for academic enrichment.

The law's specific purposes are to:

1. provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools), to meet state and local student performance standards in core academic subjects of at least, but not limited to, reading/language arts, mathematics, and Missouri has added science;

2. offer students a broad array of additional services, programs, and activities; such as, youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and

3. offer families of students served by centers, opportunities for literacy, and related educational development. Centers must also serve the families of participating students, e.g., through family literacy programs.

   A center may be composed of one or more sites. Each site occurs at a separate geographic location but is still part of the total 21st CCLC.

Centers need to provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on math, reading/language arts, and science, STEM programs), community service opportunities, as well as music, arts, sports, and cultural activities. At the same time, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

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

Bidders are encouraged to consider a wide range of school and community-based programs, people, and resources that can be effectively incorporated into the 21st CCLC to help enhance student achievement and youth development. Examples include, but are not limited to, the following: student peer tutors, mentors and educators, retired teachers, and other senior

citizens qualified to provide educational services, licensed teachers, pupil services, and library services personnel; service-learning and other experiential forms of education; family action teams; and increased use of library facilities.

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

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

Experience & Practice

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

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

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

Frequently Asked Questions

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

What is the relationship between the 21st CCLC and other federal programs?
The 21st CCLC serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and to support their overall development. In particular, 21st CCLC funds will create and expand after school programs that offer extended learning opportunities for children and their families. Once these programs have been established with 21st CCLC funds, other federal, state, or local funds can also be used to provide activities and services in these centers. Some illustrative examples of how 21st CCLC programs can operate in conjunction with other federal programs to meet mutual goals and provide additional resources to target populations are provided below. 21st CCLC funds may not be used to supplant other federal, state, or local funds.

Can 21st CCLC awardees use funds from other federal, state, and local programs that have related purposes?
Yes. Bidders are highly encouraged to identify other sources of related funding and demonstrate how all of these resources will be combined and/or coordinated to offer a high-quality, sustainable program. Bidders must identify federal, state, and local programs that also offer afterschool services and will be combined and/or coordinated with the proposed program to make the most effective use of public resources.

Experience & Practice

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

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

Are religious organizations, including entities such as religious private schools eligible to receive 21st CCLC awards from a state education agency (SEA)?
Yes. Faith-based organizations (FBOs) are eligible to apply for local awards provided they meet all statutory and regulatory requirements of this program. Funds shall be used solely for the purposes set forth in this award program. No funds provided pursuant to this program shall be expended to support religious practices such as religious instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance. FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

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

attached sample copy of a Consultation Form. (See APPENDIX H) Likewise, private schools must provide equitable services to public school students and their families if the students are part of the area to be served by the 21st CCLC program.

For eligibility purposes, non-public schools must be on file with the DESE. Counts submitted through the Fall 2014 Nonpublic Registration Form will be used.

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

Is an bidder eligible to apply if it has no prior after school experience?
Organizations do not have to demonstrate prior experience in providing after school programs to be eligible to apply for an award. However, an organization that does not have such experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

May grantees use 21st Century Community Learning Centers (CCLC) funds to offer programs or activities for which participants may receive credit toward high school graduation requirements?
Yes. In some circumstances, grantees may be able to use 21st CCLC program funds to offer programs or activities for which participants may receive credit toward high school graduation.

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

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

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

Evidence That Programs Are Research-Based and Effective

What evidence must the state and local programs provide to determine whether 21st CCLC programs are research-based and effective?
Local programs must indicate how they meet the principles of effectiveness described in the law. According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;

- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- If appropriate, scientifically-based research that provides evidence that the program will help students meet the state and local academic achievement standards.

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

When is scientifically-based research appropriate for the 21st CCLC program?
When providing services in core academic areas where scientifically-based research has been conducted and is available such as reading/language arts, mathematics, and science, it is appropriate for a community learning center to employ strategies based on such research. The USDE, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that such information is made widely available. The DESE also encourages local programs to provide professional development in practices and strategies that have been proven effective.

SECTION II: IFB DETAILS & REQUIREMENTS

Eligibility Criteria

Any public or private organization is eligible to apply. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to:

- Public schools, local school district (LEA),
- Private schools,
- Non-profit agencies,
- Faith and community-based organizations,
- Institutions of higher education, and
- For-profit corporations.

The statute also allows a consortium to apply. LEA's must fill out the application and private, non-profit, faith and community-based organizations and for-profit corporations must fill out the IFB (based on fiscal agent).

All entities applying for the 21st CCLC grant funds MUST collaborate with Local Education Agencies (school districts) and must complete a memorandum of understanding (MOU).

Official Subgrantee

IFBs may be submitted by a variety of agencies and organizations. However, please note that the official subgrant award recipient is the fiscal agent.

Absolute Priority

Consistent with federal legislation, the DESE will restrict awards to bidders that propose to primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or more of the student population is eligible to receive free and reduced price meals). For the purpose of this grant the DESE will use the February 2014 MOSIS cycle submission for January Membership and Free & Reduced (F&R) Lunch State FTE totals to determine the F&R Lunch percentage by building. Districts have until midnight June 24, 2014 to adjust Enrollment or State Free and Reduced Lunch count data used in the calculation if it has been incorrectly or not reported. It is the district responsibility to make these corrections in the system in which they were reported, and districts are responsible for verifying that any updates/changes are saved to that system. These changes must be made by midnight June 24, 2014 to be considered for eligibility purposes. Please refer to: http://dese.mo.gov/sites/default/files/eel-exl-FRL%20List.pdf reference data.

Services provided to non-public school students must use the deprivation count data as reported to the DESE on the Non-Public School Registration Form. (See Section I for additional eligibility information pertaining to non-public schools.)

Primarily served is defined as:

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

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

Failure to meet this absolute priority will result in the IFB not being considered for funding.

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

Competitive Priority

A. Competitive priority will be given to eligible bidders that propose to serve children and youth in Focus and Priority schools (pursuant to the Flexibility Waiver); **and** are jointly submitted as a collaboration between (1) an LEA receiving Title I funds, and (2) CBOs or other public or private organizations that propose to serve students attending Focus or Priority schools. These community-based organizations can include other public and non-profit agencies and organizations, businesses, educational entities (such programs in career centers, school-to-work, community colleges, or universities), recreational, cultural, and other community service entities. Furthermore, the DESE recommends joint submittal between schools and community-based organizations be experienced in providing before and after school services. Please refer to the following site to determine eligibility: http://www.dese.mo.gov/eel/exl/afterschool/afterschool_grants.htm.

   Please note that a jointly submitted IFB is not merely a partnership. In addition, an organization contracted to provide services is not considered to be a joint or co-bidder. To be considered as a co-bidder (jointly submitted), there must be evidence of the following:

   1. The LEA and at least one other organization collaborated extensively in the sharing, planning, and designing of the program;
   2. Each co-bidder organization has substantial roles to play in the delivery of services;
   3. All co-bidder organizations share grant resources to carry out their roles;
   4. All co-bidders have significant and ongoing involvement in the management and oversight of the program;
   5. A signed Memorandum of Understanding (MOU) between the co-bidders must be submitted (as APPENDIX A). At a minimum the MOU must include: an assurance that the 21st CCLC program was developed and will be carried out in active and ongoing collaboration with the schools the students attend; a description of how and when data and information about the 21st CCLC program will be collected, compiled, and shared throughout each awarded year (i.e. grades, state assessment/MAP, attendance/behavior data, and any other data requested by DESE that will be necessary for federal and state reporting and evaluation of the 21st CCLC program). The MOU must be signed by an authorized person for both the non-LEA and LEA; and
   6. Signatures must appear by all bidders on all IFB pages requiring signatures (additional copies of these pages will be permitted to allow for additional signatures).

B. Department's Goals & Reward, Priority, and Focus Schools Status:

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

      1. All Missouri students will graduate college and career ready.
      2. All Missouri children will enter kindergarten prepared to be successful in school.
      3. Missouri will prepare, develop, and support effective educators.
      4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency, operational effectiveness.

   2. Reward, Priority and Focus Schools Status **(ATTACHMENT SEVENTEEN)**: Preference shall be given to those schools designated by the Department as being either Priority or Focus School status.

REWARD, PRIORITY, AND FOCUS LEVEL STATUS
Only one building within a district, consortium or service area needs to be classified in the lowest status level (Priority School) to generate the highest possible points for the district or consortium. The proposal must address an area or areas of needed improvement in the building(s) that earned the designation to be awarded maximum points in this section. **The status of a building or district will be determined by the Department.**

Priority Schools-Persistently Low-Achieving: Districts that qualify for Priority School Status have one or more buildings designated as a **Priority School** in the ESEA Flexibility Waiver, and/or their two most recent Annual Performance Reports (APR) are at an unaccredited or provisionally accredited status.

Focus Schools-Struggling With Consistency: K-12 Districts that qualify for Focus School Status have one or more buildings designated as a **Focus School** in the ESEA Flexibility Waiver, and/or met fewer than 12 Standards on their two most recent Annual Performance Reports (APRs). K-8 districts that qualify for Focus School Status have one building designated as a Focus Status School and/or met fewer than 5 Standards on their two most recent Annual Performance Reports (APRs).

Reward Schools: K-12 Districts that qualify for **Reward Status** have no designated Priority or Focus Schools and met greater than 11 Standards on their two most recent Annual Performance Reports (APRs). K-8 districts that qualify for Reward Status have no designated Priority or Focus Schools and met greater than 5 Standards on their two most recent Annual Performance Reports (APRs).

Please refer to: http://www.dese.mo.gov/early-extended-learning/afterschool-programs/grants for the links to the eligible buildings.

Current/Previous Subgrantees

Any site receiving 21st CCLC or School Age Community (SAC) funds for the 2014-2015 year is not eligible. The 21st CCLC funds may be used to expand and/or enhance current activities provided in existing after school programs, whether supported by public or private funds. For example, an awardee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current afterschool program. Again, awardees must bear in mind that *21st CCLC funds can be used only to supplement and not supplant* any federal or non-federal funds used to support current programs.

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

Subcontracting Memorandum of Understanding

If the 21st CCLC program is to be primarily operated by a non-LEA (i.e., Boys and Girls Clubs, YMCA), **regardless of fiscal agent determination**, bidders must be able to demonstrate partnering with the LEA in which the students to be served attend during the regular school day. In order to demonstrate this, there must be a Memorandum of Understanding (MOU) between the non-LEA and each LEA in which the students being served by the 21st CCLC program attend during the regular school day (APPENDIX A).

At a minimum, the MOU must include:

a. an assurance that the 21st CCLC program was developed and will be carried out in active and ongoing collaboration with the schools the students attend;
b. a description of how and when data and information about the 21st CCLC program will be collected, compiled, and shared throughout each awarded year (i.e. grades, state assessment/MAP, attendance/behavior data,
c. any other data requested by DESE that will be necessary for federal and state reporting and evaluation of the 21st CCLC program), and
d. MOU must be signed by an authorized person for both the non-LEA and LEA.

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

Program Need/Assessment

Document the needs of the students and the parents/adult family members for the afterschool, before and after school, or non-school day program you are proposing to develop, making certain that the scope of the needs assessment undertaken focuses on needs that a CCLC program can address. (See ATTACHMENT SIX for more information.)

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

Daily Snacks & Meals

Daily snacks and meals are not an allowable expense; however, other federal programs are available for those that are eligible. Daily snacks are available for LEA's through DESE School Food Services at: http://www.dese.mo.gov/financial-admin-services/food-nutrition-services/after-school-snack-program .

The U.S. Department of Agriculture (USDA) Food and Nutrition Service offers snacks and meal reimbursements through the Missouri Department of Health and Senior Services, Bureau of Community Food and Nutrition Assistance. For more information go to:
http://health.mo.gov/living/wellness/nutrition/foodprograms/cacfp/index.php or www.fns.usda.gov.

Program Content

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

Fidelity to the IFB

Grantees will not be permitted to change the program operating plan/scope that is originally outlined in the IFB, scored by reviewers and awarded by the Missouri Department of Elementary and Secondary Education. This policy is designed to provide basic fairness to bidders for subgrants.

Linking the Afterschool Program with the Regular School Day

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

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

Experience and Practice

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

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

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

Program Operation

Research has proven that brief periods of contact time in before and afterschool programs are not beneficial to students. **Each enrolled student** must be given the opportunity to attend academic and enrichment activities **a minimum of 15 hours each week** (occurring preferably between Monday-Friday) to provide a quality program in order to foster maximum positive impact on students' development and learning. Quality contact time should encompass the entire targeted student population **each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday or offer clubs that would limit student attendance once or twice a week). Travel time does not count toward the 15 hour minimum requirement.**

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

The DESE encourages programs to operate at least 3 hours per day beginning when school dismisses. If offering services before school the program should operate at least one hour per day ending just before the regular school day begins; and if offering services Saturday or during the summer the program should operate at least 3 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. The 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 21st CCLC 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 III) as provided free of charge by the DESE. Bidders should be aware that through the KCC reported data, the DESE will monitor actual attendance levels in comparison to proposed attendance levels to help ensure program effectiveness.

- 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).

- For all state and federal reporting purposes, grant awardees shall report academic outcomes for all regular attendees (U.S. Department of Education defines regular attendees as students who attend **30 or more days** throughout the year, does not have to be consecutive days).

- Programs who only meet 80% of regular student attendance levels (based on proposed number of students served 30+ days or more in IFB) 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.

Transportation

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

Services for Adult Family Members

Bidders must provide adult family members (not community at large) of the students who are expected to participate in the 21st CCLC program with meaningful opportunities for literacy and related educational development. Services for families should be based on a needs assessment, parent/guardian surveys, and/or demographic trends to determine what the families need and want. Adult family members of students participating in the program may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Examples of family literacy services include, but are not limited to, the following:

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

Family Involvement

Grantees may offer services to support family involvement to the families of the students that are served by the 21st CCLC grant. Family involvement in 21st CCLC programs strengthens the connections between the home and school, between the school and community, and between families and students. When your program invites students' families to get involved, you send a strong message that says everyone needs to be on board for students to be successful in school.

Special Needs Students

The 21st CCLC programs must be open to individuals with special needs. The 21st CCLC programs are required under this IFB to provide participants the same modifications and accommodations as provided under their Individualized Education Program (IEP) or Section 504 plans for the regular school day. For example, if a student's IEP states that the student requires an aide during the regular school day, then an aide must also be provided for 21st CCLC activities.

The IDEA law discusses extracurricular activities in regulation 34 CFR 300.320(a)(4)(ii) and requires, among other things, that the IEP include a statement of supplementary aids and services to be provided to the child that will enable the child to participate in extracurricular and other nonacademic activities. The regulations 34 CFR 300.107 provide examples of nonacademic services and include recreational activities and special interest groups or clubs sponsored by the public agency. 34 CFR 300.117 sets forth the requirement for nonacademic and extracurricular services and activities and provides that the public agency must ensure that each child with a disability has the supplementary aids and services (including paras) determined by the IEP team to be appropriate and necessary for the child to participate in nonacademic settings. If the IEP team determines a para is necessary for the student, it must be provided and IDEA funds may be used. The IEP generally does not identify providers by name, just by category, so there may be a different para in the extracurricular activities if school administration determines that is appropriate.

If the 21st CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following: 2 years of higher education, an associate degree, or have passed the para praxis. Paraprofessionals who were hired before January 8, 2002, must have met the above requirements by January 8, 2006. Paraprofessionals hired after September 3, 2013, will need to pass the new

ParaProfessional Test. Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements.

Staff

- Staff working with children should have a minimum of a high school diploma or equivalent, should be adults (age 18 or older) and should have education and/or training in early and middle child development, recreation, elementary education, or other child-related fields. However, programs that are required to be licensed must meet staff qualifications as required by licensing. Programs should aim for the highest level of education and training possible, specifically when looking at academic subjects to be taught.

- Program Director/Coordinator must have, at a minimum, a bachelor's degree; or Sixty (60) college semester hours with twelve (12) of the hours in child-related courses; or twenty-four (24) months' experience and twelve (12) college semester hours in child-related courses.

- The 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. All programs are required to meet state laws regarding screening of childcare providers.

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

- 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.

Fingerprinting

- **LEA's (School Districts)/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) and 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 at the following site: http://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check.

- **Non-schools**
  - Section 168.133, RSMo requires all individuals hired after January 1, 2005, to have a family care safety registry check. You can find more information about this at www.dhss.mo.gov/fcsr.

First Aid and CPR Training

- Effective July 30, 2011, child care centers shall have documentation on file at the facility of current certification in age appropriate CPR and first aid training for a sufficient number of child care staff to ensure that there is one caregiver at the facility for every 20 children in the licensed capacity. It further requires that at least one caregiver with current certification in age appropriate first aid and CPR is on site at all times when children are present.

- Effective January 1, 2014 according to American Red Cross and American Heart Association standards, the following requirements have been established:

- Online-only First Aid or CPR training will NOT be accepted. "Blended training-online study plus hands-on skill practice and assessment will be accepted.

- Per Rule 19 CSR 30-62.102 (1) (O) and 19 CSR 30-61.105 (1) (N), child care personnel must meet the requirements for "age-appropriate" First Aid and CPR. Only PEDIATRIC First Aid and PEDIATRIC CPR will be accepted.

All 21st CCLC programs must comply with this regardless of their requirement of licensing.

Licensure

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

> **"210.211**. 1. It shall be unlawful for any person to establish, maintain, or operate a child-care facility for children, or to advertise or hold himself or herself out as being able to perform any of the services as defined in Section 210.201, without having in effect a written license granted by the Department of Health except that nothing in Sections 210.203 to 210.245 shall apply to..."
>
> "In addition, **210.275** RSMo states, any program licensed by the DHSS pursuant to this chapter providing child care to school-age children that is located and operated on elementary or secondary school property shall comply with the child-care licensure provisions in this chapter; except that, for safety, health and fire purposes, all buildings and premises for any such programs shall be deemed to be in compliance with the child-care licensure provisions in this chapter."

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

All bidders must complete Appendix E and submit the DC-20 form directly to Department of Health and Senior Services: Section for Child Care Regulation.

Accreditation (optional)

Accreditation sets the standards and verifies the quality of a program by looking at the physical, social, emotional, and intellectual environment. Accreditation provides and assures parents that the program has achieved high performance standards of excellence. Any 21st CCLC program can become accredited and are encouraged to do so, although not required. There are two organizations that provide accreditation: 1) Missouri Accreditation (MOA): www.moaccreditation.org**;** 2) Council of Accreditation (COA): http://www.coaafterschool.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 not limited to: emergency response plans: bomb threats, fire, 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 drills.
- Staff and parent handbooks (copies should be available at each site).
- Posted evacuation routes.

Adult/Child Ratios

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

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

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, pertinent medical information, and emergency medical treatment plan for each student.

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

Facility

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

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

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

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

Partnerships

Bidders must collaborate with partners. A partnership signifies meaningful involvement in planning, as well as specific individual or joint responsibilities for program implementation. Strong partnerships are more than a onetime event and include a common vision, goals, defined roles, and shared responsibilities; one that involves both open communication and regular data sharing. You can visit the USDOE website, You For Youth (http://y4y.ed.gov/), for additional online professional development and technical assistance on strengthening partnerships.

Letters of Commitment shall be submitted in **ATTACHMENT EIGHT** from each partner clearly delineating the roles to be played by each partner. **It is <u>not</u> acceptable to simply state "we <u>support</u> the program."** Letters of Commitment must specifically describe who will do what, when, where, to what ends, and with what anticipated results. If a bidder is

not able to partner due to geographic proximity, the bidder must provide such explanation in **ATTACHMENT EIGHT** in lieu of Letter(s) of Commitment.

Note: An individual, agency, organization, or other entity that only provides services and is not involved in overall program planning and implementation is considered a vendor, not a partner.

Guidance for Bidders

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

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

Advisory Councils

Each eligible bidder shall convene an advisory council that is actively engaged in the development and implementation of the afterschool program(s) involved in both the IFB and life of the grant. Council membership should include, but is not limited to: parents, educators, citizen members, members of civic/service organizations (e.g., Chamber of Commerce, Kiwanis, Lions, Jr. League), members of the business community, state and local government representatives (e.g., Parks and Recreation, city council, mayor's office), and others with relevant and demonstrated expertise (such as, medical, mental health, and law enforcement professionals). Meetings should include, but are not limited to, current or future program needs, and/or concerns, program operations, and sustainability.

- A minimum of two (2) meetings per year **must** be held, with minutes taken and attendance recorded.
- Evidence of regular advisory council meetings will be reported through data collection including, but not limited to, meeting dates, attendees, and topics, etc.

Goals & Objectives

The Extended Learning Section has developed three goals along with objectives that each grantee will be responsible for working towards. Bidders must write to how their program design and budget will help meet these goals.

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

Objective 1.1:	At least 50% of youth per site will maintain and/or increase their grades in reading/communication arts during the school year as measured by pre-/post-grades entered into Kids Care Center.
Objective 1.2:	At least 50% of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.
Objective 1.3:	At least 50% of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.
Objective 1.4:	At least 70% of youth per site will report a medium to high level of reading efficacy as measured by items on the Leading Indicators Youth Survey (average score of 3.5 or higher).

Objective 1.5:	At least70% of youth per site will report a medium to high level of math efficacy as measured by items on the youth survey (average score of 3.5 or higher).
Objective 1.6:	At least 70% of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions from the Common Instrument Science Survey (total score of 3.0 or higher).

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

For all years

Objective 2.1:	All sites will score at least an average 2.9 on the Program Quality Assessment tool.
Objective 2.2:	All sites will score at least an average 3.0 on the Organizational Context Leading Indicators of Staffing Model and Continuous Improvement.
Objective 2.3:	All sites will score at least an average 3.0 on the Instructional Context Leading Indicators of Academic Press and Engaging Instruction.
Objective 2.4:	All sites will score at least an average 3.0 on the External Relationships Leading Indicators of Family Communication and School Alignment.

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

Objective 3.1:	At least 50% of youth per site will meet or exceed the school district's average rate of school-day attendance. (FY15)
Objective 3.2:	At least 50% of total youth enrolled in the afterschool program per site will have at least 60 days of attendance in the afterschool program. (FY15)
Objective 3.3:	At least 50% of youth per site will have no in-building or out-of-school suspensions.
Objective 3.4:	At least 70% of youth per site will indicate a medium to high level of personal and social skills as measured by the youth survey, teacher surveys (FY15), and family surveys (average score of 3.5 or higher).
Objective 3.5:	At least 70% of youth per site will indicate a medium to high level of commitment to learning as measured by the youth survey, teacher surveys (FY15), and family surveys (average score of 3.5 or higher).

Program Activities

IFBs must include specific activities that will clearly allow the program to progress towards each stated goal/objective. A bidder shall design and implement its activities based on the three required core academic areas of math, reading/language arts and science as well as a broad array of enrichment activities. Activities should also include those that will be offered as a part of the required adult component. Bidders should use **ATTACHMENT SEVEN-D** to enter the activities by site.

Sustainability

Bidders must include a preliminary plan describing how to sustain the program beyond the award period (it is not adequate to say "our sustainability plan is to look for more funds"). You must demonstrate a well thought out and systematic plan for sustainability. Descriptions should include plans for maintaining important components of a high-quality program (such as: transportation, staff retention [including volunteer participation], resources, academic enrichment activities, etc.). Plans must also address the roles of specified partners beyond the award period.

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

Programs shall be required to provide documentation to the DESE including, lists of resources secured, meeting times and dates, and all pertinent partner contact information. All information collected shall be subject to audit and any fraudulent findings are subject to termination of award.

Bidders are cautioned that for each renewal year of the awarded 21st CCLC proposal, they will have to address the success of their sustainability plan and specifically identify resources that have been secured.

Failure to identify secured plans for sustainability may result in IFBs not being approved for renewal of current 21st CCLC funds. Additionally, such IFBs may be in jeopardy of not receiving future awards for any afterschool program offered by the DESE.

Experience and Practice
Information and material on sustainability can be found at, but is not limited to, the following sites:
The Finance Project (www.financeproject.org)
Afterschool Alliance (www.afterschoolalliance.org)
North Central Regional Educational Laboratory (www.beyondthebell.org)

Training

Training is an essential component for high-quality afterschool programs. The DESE will work with the Missouri AfterSchool Network (MASN), the Missouri Afterschool Resource Center (MOARC), Missouri Association for Adult Community and Continuing Education (MAACCE), Missouri School Age Community Coalition ($MOSAC^2$), Child Care Aware ®, and other state and national organizations to provide training and support for Missouri's 21st CCLC awarded programs (an approved training list will be developed and provided to awardees on the DESE Portal for Afterschool Programs).

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

- One state training: must select either $MOSAC^2$ (http://www.mosac2.org/) Conference in Kansas City, MO, November 17-19, 2014 or MAACCE (http://maacce.org/) at Lake of the Ozarks, June 17-19, 2015.
- One 21st CCLC grantee meeting to be held in September/October; Jefferson City/Columbia area. Program director/coordinator must attend.
- 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.
- One Methods Training Per Grant: A two-hour training developed by the Weikart Center. The training will be determined from your review of data during the Planning with Data Meeting. If a program wishes to receive more than one training, they may be requested to MASN at an additional cost.
- One KCC training (multiple trainings will be held regionally throughout the school year to select from).

- Regional Trainings (*optional, not required)* will still be offered throughout the state as a way of meeting the educational and training needs of afterschool programs. We still encourage these trainings based on the topics and opportunities to connect with other afterschool professionals.
- One national training *(optional, not required)* related to afterschool (grantee must submit a National Conference Request form for prior approval). Only staff who work with the CCLC funded afterschool program will be approved. Up to three (3) people max per grant and/or entity (if awardee has more than one grant) and only one per year. The form and a list of national conferences will be posted on the DESE Portal for Afterschool Programs "training" tab –others not found on this list may be requested for consideration as well.

Budgets are required to include travel funds for trainings specified above. Those attending are responsible for training appropriate program staff not in attendance. Therefore, grantees must budget reasonable and appropriate training dollars per year for the required trainings (at a minimum). Grantees may amend budgets appropriately if travel funds are not needed/expended for such training requirements. Please note: The DESE encourages grantees to seek additional local, regional, and/or state trainings to assist in meeting the needs of their 21st CCLC program and may therefore set aside additional training dollars, if reasonable and appropriate.

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

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 21st CCLC grantees will be required to participate in a Program Quality Assessment (PQA) in 2014-2015. The Program Quality Assessments (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 programs serving older youth (4-12). 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. For the older youth, the STEM supplemental scales will be used on the YPQA to provide additional feedback related to the grant's science objectives (the STEM supplement is only available for the older youth YPQA instrument).

During the 2014-15 grant year, grantees 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 grantees and ensure that 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/high school) or a single "site" that actually serves youth in multiple physical locations (e.g., middle school building and high school building).

Reports will be available to the Program Administrator via the Weikart Center Scores Reporter website and to all program staff with a login in the Toolbox. The Weikart Center Scores Reporter is an online system where the external evaluator enters the assessment data. Additionally, the Program Administrator will receive a login to the Scores Reporter to view PQA scores and reports that compare their site to the national average. Program Administrators will only see results for their sites.

Note: The PQA and other survey data collected must be used in your external evaluation and does not replace the requirement.

Annual Surveys and Leading Indicators Report

Survey instructions will be provided to grantees by the Missouri AfterSchool Network in mid-March. To conduct the surveys, an online survey link will be provided with the instructions to each grantee. A separate link will be provided for each site for all surveys except for the school-day teacher survey which must still be conducted by the grantee via Kids Care Center. Upon receipt of the survey link, grantees will inform the specified survey targeted audience of the survey to be completed by them no later than April 30th. Survey data will then be provided back to the grantee per site by MASN; you will need to provide that data to your evaluator to be included in your evaluation report.

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

School Day Teacher Survey (to be distributed and collected by grantee via Kids Care Center) – This survey shall be distributed to each student that has attended 30+ days or more in your afterschool program. School day teachers complete a brief survey about the school day behavior each of these children as a result of participating in the afterschool program. *Note:* questions in this survey will be modified in Kids Care Center for this year.

Leading Indicators Staff Survey (sites must distribute the online survey; data results will be provided by MASN) – The staff survey collects information about the staff experience related to the afterschool program. All program staff should complete a staff survey.

Leading Indicators Site Coordinator/Grantee Director Survey (sites must distribute the online survey; data results will be provided by MASN) – The site coordinator/grantee director survey collects information about the site and program leader's experience related to the afterschool program. The site coordinator and program administrator (if different from the site coordinator) should complete the survey.

Leading Indicators Parent/Family Survey (sites must distribute the online or paper survey; data results will be provided by MASN) – 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. A PDF of the parent survey will be included with the e-mail with the site specific survey links.

Leading Indicators Youth Survey (sites will use an online survey for youth; data will be provided back to the grantee) – The youth survey collects information about the students' attitudes and skills. Grantees will be required to provide a "key" matching the student's MOSIS ID entered into Kids Care Center to the student identifier used on the Youth Survey.

School Administrators Survey (grantee must distribute the online survey; data results will be provided by MASN) – 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.

Community Partners Survey (grantee must distribute the online survey; data results will be provided by MASN) – The community partner survey provides an opportunity for community partners to give feedback to the afterschool program. At least two community partner surveys should be completed per grantee.

Staff, Parent, and Youth Survey data will be processed by the Weikart Center in order to produce a Leading Indicators Report for each site that will be provided back to the grantee. Additionally, there are a few Missouri specific questions within the Parent and Youth surveys that will be provided back to the grantee via a report from the MASN Toolbox. Grantees should receive the survey data that is to be provided back to them on August 15 (be sure evaluator is aware of this so that they can plan to add this data after August 15 to the evaluation report).

Grantees should budget $1,500 for each SITE to cover the cost of the PQA assessments and leading indicators report.

Self-Assessments

Grantees will not be required to complete a self-assessment; however, it is highly encouraged. Two self-assessment systems will be available to the grantees should you choose to include an optional self-assessment in your quality improvement efforts.

- MAPS The Missouri AfterSchool Program Standards self-assessment is available in the Toolbox. There is no charge to use the MAPS self-assessment process.

- PQAs The Weikart Center for Youth Program Quality also offers a self-assessment process. The fee to use the PQA self-assessment process includes a one-time fee for at least one program staff member to become trained on their process. If a grantee is interested in using the Weikart Center's PQA for self-assessment, please contact the Missouri AfterSchool Network (MASN) who will help to coordinate the process.

Kids Care Center

The KCC data system was designed to facilitate data reporting to meet federal and state requirements for the DESE afterschool grantees. Therefore, all grantees that are awarded funds must use this KCC system, ***no exceptions***. It is available to any afterschool program free of charge. Due dates will be posted on the DESE Afterschool Portal and provided at KCC trainings.

The MOSIS ID number is required as the student identifier so that the Kids Care Center attendance and activity data can be matched to the MAP and discipline referral data in the DESE Missouri Comprehensive Data System. For students with an accurate MOSIS ID, MAP scores will be transferred into the KCC system for federal reporting. Data entry will continue to be monitored on a monthly basis.

Technical Assistance Visits

All awardees will be assigned an Afterschool Regional Educator (ARE) from the Afterschool Resource Center which is part of the Missouri AfterSchool Network (MASN). The duties of the AREs include, but are not limited to, training and technical assistance during the grant year. ARE's will also be making required site visits to your program throughout the grant year (schedules will be announced by the Afterschool Resource Center at the beginning of the school year).

You will meet with your ARE at least twice to discuss the Program/Grantee level administration of the grant and your ARE will meet with each site director at least twice to discuss issues at the Site Level. Typically one visit will take place before December 31 and the second visit will take place before May 31.

- Program Level Visits During the Program Visit, the Program Administrator and the ARE will complete the Program Visit Discussion Checklist which 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) highlighting a few areas that will be worked on over the year.

  There is no charge for the Program Visits. Program Administrators should set aside at least three (3) hours for each first Program Visit.

- Site Level Visits During the Site Visit, the Site Director and the ARE will complete the Site Visit Discussion Checklist which 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 first 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 (see below). 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.

There is no charge for the Site Visits. Site Directors should set aside at least 1 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. Some Action Plans may have two or three goals, whereas others may have four or more goals. Goals may cross over multiple years, with specific activities/objectives having shorter time periods. Action Plans are fluid documents that should be discussed and updated at each Program Visit or Site Visit.

As mentioned in the Technical Assistance section, there are two levels of Action Plans associated with your grant – Program Level Action Plan and a Site Level Action Plan for each site.

- Program Level Action Plans During your Program Visits, your ARE will work with you to identify (and then update) program level goals. The Program Level Action Plan will be documented by your ARE and will be available to you in the Toolbox.

- Site Level Action Plans Each site will have an action plan that is based on PQA scores, Leading Indicators reports, grant compliance issues, and the site visit discussions with the AREs. At least one goal will be developed during the Site Visit with the ARE and focus on items identified in the discussion checklist or observation portion of the Site Visit. Also, at least one goal will be developed during the Planning with Data session which includes front line staff members in the development of the action plan.

Planning with Data Meeting

In the early Fall, Planning with Data sessions will be scheduled throughout the state for grantees to bring teams from each site to review both the previous year's PQA data and the Leading Indicators (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 grantee 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).

- Planning with Data Meeting Dates and Locations The Planning with Data Meetings will be hosted by the Missouri AfterSchool Network and led by the AREs. The meetings will be held on three Saturdays in multiple locations throughout the state and will each last six (6) hours. Your site teams may attend any meeting, in any location, on whichever date offered best accommodates your schedules.

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 topics visit http://www.cypq.org/products_and_services/training/YWM.

There is no cost for the first Methods Training (per grant) offered to the grantee (trainer fee, trainer mileage, and one workbook per person provided by the Missouri AfterSchool Network). If the grantee would like to schedule additional Method's Trainings, they should budget $350 per topic. To simplify billing for the grantee, the 4-H Center for Youth Development will collect Methods Training fees on the same invoice as the PQA assessment and Leading Indicators survey/report fees. They will be deposited into a separate Methods Training account.

Grantee Evaluation Requirements

Each awardee must undergo an annual outside evaluation submitted to DESE to assess their progress toward achieving their goals of providing high-quality opportunities for academic assistance and educational enrichment. The evaluator should be an integral part of your programming.

The Missouri AfterSchool Network will provide a certification training/process for external evaluators to go through to learn about the data and the new External Evaluation process. Grantees can select an external evaluator from the list of individuals completing the certification process. For the external evaluation, the certified evaluator will meet with the program director and key personnel to review the PQA, survey data (staff, teacher, parent, and youth), Kids Care Center data, and other selected DESE data to complete a summary evaluation reporting highlighting strengths, gaps, and other trends. Programs with multiple sites will submit one report that summarizes the data and trends for all sites.

The cost for the external evaluation using the new external evaluation requirements is $2,000 for a grantee with one site and $200 per additional site after the first site. The list of eligible evaluators will be made available later in the year.

A program may also choose at their discretion to work with an additional evaluator if they would like to have an evaluation that is beyond the scope of the requirements of the certified evaluator deliverables. This cost may not exceed more than 8% of the total award amount.

Tiered Monitoring

The Department has developed a federal tiered monitoring process, which is an on-line monitoring system created to provide a comprehensive tiered monitoring profile (based on a three-year cohort model) for each school/entity by having one basic process and location for all federal program monitoring

If awarded, grantees will be put in one of three cohorts and required to participate in the following department tiered monitoring system:

Self Assessment:

- Due July 1.
- Refer to the "Monitoring Cohort Groups" document (see Portal under procedures) to determine which monitoring cohort group your school/entity has been placed in.
- If in monitoring cohort two or three groups you may stop here and are not required to complete the self-assessment process. If in monitoring cohort one group, proceed below.
- 21st CCLC and SAC District's/LEA's:
    - Must complete self-assessment reporting electronically in the Tiered Monitoring System (TMS).
        - Questions in TMS will replicate those on the "Performance Monitoring Report".
        - Refer to "Tiered Monitoring System Instructions" (see Portal under procedures).
    - Reporting must reflect the current school/grant year.
    - For multiple 21st CCLC sites: data can only be entered one time at the grantee level reflecting *all* sites (not for each site separately); any differences among sites must be specified in the comments area.
    - DESE will conduct the desk monitoring of the self-assessment reports during July.
    - TMS will indicate if any requests and/or CAP are necessary; new due date issued for responses.

- 21st CCLC CBO/FBO's Only:
    - Must complete the "Performance Monitoring Report" in hard copy (see Portal under procedures).
    - Reporting must reflect the current school/grant year.

- For multiple sites: complete the report only one time reflecting *all* sites (not for each site separately); any differences among multi sites must be specified in the status box or attach additional page.
- Check all boxes for which evidence exists for all questions. If "other", must explain. Check status boxes also.
- Only where indicated, provide supporting evidence to demonstrate compliance of that area.
- DESE will conduct the desk monitoring of the self-assessment reports during July.
- DESE will email contact person if any requests and/or CAP are necessary; new due date issued for responses.

On-Site Monitoring:

- Each awarded grantee will be placed into one of the three monitoring cohort groups.
- Refer to the "Monitoring Cohort Groups" document (see DESE Portal for Afterschool Programs under procedures) to determine which monitoring cohort group your school/entity has been placed in.
- DESE staff will conduct a risk-assessment process (multitude of factors; does not indicate programs are poor performing if selected). Selection will be made after August 1.
- If selected for an on-site visit:
  - You will be notified in advance to schedule a date and will be informed of which school/grant year(s) is under review.
  - You will need to secure a dedicated space for DESE staff to conduct the review.
  - Complete the "Performance Monitoring Report" in its entirety PRIOR to the visit (see Portal under procedures).
  - Collect all applicable evidence of implementation (suggested evidence is listed, not all will be applicable to your program, and others may also be used if described).
  - Organize and label all evidence of implementation in the same order as the "Performance Monitoring Report".
  - You must check the tiered monitoring system for final report and/or CAP.
- Additional protocol information can be found on the "Performance Monitoring Report" bottom of page 1.

Phone Monitoring:

- You will be notified in advance to schedule a date.
- There is nothing to complete in preparation or as part of the call. DESE will ask a series of questions.
- DESE will send overview of phone monitoring results to contact person via email.

Financial Monitoring: (All sub-grantees) Request for Reimbursement's will be randomly selected; must provide all receipts/purchase, orders/etc. that validate the amount requested. (This is specific only to Afterschool Programs.)

Fiscal Crisis: Suspicion of financial waste, fraud, abuse and/or issues of similar nature put grantees in audit danger or financial stress; DESE will send immediate response team to review and assess next steps.

The DESE Portal for Afterschool Programs

The primary grant contact person or their designee is **required** to access the DESE Portal for Afterschool Programs concerning their awarded/approved grant (See Section III). The Portal postings include: grant changes/updates, available trainings, grant forms, procedures, due dates, federal/state afterschool topics, etc. The DESE will not send mass e-mail messages regarding this type of information. The DESE Portal for Afterschool Programs can be viewed at: http://www.dese.mo.gov/early-extended-learning/afterschool-programs.

SECTION III: REPORTING REQUIREMENTS

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

Bidders must inquire with the DHSS section of Child Care Regulation and submit the DC-20 form prior to submitting the IFB for licensing requirement status. (See Section II and Appendix E)

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

Budget Amendment form, if necessary, is due as needed. Budget Amendments will not be accepted after May 15. All services must be performed and all purchases of goods must be received by June 30.

Request for Reimbursement (RFR) form, showing expenditures for reimbursement. RFR's are due no later than the 15th of the month and reimbursement will be made around the 22nd of the following month. Final Request for Reimbursement date is July 15, NO EXCEPTIONS! All services must be performed and all purchases of goods must be received by June 30.

Awardees will be placed in moderate risk if a Request for Reimbursement has not been submitted to the DESE by December 15. Awardees will be placed in high risk if a Request for Reimbursement has not been submitted to the DESE by March 15.

The Final Expenditure Report form is due no later than July 15. All remaining funds will be allocated to other eligible entities. Any portion of the award that was not expended by June 30 must be returned to the DESE.

Federal APR and grantee profile reporting Through individual program data collected in KCC, awardees will supply federally-required data elements to the state agency who in turn will supply the data to the U.S. Department of Education. Data entry in KCC must be on-going and accurate. APR at the federal level begins in April/May and must be completed by the state's issued deadline of July 15. The following items at a minimum are required reporting elements for APR:

- program operation,
- attendance (including student characteristics),
- minimum of one activity,
- events (advisory councils and Lights On),
- staff/personnel,
- feeder school,
- partners,
- resources,
- goals/objectives,
- teacher surveys,
- grades (pre- and post- for reading/language arts, mathematics, and science),
- state assessment/MAP (reading/language arts, mathematics, and science),
- supplemental funding sources, and
- grantee profile (not applicable to collect/input into KCC; this portion will be pre-printed data that is mailed to programs to review, update, and return).

Program Evaluations of the 2014-2015 21st CCLC program are due to the DESE no later than October 15, 2015. **Please note: You must submit two (2) copies.**

Statewide Evaluation Surveys will be available by MASN mid-March.

Yearly Renewal IFB must be submitted each of the four renewal years. Usually available in March and due back in April.

Kids Care Center (KCC)

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

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

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

In order to comply with federal reporting requirements, awardees will complete an Annual Performance Report (APR) through this KCC.

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 2014-2015 school year and all subsequent renewal years (it is possible that throughout the year, the DESE may need to add additional requirements for data entry into KCC as federal and/or state reporting requirements may change):

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

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

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

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

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

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

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

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

The DESE will monitor actual attendance levels in comparison to proposed attendance levels to help ensure program effectiveness. Programs who only meet 80% of regular student attendance levels will be placed in moderate risk; programs who only meet 50% of regular attendance levels will be placed in high risk. Regular attendance is define as students who attend 30 days or more. 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, APR outcome must be completed for each staff person; enter staff (either paid or volunteer). The APR Outcome includes: when staff worked (school year, summer, or both); paid/volunteer status; type of staff (school day teacher, center administrator, parent, etc.).

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

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

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

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

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

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

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

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

SECTION IV: FINANCIAL GUIDANCE/REQUIREMENTS

In addition to the following information, further guidance can be found at: http://www.dese.mo.gov/financial-admin-services/general-federal-guidelines.

21st CCLC is 100% federal funding under CFDA#84.287c. Additional federal cost principle guidance is available in OMB Circular A-87 for those fiscal agents that are local education agencies, OMB Circular A-21 for those that are institutions of higher education, or OMB Circular A-122 for nonprofit community-based organizations that are assuming fiscal responsibility for the 21st CCLC partnership.

Award Period

Missouri 21st CCLC awards cannot exceed five years. The DESE intends to make first year awards through June 30, 2015 with (4) four subsequent one-year renewal options to successful bidders. 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 renewal form, and any additional information identified by the DESE.

The DESE anticipates notifying awardees mid-September 2014.

Please note: The 21st CCLC program is currently operating under the FY2014 appropriations passed by Congress. Any awards that may be made under the current federal 21st CCLC program are subject to any state and/or federal legislation, regulations, and/or availability of funding.

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

Renewal Period

If the option for renewal is exercised by the DESE, the contractor shall agree that the prices for the renewal period shall not exceed the maximum price for the applicable renewal period stated on the Price for Service Page of the contract **(ATTACHMENT TWELVE-A).**

a. If renewal prices are not provided, then prices during renewal periods shall be the same as during the original contract period.

b. The DESE does not automatically exercise its option for renewal based upon the maximum price and reserves the right to offer or to request renewal of the contract at a price less than the maximum price stated.

Price

All prices shall be as indicated on the Price for Service Page **(ATTACHMENT TWELVE-A).** The DESE shall not pay nor be liable for any other additional costs including, but not limited to, taxes; shipping charges; insurance; interest; penalties; termination payments; attorney fees; liquidated damages; etc. **By federal statute, the DESE cannot consider funding any IFB that requests less than $50,000 per year. Maximum awards will be no more than $400,000 per proposal, per year (pending availability of funds).**

Award/Funding Amounts

A "center" might include several "sites." For example, there might be more than one separate school building (or site) within a 21st CCLC**. By federal statute, the DESE cannot consider funding any IFB that requests less than $50,000 per year. Maximum awards will be no more than $400,000 per proposal, per year (pending availability of funds).** Funds requested must be reasonable and necessary as well as appropriate to the number of students to be served. The DESE strongly encourages bidders to be cognizant of their sustainability efforts when requesting these funds.

For previous 21st CCLC grantees whose funding ended June 30, 2014, prior performance and budget will be reviewed by the DESE when making award determinations.

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

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

The Federal Funding Accountability and Transparency Act (FFATA)

- A new federal report is now required for this award. The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. FFATA requires that sub-grantee data be reported for all new Federal grants funded at $25,000 or more with an award date on or after October 1, 2010. As such, you are required to provide FFATA data no later than 15 days from date of award (form will be emailed to you at time of award). Data will include names and total compensation of each of the sub-grantees five most highly compensated executives for the sub-grantee's preceding completed fiscal year, if:

    1. In the preceding fiscal year, the sub recipient received:
        1. (a) 80% or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and sub awards); and
        2. $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance subject to the Transparency Act (and sub awards); and

    2. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986.

- Exemption: If, in the previous tax year, you had gross income, from all sources, under $300,000, you are exempt from the requirements to report total compensation of the five most highly compensated executives.

- Definition: total compensation means the case and noncash dollar value earned by the executive during the recipient's or sub recipient's preceding fiscal year and includes the following: salary and bonus, awards of stock, stock option, and stock appreciation rights, earning for services under non-equity incentive plans, change in pension value, above-market earnings on deferred compensation which is not tax-qualified, other compensation if the aggregate value of all other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, prerequisites or property) for the executive exceeds $10,000. See 17 CFR 229.402(c)(2)).

Funding

Renewal awards cannot exceed the amount that was stated in your original grant application/IFB on the Price for Service Page pertaining to this renewal year. The smallest amount of grant awarded dollars per program year (no matter the percent of diminishing funds required) can never be less than $50,000.00 per program year.

Allowable Costs

Planned expenditures must be "reasonable, allocable, and allowable" and abide by Education Department General Administrative Regulations-EDGAR (http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html) and OMB Circular A-87, A-21, and A-122 - Cost Principles (http://www.whitehouse.gov/omb/circulars_a087_2004.html).

Basic Guidelines:

To be allowable under a federal award, costs must meet the following general criteria:

- Be necessary and reasonable for proper and efficient performance and administration of federal awards and be allocable thereto under these principles.
- Be authorized or not prohibited under state or local laws or regulations.
- Conform to any limitations or exclusions set forth in these principles, federal laws, or other governing limitations as to types or amounts of cost items.
- Be consistent with policies, regulations, and procedures that apply uniformly to both federally assisted and other activities of the governmental unit.
- Be accorded consistent treatment. Consequently, a cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a federal award as an indirect cost.
- Be determined in accordance with generally accepted accounting principles appropriate to the circumstances.
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-supported activity in either the current or a prior period.
- Be net of all applicable credits.
- Be adequately documented.

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining reasonableness of a given cost, consideration shall be given to:

- Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the governmental unit or the performance of the federal award.
- The restraints or requirements imposed by such factors as sound business practices, arms length bargaining, federal, state, and other laws and regulations, and terms and conditions of the federal awards.
- Market prices for comparable goods or services.
- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the governmental unit, its employees, the public at large and the federal government.
- Deviations from the established practices of the governmental unit which may unjustifiably increase the federal awards cost.

Reference: 34 CFR 80.22, OMB Circulars

Use of Funds

Funds must provide opportunities for the following:

1. Academic and enrichment activities, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools**),** to meet state and local student performance standards in core academic subjects of at least, but not limited to, reading/language arts, mathematics, and Missouri has added science and
2. Offer students a broad array of additional services, programs, and activities; such as, youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students.

Programs are limited to providing activities within the following list:

- Remedial education activities;
- Science, Technology, Engineering, and Math (STEM)*
- Reading/language arts, literacy, music, and art education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational or sports activities;
- Technology, video or media, or telecommunications education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- Career readiness & awareness activities;
- Business education activities;
- Entrepreneurial education activities;
- Service-learning/community service;
- Programs in drug and violence prevention, counseling, character education, and service-learning; and
- Health/nutritional activities.

*STEM provides students with science, technology, engineering and math in sequences that build upon each other and can be used with real-world applications to help navigate the modern world and competing in 21st century job market.

Bidder must complete the Project Activity Plan as **ATTACHMENT SEVEN-D.** The plan should describe all of the proposed regular opportunities/activities.

Activities 21st CCLC 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. Entertainment; amusement, diversion and social activities, and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities).
4. Preparation of the Proposal: Costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly.
5. Pre or Post-Award Costs: Purchases made, services performed either before date of award or after conclusion of each award year.
6. Purchases/services not related to or not approved for the awarded afterschool program.
7. Game tables (i.e. fuse ball, ping-pong, air hockey)
8. Daily snacks
9. Food/snacks for teacher/staff meetings
10. Food for non-instructional purposes
11. Incentives/Gifts (Student or Staff)
12. Student and/or child tuition fees, scholarships
13. Student stipends to attend program

14. Gift cards
15. Permanent playground equipment
16. Permanent construction
17. Installation
18. Parking lots
19. Signs (i.e. marquee & electronic)
20. Fundraising with grant money or with grant purchased items (regardless of the purpose for which the funds will be used).
21. Advertising not directly related to CCLC programming
22. Promotional or Marketing Items
23. Website creation/maintenance not directly related to CCLC programming
24. Purchase of vehicles, buses, & golf carts
25. Purchase of trailers *(may be considered on a case by case basis with prior written DESE approval).*
26. Rental of building/facility *(may be considered on a case by case basis with prior written DESE approval.*
27. Cannot be used for matching funds for other state or federal grants
28. Cell phones for personal use or cell phone data plans
29. Materials not age appropriate to the ages served in grant

Questionable Items (not all inclusive)

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

1. Office furniture/equipment/supplies
2. Field trips *(must be tied to academic component, an/ or bring awareness to college and careers. Documentation of lesson plans, student surveys, student essays, or journals are required)*
3. Sheds
4. Large fitness equipment (i.e. elliptical, treadmills, weight machines)
5. Smart boards
6. Servers
7. Excessive electronic purchases (i.e. computer carts, iPads, video equipment, digital cameras, video game consoles)
8. Large software packages
9. Inflatables (i.e. bounce houses)
10. Necessary maintenance, normal repairs & alterations
11. Car Rentals (must have written prior approval from DESE Extended Learning)
12. T-Shirts (must be for safety of children on field trips)
13. Student overnight and out-of-state trips

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. For purposes of this grant, you must use the 2014-2015 Indirect Cost Calculation list* (*Please Note: you do not have to request indirect costs for purposes of this IFB).*

For the list of approved rates go to:

1) http://www.dese.mo.gov
2) Click on Data Tab below banner and then click on MCDS Portal
3) Click on District and School Information
4) Under Quick Facts, click on Districts and School Information
5) Scroll down to School Finance Data Reports

6) Under the Section of School Finance Data Reports, look for the folder label Indirect Costs
7) Click on the folder label Indirect Costs to find the 2014-2015 rates*
8) Must use the restricted indirect cost rate

*If the 2014-2015 rates are not available at the time the renewal IFB is due, please use the 2013-2014 rates and the Department will make the appropriate adjustments once the 2014-2015 rates are available.

Local Education Agency (LEA)*:*
Indirect cost rates for schools must not exceed the certified indirect cost rates as established with the School Finance Section of the DESE. For purposes of this IFB, you must refer to the restricted rates column.

Non-schools (community-based organizations and/or faith-based organizations) *receiving* direct federal funding:
If the grantee is a community-based organization and/or faith-based organization (not an LEA/school) AND receives some other DIRECT funding from a federal agency (e.g., Education, Health and Human Services, Department of Labor), the indirect cost rate agreement must be approved by that cognizant federal agency under OMB Circular A-122. Cognizant agency is determined by calculating which federal agency provides the most grant funding (direct costs). Such rates may not exceed 5% for purposes of this renewal; however, if the established rate is less than 5% that lower rate must be used. Only those who have established rates higher than 5% may request 5% in this renewal. Additionally, the grantee must provide: name of cognizant agency, approved rate, and attach verification from that cognizant agency of the approved indirect cost rate and label it **ATTACHMENT G**.

Non-schools (community-based organizations and/or faith-based organizations) *NOT receiving* direct federal funding:
If the grantee is a community-based organization and/or faith-based organization (not an LEA/school) and does NOT also receive direct assistance from a federal agency, grantee may request *up to* 5% for indirect costs. However, in doing so, grantee must fully itemize all purposes and amounts for which indirect costs are being charged to the renewal in order for indirect costs to be approved (attached as **ATTACHMENT H**). Additionally, the grantee must provide the following statement with their itemization: "(grantee name) does not also receive direct assistance from a federal agency." If any of this information is missing, such indirect costs may not be approved for funding.

Program Income/Fees

The intent of the 21st CCLC program is to establish programs that offer academic assistance and enrichment to high poverty students and their families. Programs collecting fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate. Any fees collected from charging to participate in the program must be tracked separately by the fiscal agent and a clear audit trail must exist from the beginning to determine separation of federal funds from fees and charges collected to participate in the program. Fees must be expended by the end of the grant cycle and may not be "reserved" to be used for program funding after the grant concludes and must be used in the approved afterschool program. **Income collected from fees must be used to fund program activities specified in the grant IFB.**

All activities related to the collection, reporting, and expenditure of program fees are subject to audit and monitoring. Grantees that contract with outside agencies to provide their services (i.e. YMCA's, Boys and Girls Club) and those outside agencies charges fees; then those outside agencies will be held to the same accountability regarding fees as stated above. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation, and penalties such as late pick-up fees.

Single Audit

Any grantee that expends $500,000 in *total federal funds* shall have a single audit conducted for that year in accordance with the provisions of OMB Circular A-133 "Audit of States, Local Governments, and Nonprofit Organizations." Copies of audits must be submitted to the Federal Clearing House by the awardees. Total federal awards include all federal funds expended by the sub-recipient during its fiscal year, whether received through the DESE or other agencies. A copy of the final audit findings, questioned costs and corrective action plans shall be submitted to the DESE annually. Total federal awards include all federal funds expended by the sub-recipient during a fiscal year, whether received thru DESE or other agencies.

Cash Management

Cash Management Improvement Act: The grantee ensures that they are in compliance with the Cash Management Improvement Act (CMIA). This act requires grantees to demonstrate that when receiving federal funds, they have either already spent the funds or will spend the funds within three days of receipt. To consider the funds "spent", the transactions should be recorded in your accounting system **and** the funds delivered to the intended recipients. CMIA is a part of our monitoring process and in the event programs fail to comply with this rule, they will be required to return the amount of interest earned to the feds (see EDGAR 80.20 and 80.21for calculation method to determine interest refund); you cannot earn interest from federal money.

The awardee must permit governmental auditors and authorized representatives of the state to have access for the purpose of audit or examination of any of the books, documents, papers, and records of the awardee's recording receipts and disbursements of any of the funds made available to the awardee under the award at any reasonable time. The awardee further agrees that any audit exception noted by governmental auditors must not be paid by the DESE and must be the sole responsibility of the awardee, provided that it may contest any such exception by any legal procedure it deems appropriate, and that the DESE will pay the awardee all amounts which may ultimately be held entitled to receive as a result of any such legal action.

All grantees awarded a 21st CCLC grant by the DESE must ensure that records directly associated with the program's funding are available for viewing by members of the public upon request.

Equipment Management

The following items are subject to the inventory management and control requirements: 1) Equipment items with an acquisition cost of $1,000 or more per unit, and 2) Items with an acquisition cost under $1,000 per unit which are considered attractive or easily pilfered. These "sensitive" items may include audio-visual equipment, PDAs, digital cameras, laptops, television sets, DVD players, VCRs, power tools, computers, and computer accessories.

Note: While the federal government maintains an acquisition cost of $5,000 or more per unit for inventory management and control requirements, state regulations are more restrictive at the $1,000 or more per unit threshold and therefore supersede the federal government amount.

Acquisition cost is defined as the net invoice price of the equipment, including the cost of modifications, attachments, accessories, or auxiliary apparatus necessary to make the equipment usable for the purpose for which it was acquired. Other charges such as the costs of installation, transportation, or taxes should be included in the unit acquisition cost.

Inventory of grant purchased equipment must be maintained and up-to-date. Grantees must have controls/safeguards in place to prevent loss, damage, or theft of grant purchased equipment. Inventory records must include the following:

- Description of the property
- Serial number or other identification number
- Funding source of property
- Who holds the title, if applicable
- Acquisition date
- Cost of the equipment
- Percentage of federal participation
- Location, use and condition of the property
- Any ultimate disposition data including the date of disposal and sale price of the property.

In addition inventory must:

- Be updated as equipment items are purged or new purchases are made.
- Equipment items purchased with Federal funds are to be identified and physically marked as such.

- Adequate safeguards must be in place related to the loss, damage, or theft of the equipment. Any loss, damage, or theft should be investigated and fully documented.
- Adequate maintenance procedures should be implemented to keep the equipment in good condition.
- A physical inventory of equipment items must be taken and the results reconciled with the inventory records at least once every two years.

Financial Management/Separate Tracking

Subgrantees/recipients must maintain records which adequately identify the source and application of federal funds. These records must contain financial information pertaining to the grant award/contract which identifies that grant/contract's activities. Grant/contract revenues, expenditures, etc. must be separately identified with codes and must not be comingled with other state, federal, and local funds.

Reference: 34 CFR 74.21 and 34 CFR 80.20

Procurement

Procurement standards apply to the purchase of supplies, equipment, construction (if approved) and other services funded in whole or in part by federal grant funds. Subgrantees/recipients' procurement policies must be in accordance with 34 CFR 80.36 when using federal funds, which include the following:

- Subgrantees/recipients will use their own procurement procedures which reflect applicable state and local laws and regulations, provided that the procurements conform to applicable federal law.
- Subgrantees/recipients will maintain a contract administration system which ensures that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- Subgrantees/recipients will maintain a written code of standards of conduct governing the performance of their employees engaged in the award and administration of contracts.
- Subgrantees/recipients will provide for a review of proposed procurements to avoid purchase of unnecessary or duplicative items.
- Subgrantees/recipients will make awards only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement.
- Subgrantees/recipients will maintain records sufficient to detail the significant history of the procurement. The records include, but are not limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price and award.
- Subgrantees/recipients will have protest procedures to handle and resolve disputes relating to their procurements and shall in all instances disclose information regarding the protest to the awarding agency.

Reference: 34 CFR 80.36

Record Retention

All subgrantees/recipients of federal 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 which will facilitate an effective financial or programmatic audit.

The federal retention period is three years for all financial and programmatic records. The starting date of retention begins on the day the final expenditure report is submitted after the fifth year. The retention period for equipment records starts on the date of disposition, 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.

Reference: 34 CFR 80.42

Supplement/Supplant Requirement

Under the federal "supplement, not supplant" requirement, subgrantees/recipients may use federal funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the federal funds, be made available from non-federal sources for the education of participating students. In no case may subgrantees/recipients use federal program funds to supplant (take the place of) funds from non-federal sources.

Supplement, not supplant provisions generally operate the same way for all programs. Supplanting is presumed to occur in the following instances:

- The subgrantee/recipient uses federal funds to provide services that it is required to make available under other federal, state, or local laws.
- The subgrantee/recipient uses federal funds to provide services that were provided with non-federal funds in the prior year.
- The subgrantee/recipient uses Title I funds to provide services for eligible children that it provides with non-federal funds to other children. The law does permit subgrantees/recipients to exclude state and local funds expended for any entity that operates as a Schoolwide program under section 1114, and for any school or school attendance area as part of a state or local program that is very similar to Title I (comparable program provision).

These presumptions are rebuttable if the subgrantee/recipient can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available. For example, a subgrantee/recipient in the past year had used state or local funds to pay the salaries of certain personnel. The subgrantee/recipient then experiences significant loss of revenue. In the next year that subgrantee/recipient may be able to demonstrate that the use of current year federal program funds to pay for the salary costs would not be supplanting because, without the federal funds, it would not have the resources needed to maintain these positions. This exception can also be used where the services are mandated by state law, but the state provides no funds for it.

When using this rebuttable exception it is very important that the subgrantee/recipient maintains good fiscal records and documentation from their Management (School Board, Board of Directors, Authorized Representatives, etc.) that will permit an auditor or program monitor to conclude that they have not supplanted.

In particular, a subgrantee/recipient that believes it could not maintain services previously paid with state or local funds had federal program funds not been available should:

1. Be able to demonstrate a decrease of state and local funds from the prior year, and the maintenance or increase in standard operating costs (salaries, benefits, supplies, etc.) from the prior year;
   -OR-
   Be able to demonstrate that any increase in state and local funds is less than increases of the standard operating costs, and state/local funds have not been redirected to a new activity;
   -AND-
2. Be able to demonstrate that Management is on record as deciding to eliminate the activity under question unless a new source of funds is made available from non-state and non-local funds (in the absence of state and local funds), and the activities to be funded under a particular federal program are clearly consistent with the purpose of that program.

Reference: OMB Circulars

Time and Effort

Depending on the subgrantee/recipient of a federal award, OMB Circulars may require documentation of time and effort for personnel. The following describes the time and effort requirements for LEAs, Non-profit/Community Based Organizations, and Institutions of Higher Education. You may also refer to the following link for a time and effort quick reference guide: http://www.dese.mo.gov/sites/default/files/fas-TimeandEffortReportingGuideliens.pdf.

OMB Circular A-87 for LEAs:

Time and Effort: OMB Circular A-87 requires all employees, including teachers, paraprofessionals, administrators, and other staff that are paid with federal funds to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program. For more information, go to: Circular No. A-87.8. Compensation for personal services

Semi-Annual Certification: Where employees are expected to work solely on a single federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are required to be prepared at least semi-annually. For more information about semi-annual certifications, see: Circular No. A-87. 8.(8).(3). A sample form is located at: http://www.dese.mo.gov/files/fas-SemiAnnualTimeCertification-OMB-A-87.pdf.

Monthly Personnel Activity Report (PAR): Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs). Salaries and wages of employees used in meeting cost sharing or matching requirements of Federal awards must be supported in the same manner as those claimed as allowable costs under federal awards. For more information about monthly personnel activity reports, see: Circular No. A-87. 8.(8).(4). A sample form is located at: http://www.dese.mo.gov/sites/default/files/sef-monitoringguide2104.pdf

Substitute System for Time and Effort: State educational agencies (SEAs) are authorized to approve local educational agencies (LEAs) to use a substitute system for time-and-effort reporting in accordance with the following guidelines. In permitting an LEA to use the substitute system, the SEA must obtain from the LEA a management certification certifying that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Substitute system guidelines include:

(1) To be eligible to document time and effort under the substitute system, employees must:
    a. Currently work on a schedule that includes multiple activities or cost objectives that must be supported by monthly personnel activity reports;
    b. Work on specific activities or cost objectives based on a predetermined schedule; and
    c. Not work on multiple activities or cost objectives at the exact same time on their schedule.
(2) Under the substitute system, **in lieu of personnel activity reports**, eligible employees may support a distribution of their salaries and wages through documentation of an established work schedule that meets the standards under section (3). An acceptable work schedule may be in a style and format already used by an LEA.
(3) Employee schedules must:
    a. Indicate the specific activity or cost objective that the employee worked on for each segment of the employee's schedule;
    b. Account for the total hours for which each employee is compensated during the period reflected on the employee's schedule; and
    c. Be certified at least semiannually and signed by the employee and a supervisory official having firsthand knowledge of the work performed by the employee.
(4) Any revisions to an employee's established schedule that continue for a prolonged period must be documented and certified in accordance with the requirements in section (3). The effective dates of any changes must be clearly indicated in the documentation provided.
(5) Any significant deviations from an employee's established schedule, that require the employee to work on multiple activities or cost objectives at the exact same time, including but not limited to lengthy, unanticipated schedule changes, must be documented by the employee using a personnel activity report that covers the period during which the deviations occurred.

Stipends and Extra-Duty Pay

When a subgrantee/recipient pays for extra work beyond an employee's regular contract, then the subgrantee/recipient must develop a written agreement with the employee that indicates the extra work to be performed, the date(s) of performance, and the amount to be paid to the employee. The agreement must also be signed by the subgrantee/recipient and the employee to show the acceptance of the terms.

In addition, the employee must complete time and effort documentation that supports the extra work beyond the employee's regular contract. This documentation could be a semi-annual time certification or monthly personnel activity reports under A-87, monthly personnel activity reports under A-122, or a time and effort reports under A-21.

OMB Circular A-122 for Non-profits and Community Based Organizations:

Time and Effort: For Non-profit Organizations/Community Based Organizations that are governed by A-122, and are required to maintain monthly certification for all employees funded with federal funds regardless whether the employee is funded 100% or split effort. For more information about A-122, see OMB Circular A-122 (Section 8. 13. (1) & (2) Support of salaries and wages).

Monthly Personnel Activity Report (PAR): Charges to awards for salaries and wages, whether treated as direct costs or indirect costs, will 1) reflect an after-the-fact distribution of the actual activity of the employee, 2) account for the total activity for which the employee is compensated, 3) be signed by the employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, 4) be prepared at least monthly and coincide with one or more pay periods. For more information about PARs, see: Circular No. A-122. 8. 13. (1) & (2)

Invoicing and Reimbursement Requirements

Any non-LEA bidder must provide evidence that the bidder agency has had previous successful experience in, and is financially stable and capable of, administering programs with similar levels of funding. Such evidence must be attached (as APPENDIX C) and may include, but is not limited to, summary schedule of audit findings from the most recent audit report, financial statement that has been conducted within the last twelve months, and/or documented links among the school district and community partners. The DESE may also review any previous experience with afterschool grant funding. Note: Any non-LEA awarded a grant must be financially stable to operate program without relying solely on immediate grant reimbursement. Be mindful that the DESE reimburses for services and purchases, at least quarterly upon approval of properly and accurately submitted Request for Reimbursement forms.

The awardee must agree and understand that the State of Missouri **does not make advanced payments to the awardee** for any services performed or goods purchased or provided. This is a REIMBURSEMENT only grant, meaning all subgrantees must initially expend their own funds prior to receiving reimbursement from the DESE.

a. The awardee must ensure that all services have been provided or obligated prior to submitting a Request for Reimbursement form to the DESE for reimbursement from the DESE.

b. The awardee must agree and understand that any amount funded per the award is subject to appropriations made by the General Assembly and signed into law by the governor. In addition, the total budget amount described herein is also subject to reduction by executive order and/or by administrative policy of the DESE when deemed in the best interest of the DESE. Therefore, the DESE does not guarantee that any amount of funds will be spent in accordance with the award.

   The firm, fixed amount shall constitute the total amount due the awardee for all services specified in the requirements of this document unless services are specifically listed as reimbursable in the paragraph related to reimbursements.

Upon receipt and approval of a properly prepared Request for Reimbursement form, the DESE shall pay the awardee the amount of verifiable expenditures. Receiving the awarded dollars is done on a reimbursement basis. Each successful

bidder must pay expenses first, submit a request for reimbursement form to the DESE second, and then receive reimbursement third. Funds received must be expended within three days of receipt.

Any Request for Reimbursement form arriving after the due date may be held until the next reimbursement month.

Any Request for Reimbursement form not completed according to specified instructions will be returned and may result in reimbursement not being made until the next reimbursement cycle.

Other than the reimbursements on the Budget Page or subsequent Budget Amendment forms, no other reimbursements shall be made to the awardee for any reason whatsoever.

Awardees will be placed in moderate risk if no Request for Reimbursements has been submitted to the DESE by December 15. Awardees will be placed in high risk if no Request for Reimbursements has been submitted to the DESE by March 15.

SECTION V: OTHER CONTRACTUAL REQUIREMENTS

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

2. The awardee may be required to develop and submit a new or revised activity plan at other times throughout the award period as well as for each renewal period, if the award is renewed for additional periods. The awardee shall prepare and submit all such future activity plans within a timeframe stipulated by the DESE.

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

Economic Impact to Missouri

The bidder should describe the economic advantages that will be realized as a result of the bidder performing the required services – see APPENDIX B. The bidder should respond to the following:

- Provide a description of the proposed services that will be performed and/or the proposed products that will be provided by Missourians and/or Missouri products.

- Provide a description of the economic impact returned to the State of Missouri through tax revenue obligations.

- Provide a description of the company's economic presence within the State of Missouri (e.g., type of facilities: sales offices; sales outlets; divisions; manufacturing; warehouse; other), including Missouri employee statistics.

Preference for Organizations for the Blind and Sheltered Workshops

A. Organizations for the Blind and Sheltered Workshops

Pursuant to 34.165, RSMo, and 1 CSR 40-1.050, a ten (10) bonus point preference shall be granted to IFBs including products and/or services manufactured, produced or assembled by a qualified non-profit organization for the blind established pursuant to 41 U.S.C. sections 46 to 48c or a sheltered workshop holding a certificate of approval from the Department of Elementary and Secondary Education pursuant to section 178.920, RSMo.

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

1) The bidder must either be an organization for the blind or sheltered workshop or must be proposing to utilize an organization for the blind/sheltered workshop as a subcontractor and/or supplier in an amount that must equal the greater of $5,000 or 2% of the total dollar value of the contract for purchases not exceeding $10 million.

2) The services performed or the products provided by the organization for the blind or sheltered workshop must provide a commercially useful function related to the delivery of the contractually-required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract. Therefore, if the services performed or the products provided by the organization for the blind or sheltered workshop is utilized, to any extent, in the bidder's obligations outside of the contract, it shall not be considered a valid added value to the contract and shall not qualify as participation in accordance with this clause.

3) If the bidder is proposing participation by an organization for the blind or sheltered workshop, in order to receive evaluation consideration for participation by the organization for the blind or sheltered workshop, the bidder must provide the following information with the IFB:

- Participation Commitment – The bidder must complete **ATTACHMENT FOURTEEN**, Participation Commitment, by identifying the organization for the blind or sheltered workshop, the amount of participation committed, and the commercially useful products/services to be provided by the listed organization for the blind or sheltered workshop. If the bidder submitting the IFB is an organization for the blind or sheltered workshop, the bidder must be listed in the appropriate table on the Participation Commitment Form.
- Documentation of Intent to Participate – The bidder must either provide a properly completed **ATTACHMENT FIFTEEN**, Documentation of Intent to Participate Form, signed and dated no earlier than the IFB issuance date by the organization for the blind or sheltered workshop proposed or must provide a recently dated letter of intent signed and dated no earlier than the IFB issuance date by the organization for the blind or sheltered workshop which: (1) must describe the products/services the organization for the blind/sheltered workshop will provide and (2) should include evidence of the organization for the blind/sheltered workshop qualifications (e.g. copy of certificate or Certificate Number for Missouri Sheltered Workshop).

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

- A list of Missouri sheltered workshops can be found at the following internet address: http://dese.mo.gov/special-education/sheltered-workshops

- The websites for the Missouri Lighthouse for the Blind and the Alphapointe Association for the Blind can be found at the following Internet addresses:
  http://www.lhbindustries.com
  http://www.alphapointe.org

B. Commitment – If the bidder's IFB is awarded, the organization for the blind or sheltered workshop participation committed to by the bidder on **Attachment Fourteen**, Participation Commitment, shall be interpreted as a contractual requirement.

Business Compliance

The contractor must be in compliance with the laws regarding conducting business in the State of Missouri. The contractor certifies by signing the signature page of this original document and any amendment signature page(s) that the contractor and any proposed subcontractors either are presently in compliance with such laws or shall be in compliance with such laws prior to any resulting contract award. The contractor shall provide documentation of compliance upon request by the DESE. The compliance to conduct business in the state shall include, but not necessarily be limited to:

a. Registration of business name (if applicable)
b. Certificate of Authority to transact business/certificate of good standing (if applicable)
c. Taxes (e.g., city/county/state/federal)
d. State and local certifications (e.g., professions/occupations/activities)
e. Licenses and permits (e.g., city/county license, sales permits)
f. Insurance (e.g., worker's compensation/unemployment compensation)

Contractor 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) and INA Section 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.

Contract

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

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

Termination

The DESE reserves the right to terminate the contract at any time, for the convenience of the State of Missouri, without penalty or recourse, by giving written notice to the contractor at least thirty (30) calendar days prior to the effective date of such termination. The contractor shall be entitled to receive compensation for services and/or supplies delivered to and accepted by the State of Missouri pursuant to the contract prior to the effective date of termination.

Contractor Liability

The contractor shall be responsible for any and all personal injury (including death) or property damage as a result of the contractor's negligence involving any equipment or service provided under the terms and conditions, requirements and specifications of the contract. In addition, the contractor assumes the obligation to save the State of Missouri, including its agencies, employees, and assignees, from every expense, liability, or payment arising out of such negligent act. The contractor also agrees to hold the State of Missouri, including its agencies, employees, and assignees, harmless for any negligent act or omission committed by any subcontractor or other person employed by or under the supervision of the contractor under the terms of the contract.

The contractor shall not be responsible for any injury or damage occurring as a result of any negligent act or omission committed by the State of Missouri, including its agencies, employees, and assignees.

Under no circumstances shall the contractor be liable for any of the following: (1) third party claims against the state for losses or damages (other than those listed above); (2) loss of, or damage to, the state's records or data; or (3) economic consequential damages (including lost profits or savings) or incidental damages, even if the contractor is informed of their possibility.

Insurance

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

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

Substitution of Personnel

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

Contractor Status

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

Coordination

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

Property of State

All documents, data, reports, supplies, equipment, and accomplishments prepared, furnished, or completed by the contractor pursuant to the terms of the contract shall become the property of the DESE. Upon expiration, termination, or cancellation of the contract, said items shall become the property of the DESE.

Confidentiality

The contractor shall agree and understand that all discussions with the contractor and all information gained by the contractor as a result of the contractor's performance under the contract shall be confidential and that no reports,

documentation, or material prepared as required by the contract shall be released to the public without the prior written consent of the state agency.

Contractor's Dunn And Bradstreet (Duns) Number

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

Employee Bidding/Conflict of Interest

Bidders who are employees of the State of Missouri, a member of the General Assembly or a statewide elected official must comply with Sections 105.450 to 105.458 RSMo regarding conflict of interest. If the bidder and/or any of the owners of the bidder's organization are currently an employee of the State of Missouri, a member of the General Assembly or a statewide elected official, they must fill out **APPENDIX F**).

STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

TERMS AND CONDITIONS – GRANT APPLICATION/INVITATION FOR BID

1. TERMINOLOGY/DEFINITIONS

Whenever the following words and expressions appear in an Invitation for Bid (IFB) document or any amendment thereto, the definition or meaning described below shall apply.

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

2. APPLICABLE LAWS AND REGULATIONS

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

3. OPEN COMPETITION/INVITATION FOR BID DOCUMENT

a. It shall be the bidder's responsibility to ask questions, request changes or clarification, or otherwise advise the DESE if any language, specifications or requirements of an IFB appear to be ambiguous, contradictory, and/or arbitrary, or appear to inadvertently restrict or limit the requirements stated in the IFB to a single source. Any and all communication from bidders regarding specifications, requirements, competitive bid process, etc., must be directed to the buyer from the DESE, unless the IFB specifically refers the bidder to another contact. Such communication should be received at least ten calendar days prior to the official bid opening date.
b. Every attempt shall be made to ensure that the bidder receives an adequate and prompt response. However, in order to maintain a fair and equitable bid process, all bidders will be advised, via the issuance of an amendment to the IFB, of any relevant or pertinent information related to

the procurement. Therefore, bidders are advised that unless specified elsewhere in the IFB, any questions received less than ten calendar days prior to the IFB opening date may not be answered.

c. Bidders are cautioned that the only official position of the State of Missouri is that which is issued by the DESE in the IFB or an amendment thereto. No other means of communication, whether oral or written, shall be construed as a formal or official response or statement.
d. The DESE monitors all procurement activities to detect any possibility of deliberate restraint of competition, collusion among bidders, price-fixing by bidders, or any other anticompetitive conduct by bidders which appears to violate state and federal antitrust laws. Any suspected violation shall be referred to the Missouri Attorney General's Office for appropriate action.
e. The DESE reserves the right to officially amend or cancel an IFB after issuance.

4. PREPARATION OF BIDS

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

5. SUBMISSION OF BIDS

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

6. BID OPENING

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

7. PREFERENCES

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

8. EVALUATION/AWARD

a. Any clerical error, apparent on its face, may be corrected by the buyer before contract award. Upon discovering an apparent clerical error, the buyer shall contact the bidder and request clarification of the intended bid. The correction shall be incorporated in the notice of award. Examples of apparent clerical errors are: 1) misplacement of a decimal point; and 2) obvious mistake in designation of unit.
b. Any pricing information submitted by a bidder shall be subject to evaluation if deemed by the DESE to be in the best interest of the State of Missouri.
c. The bidder is encouraged to propose price discounts for prompt payment or propose other price discounts that would benefit the State of Missouri. However, unless otherwise specified in the IFB, pricing shall be evaluated at the maximum potential financial liability to the State of Missouri.
d. Awards shall be made to the bidder whose bid (1) complies with all mandatory specifications and requirements of the IFB and (2) is the lowest and best bid, considering price, responsibility of the bidder, and all other evaluation criteria specified in the IFB and (3) complies with Sections 34.010 and 34.070 RSMo and Executive Order 04-09.
e. In the event all bidders fail to meet the same mandatory requirement in an IFB, DESE reserves the right, at its sole discretion, to waive that requirement for all bidders and to proceed with the evaluation. In addition, the DESE reserves the right to waive any minor irregularity or technicality found in any individual bid.
f. The DESE reserves the right to reject any and all bids.
g. When evaluating a bid, the State of Missouri reserves the right to consider relevant information and fact, whether gained from a bid, from a bidder, from bidder's references, or from any other source.
h. Any information submitted with the bid, regardless of the format or placement of such information, may be considered in making decisions related to the responsiveness and merit of a bid and the award of a contract.
i. Any award of a contract shall be made by notification from the DESE to the successful bidder. The DESE reserves the right to make awards by item, group of items, or an all or none basis. The grouping of items awarded shall be determined by DESE based upon factors such as item similarity, location, administrative efficiency, or other considerations in the best interest of the State of Missouri.
j. All bids and associated documentation which were submitted on or before the official opening date and time will be considered open records pursuant to Section 610.021 RSMo following the official opening of bids.
k. The DESE reserves the right to request clarification of any portion of the bidder's response in order to verify the intent of the bidder. The bidder is cautioned, however, that its response may be subject to acceptance or rejection without further clarification.
l. Any bid award protest must be received within ten (10) calendar days after the date of award in accordance with the requirements of 1 CSR 40-1.050 (10).
m. The final determination of contract award(s) shall be made by DESE.

9. CONTRACT/PURCHASE ORDER

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

10. INVOICING AND PAYMENT

a. The State of Missouri does not pay state or federal taxes unless otherwise required under law or regulation.

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

11. DELIVERY

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

12. INSPECTION AND ACCEPTANCE

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

13. WARRANTY

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

14. CONFLICT OF INTEREST

a. Elected or appointed officials or employees of the State of Missouri or any political subdivision thereof, serving in an executive or administrative capacity, must comply with sections 105.452 and 105.454, RSMo, regarding conflict of interest.
b. The contractor hereby covenants that at the time of the submission of the bid the contractor has no other contractual relationships which would create any actual or perceived conflict of interest. The contractor further agrees that during the term of the contract neither the contractor nor any of its employees shall acquire any other contractual relationships which create such a conflict.

15. REMEDIES AND RIGHTS

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

16. CANCELLATION OF CONTRACT

a. In the event of material breach of the contractual obligations by the contractor, the DESE may cancel the contract. At its sole discretion, the DESE may give the contractor an opportunity to cure the breach or to explain how the breach will be cured. The actual cure must be completed within no more than 10 working days from notification, or at a minimum the contractor must provide DESE within 10 working days from notification a written plan detailing how the contractor intends to cure the breach.
b. If the contractor fails to cure the breach or if circumstances demand immediate action, the DESE will issue a notice of cancellation terminating the contract immediately.
c. If the DESE cancels the contract for breach, the DESE reserves the right to obtain the equipment, supplies, and/or services to be provided pursuant to the contract from other sources and upon such terms and in such manner as the DESE deems appropriate and charge the contractor for any additional costs incurred thereby.

d. The contractor understands and agrees that funds required to fund the contract must be appropriated by the General Assembly of the State of Missouri for each fiscal year included within the contract period. The contract shall not be binding upon the state for any period in which funds have not been appropriated, and the state shall not be liable for any costs associated with termination caused by lack of appropriations.

17. COMMUNICATIONS AND NOTICES

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

18. BANKRUPTCY OR INSOLVENCY

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

19. INVENTIONS, PATENTS AND COPYRIGHTS

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

20. NON-DISCRIMINATION AND AFFIRMATIVE ACTION

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

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

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

21. AMERICANS WITH DISABILITIES ACT

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

22. FILING AND PAYMENT OF TAXES

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

23. TITLES

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

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability 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, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

SECTION V: EVALUATION AND AWARD PROCESS

After determining that an IFB has been submitted in accordance with the submission of bids in Section I, and that the bidder satisfies the mandatory requirements stated in the IFB, the evaluator(s) must use both objective analysis and subjective judgment in conducting a comparative assessment of the IFB in accordance with the evaluation criteria stated below. A total of 233 points is possible for this IFB. The points are as follows:

Need for Program (ATTACHMENT SIX) ..... 25 Pts
Program Design (ATTACHMENT SEVEN-A, B, C, D) ..... 50 Pts
Community Partners (ATTACHMENT EIGHT) ..... 15 Pts
Adequacy of Resources (ATTACHMENT NINE) ..... 15 Pts
Management Plan (ATTACHMENT TEN) ..... 25 Pts
Program Evaluation (ATTACHMENT ELEVEN) ..... 5 Pts
Cost of Program (ATTACHMENT TWELVE-A, B, C, D) ..... 35 Pts
Sustainability of Program (ATTACHMENT TWELVE-E) ..... 10 Pts
Competitive Priority/Joint Submittal (refer to Section II) ..... 43 Pts
Blind and Sheltered Workshop (refer to Section IV) ..... 10 Bonus Pts

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

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

DESE staff will review all IFBs in order to determine if the IFB meets 21st CCLC program requirements and adheres to state, federal, and local laws.

Impartial readers will evaluate and score each IFB based on the quality of the proposed activities and the evidence provided to demonstrate the capability of the bidder to implement the proposed program. These readers are comprised of experienced grant readers.

A question and answer conference or interview may be conducted with the bidder, if deemed necessary by the DESE. In addition, the bidder may be asked to make an oral presentation of their IFB during the conference. Attendance cost at the conference shall be at the bidder's expense. All arrangements and scheduling must be coordinated by the DESE.

Following review and recommendations by a peer review panel using the criteria and priorities described in this IFB, award recipients will be designated. The DESE anticipates notifying awardees by mid-September 2014. All bidders should refer to the website for a complete listing of awardees at: http://www.dese.mo.gov/early-extended-learning/afterschool-programs/approved-programs.

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

A. In the event of a discrepancy between the IFBs price breakdown and the Price for Service Page, the Price for Service Page must govern.
B. All information contained in the IFB's price breakdown may be utilized in the subjective evaluation of any relevant evaluation criteria.

SECTION VI: IFB AND ATTACHMENTS

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

Cover Page **ATTACHMENT ONE** Signed. (If submitted jointly, page must be copied and signed by all bidders.)
Program Information **ATTACHMENT TWO**
Program Summary **ATTACHMENT THREE**
Program Abstract **ATTACHMENT FOUR**
Site Summary **ATTACHMENT FIVE**
Need for Program **ATTACHMENT SIX**
Program Design **ATTACHMENT SEVEN**
- **Program Goals** **ATTACHMENT SEVEN-A**
- **Department Goals** **ATTACHMENT SEVEN-B**
- **Program Plan** **ATTACHMENT SEVEN-C**
- **Project Activity Plan** **ATTACHMENT SEVEN-D**

Community Partners **ATTACHMENT EIGHT**
Adequacy of Resources **ATTACHMENT NINE**
Management Plan **ATTACHMENT TEN A and B**
Program Evaluation **ATTACHMENT ELEVEN**
Cost of Program **ATTACHMENT TWELVE**
- **Price for Service** **ATTACHMENT TWELVE-A**
- **Projected Five Year Budget** **ATTACHMENT TWELVE-B**
- **Budget Summary Years One-Three** **ATTACHMENT TWELVE-C**
- **Budget Narrative** **ATTACHMENT TWELVE-D**
- **Sustainability of Programs** **ATTACHMENT TWELVE-E**

Statement of Assurances **ATTACHMENT THIRTEEN**
(If submitted jointly, page must be copied and signed by all bidders)
Participation Commitment **ATTACHMENT FOURTEEN**
Documentation of Intent to Participate **ATTACHMENT FIFTEEN**
Department Priority Level Status **ATTACHMENT SIXTEEN**
APPENDIX A – Memorandum of Understanding (see Section II and ATTACHMENT EIGHT).
APPENDIX B – Economic Impact on Missouri (must be completed and turned in with IFB)
APPENDIX C – Evidence of previous successful experience. Any non-LEA bidder must provide evidence that the bidding agency has had previous successful experience in, and is financially stable and capable of, administering programs with similar levels of funding. Such evidence must be attached (as **APPENDIX C**) and may include, but is not limited to, summary schedule of audit findings from the most recent audit report, financial statement that has been conducted within the last twelve months, and/or documented links among the school district and community partners.
APPENDIX D – Certification Regarding Plagiarism
APPENDIX E – Licensure Determination and Copy of Licensure Certificate, *if applicable.*
APPENDIX F – Employee Bidding/Conflict of Interest, *if applicable.*
APPENDIX G – Consultation Form. This is a sample copy to use, not to be submitted.

ATTACHMENT ONE

STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INVITATION FOR BID (IFB)

IFB NO. 21st CCLC1415
For Public and Charter Schools
TITLE: 21st Century Community Learning Centers/Afterschool Program
ISSUE DATE: Thursday, May 1, 2014

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

RETURN PROPOSAL NO LATER THAN: Wednesday, June 25, 2014 at 3:00 p.m. Central Time

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

RETURN IFB TO:

(U.S. Mail)	**(Courier Service)**
DESE	**DESE**
EXTENDED LEARNING	**EXTENDED LEARNING**
DEPT OF ELEMENTARY AND SECONDARY ED	**DEPT OF ELEMENTARY AND SECONDARY ED**
P.O. BOX 480	**205 JEFFERSON STREET (7TH FLOOR)**
JEFFERSON CITY MO 65102-0480	**JEFFERSON CITY MO 65101**

GRANT AWARD PERIOD: Date of Award through June 30, 2015 (with four one-year renewal options)

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

Department of Elementary and Secondary Education
Various Locations

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

SIGNATURE REQUIRED

AUTHORIZED SIGNATURE	**DATE**
PRINTED NAME (Include Dr., Mr., Mrs., Ms., or Miss)	**TITLE**
ORGANIZATION NAME	**COUNTY DIST CODE (LEA'S)/FEDERAL TAX ID NUMBER (CBO/FBO's)**
MAILING ADDRESS	**COUNTY**
CITY, STATE, ZIP	**PHONE NO.**
FAX NO.	**E-MAIL ADDRESS**
CONTRACTOR'S DUNN AND BRADSTREET (DUNS) NUMBER (By signing this contract you acknowledge a current registration with the Central Contractor Registration (CCR) Organization.)	

NOTICE OF AWARD (STATE USE ONLY)

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

ATTACHMENT TWO

Program Information (include this page)

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

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

Site Information: Complete one box for <u>each</u> site that will provide a 21st CCLC program at this specified location. If IFB has more than four sites, bidder may copy this page for additional sites and attach directly behind this page.

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

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

ATTACHMENT THREE

Program Summary (include this page)

A. Bidder is (please check one):

☐ CBO ☐ FBO ☐ Private School ☐ Submitted Jointly (see Section II)

☐ Other, describe: _____

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

☐ yes ☐ no **If yes**, attach copy of Memorandum of Understanding* as **APPENDIX A**, where indicated.

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

_____

D. Who will be providing daily program services?

☐ Applicant ☐ Subcontractor (e.g. YMCA, Boys & Girls Club, etc)

If subcontractor is providing daily program services, please provide the following and attach an MOU* as **APPENDIX A**:

Name of Organization:_____

Who has full responsibility for grant management and oversight?

☐ Bidder ☐ Subcontractor (e.g. YMCA, Boys & Girls Club, etc)

E. Is the bidder a previous recipient of other 21st CCLC funds? ☐ yes ☐ no

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

***Memorandum of Understanding (MOU)**

A. LEA's subcontracting out daily program services, *if applicable*

If the 21st CCLC bidder and fiscal agent is the LEA; however, the program is to be primarily operated by a non-LEA (i.e., Boys and Girls Clubs, YMCA), the LEA must provide a Memorandum of Understanding (MOU) between the LEA and non-LEA with this application/IFB **(APPENDIX A)**.

B. CBO/FBO's, Non-profits providing daily program services for an LEA, *required*

If the CBO/FBO/non-profit will be the fiscal agent and primarily operate the 21st CCLC program (i.e., Boys and Girls Clubs, YMCA), the bidder must be able to demonstrate partnering with the LEA in which the students to be served attend during the regular school day. In order to demonstrate this, the bidder must provide a Memorandum of Understanding (MOU) between the non-LEA and each LEA in which the students being served by the 21st CCLC program attend during the regular school day with this application/IFB **(APPENDIX A)**.

At a minimum, the MOU must include: an assurance that the 21st CCLC program was developed and will be carried out in active collaboration with the schools the students attend; a description of how and when data and information about the 21st CCLC program will be collected, compiled, and shared throughout each awarded year (i.e. grades, state assessment/MAP, attendance/behavior data, and any other data requested by DESE that will be necessary for federal and state reporting and evaluation of the 21st CCLC program). The MOU must be signed by an authorized person for both the non-LEA and LEA.

ATTACHMENT THREE (cont)

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

Note: Bidders 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.

Programs who only meet 80% of regular student attendance levels (based on proposed number of students served 30+ days or more in IFB) 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 Summary (cont.) (include this page)*(Include additional pages for more sites)*

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

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

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

** Must use the February 2014 MOSIS cycle submission for January Membership and F&R Lunch State totals to determine the F&R Lunch percentage by building (see Section II for details).

ATTACHMENT FOUR

Site Summary (include this page)

Site Name: _____

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

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

___ Reading or Literacy
___ Language Arts
___ Mathematics education activities
___ Science education activities
___ Art and Music education activities
___ Entrepreneurial education programs
___ Sports or Recreation
___ Business education
___ Remedial education activities
___ Drug and violence prevention, counseling, and character education programs
___ Tutoring services and mentoring programs
___ Technology, Video or Media, and Telecommunication
___ Activities for limited English proficient students
___ Assistance to truant, suspended, or expelled students
___ Expanded library service hours
___ Promotion of parental involvement and family literacy
___ Career readiness & awareness activities
___ STEM activities
___ Health/nutritional activities
___ Service-learning/community service

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

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

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

_____
_____
_____
_____

If no, explain how this location is a safe and easily accessible facility_____
_____
_____
_____

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

_____
_____

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

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

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

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

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

ATTACHMENT FOUR (cont.)

Site Summary (cont.) (include this page)

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

☐ After school ☐ Before school ☐ Summer ☐ Holidays ☐ Weekends ☐ Evenings ☐ Breaks

☐ Other (specify: _____)

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

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

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

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

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

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

ATTACHMENT FIVE

Program Abstract (2 page maximum) (include this page)

Within the space provided, briefly summarize the program's, mission, services, activities, and planned participants listed in this IFB as they are related to the needs identified and scope of project design. In addition, discuss key design elements and unique characteristics that address the needs of the target population and the community in which children live and go to school as well as the intended outcomes of the proposed program.

ATTACHMENT SIX

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

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

1. Needs Assessment

A needs assessment is the process of gathering 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. A needs assessment provides a description of the community and school(s) to be served by citing factors that impact the educational outcomes of the identified students.

Document the needs of the students and adult family members (e.g. GED classes, ELL, literacy,etc.) for the after school, 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 21st CCLC program can address. The needs assessment should identify why the proposed program is needed. The goals, objectives, and activities identified in the IFB should be closely tied to the documented needs. Factors may include, but are not limited to the following:

- percentage of students in poverty (percentage qualifying for free and reduced price lunch) in targeted schools;
- deficits in academic achievement in each school (percentage of students in below basic, basic, proficient, and advanced on the most recent MAP results for reading, math, and science);
- rates of juvenile crime; attendance rates, truancy rates, dropout rates, or high school completion rates;
- suspensions and expulsions;
- teen pregnancy rates;
- the percentage of rapid growth of limited English proficient students and adults;
- information on the percentage of working parents who might benefit from the program;
- available resources, in addition to the grant funds requested, including current after school and summer school services offered, that will address identified needs; and
- any other information on school services offered relevant to the proposed 21st CCLC.

2. The Process

Prepare a concise narrative that details the process used by the stakeholders to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. The process described must include when the development began, who led and participated in the data/information collection effort, how the various data sources were gathered, were analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the 21st CCLC IFB.

3. Specific Needs

Bidders are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services. Bidders must cite data sources when identifying specific needs.

a. Provide specific and concrete data citing the various achievement (reading, math, science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the grant award.

b. Specifically identify the student target population (i.e., targeted schools, grade levels, number of students, academic, or behavioral criteria) and define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement.

c. Document the needs of the adult family members of the students expected to be serve. For example:
   - Reading and literacy classes that support and strengthen reading, writing, speaking, and listening skills.
   - Adult education classes
   - GED classes
   - Expanded library services
   - English language learners (ELL)
   - Employment and interview support classes

d. Describe how the proposed 21st CCLC program will address or remedy the risk factors for each target population. The services to be provided should be closely tied to the needs identified.

e. Describe how the program will address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

f. Explain how you will tailor your activities to address the specific needs of program participants and to achieve the desired outcomes.

g. Explain how your program will provide services that are not currently available during the regular school day.

4. Program Focus

Provide a description of the proposed program that implements the purposes of the grant as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified needs gathered in the data collection and analysis process.

ATTACHMENT SEVEN-A

Program Design

Program Goals: The Extended Learning Section has developed three goals along with objectives that each grantee will be responsible for working towards. Bidders must write to how their program design and budget will help meet these goals (Refer to Section II for more information on PQA and Leading Indicators).

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

Objective 1.1: At least 50% of youth per site will maintain and/or increase their grades in reading/communication arts during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.2: At least 50% of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.3: At least 50% of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.4: At least 70% of youth per site will report a medium to high level of reading efficacy as measured by items on the Leading Indicators Youth Survey (average score of 3.5 or higher).

Objective 1.5: At least70% of youth per site will report a medium to high level of math efficacy as measured by items on the youth survey (average score of 3.5 or higher).

Objective 1.6: At least 70% of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions from the Common Instrument Science Survey (total score of 3.0 or higher).

How will your program design and budget help meet Goal 1?

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

For all years

Objective 2.1: All sites will score at least an average 2.9 on the Program Quality Assessment tool.

Objective 2.2: All sites will score at least an average 3.0 on the Organizational Context Leading Indicators of Staffing Model and Continuous Improvement.

Objective 2.3: All sites will score at least an average 3.0 on the Instructional Context Leading Indicators of Academic Press and Engaging Instruction.

Objective 2.4: All sites will score at least an average 3.0 on the External Relationships Leading Indicators of Family Communication and School Alignment.

How will your program design and budget help meet Goal 2?

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

Objective 3.1: At least 50% of youth per site will meet or exceed the school district's average rate of school-day attendance.

Objective 3.2: At least 50% of total youth enrolled in the afterschool program per site will have at least 60 days of attendance in the afterschool program.

Objective 3.3: At least 50% of youth per site will have no in-building or out-of-school suspensions.

Objective 3.4: At least 70% of youth per site will indicate a medium to high level of personal and social skills as measured by the youth survey, teacher surveys, and family surveys (average score of 3.5 or higher).

Objective 3.5: At least 70% of youth per site will indicate a medium to high level of commitment to learning as measured by the youth survey, teacher surveys, and family surveys (average score of 3.5 or higher).

How will your program design and budget help meet Goal 3?

ATTACHMENT SEVEN-B

Program Design (cont.) (include this page)

Department Goals (10 competitive priority points)

Directions:

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

1. All Missouri students will graduate college and career ready.
3. Missouri will prepare, develop, and support effective educators.

Program Design (cont.) (12 pages maximum-do not include this page)

Program Plan

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

1. Target Population:

   A. Identify the target population to be served and how the target population was determined;

   B. Specify number of students anticipated to be served, for each of the five years, along with:
      - Anticipated number of students who will attend 30 days or more (regular attendees);
      - Average daily attendance percentage.

   C. Describe how program will maintain attendance levels and encourage regular attendance.

2. Unique Qualities: Describe the unique qualities of your plan that set it apart from others. Describe why this proposal should be funded (be sure to refer to your community needs and needs assessments, etc.).

3. Describe the extent to which schools, parents/families, youth, community, and/or advisory council have been involved in the design and implementation of the program.

4. Project Tasks and Activities:
   - Describe how you will ensure that each enrolled student will be given the opportunity to attend academic and enrichment activities on a regular basis (students should be offered a broad array of services and not just stand alone clubs or activities or only the ability to attend certain days of the week).

   - Describe the specific activities and services that will clearly allow the program to progress towards each stated goal/objective. A bidder shall design and implement its activities based on the three required core academic areas (reading, math and science) and a broad array of enrichment activities. Activities should also include those that will be offered as a part of the required adult component. Previous 21st CCLC funded/returning programs must clearly describe how they will expand and enhance their proposed program. Bidder should use ATTACHMENT SEVEN-D to enter the activities by site.

5. Provide a typical daily schedule, including times, for each site that ensures the integration of academics, enrichment, and skill development (Bidders may attach schedules separately in this section as ATTACHMENT SEVEN-C).

6. Fees: If your program chooses to charge fees, provide an assurance that the program will be equally accessible to all students targeted for services, regardless of their ability to pay and that the program will not prohibit any family from participating due to their financial situation.

   Programs who charge fees must offer a sliding scale fee scale and scholarships for those who cannot afford the program (Include a copy of the scale as ATTACHMENT SEVEN-C).

   If no, do you anticipate implementing fees in the future (when and why)?

7. Adult Services: Describe the proposed services and activities the 21st CCLC program will offer as a result to those adult family members (opportunities for literacy and related educational development) of students who are expected to participate in the program (NOT community at large).

8. Parent Participation: Include description of parental involvement in the program (i.e. communication of child's activities, participation in the program, etc.).

9. Family Involvement: Include description of the activities that you will offer throughout the year to engage families in the program (i.e. family nights).

10. Student Safety: Describe how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, transition times).

11. Transportation: Describe how students will travel safely to and from the site and home, whether or not the program takes place in a school building or other facility. If transportation costs are not being requested in this IFB, bidder must still describe the transportation plan.

12. Barriers and Outreach: Describe how the program will overcome barriers to equitable participation by all targeted students. Describe appropriate methods for outreach, safety, and serving students with special needs.

13. Principles of Effectiveness: Describe how activities will meet principals of effectiveness based on:
    - An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
    - An established set of performance measures ensuring the availability of high-quality academic enrichment opportunities; and
    - If appropriate, scientifically-based research providing evidence that the program will help students meet state/local academic achievement standards.

14. Active Collaboration: Describe how the program was developed in active collaboration with the schools, parents/families, youth, community, and/or advisory council and how the program will be carried out in active collaboration with the schools the students attend.

15. Alignment and Linkage: Describe how the program is aligned (school day linkage) with the regular school day and school day teachers as well as the school's curriculum in the core subjects of at least, but not limited to, reading/language arts, mathematics, and science.

16. Communication: Describe how and when the program will share results and program information with the schools the students attend, students, parents, and community in a manner that is understandable and accessible. Include what information will be disseminated (e.g., student performance, upcoming activities, schedules), the timeline for dissemination, the method of dissemination and who is responsible for dissemination.

17. Data Collection: Describe how the program and LEA will work together to share and collect required education achievement data (i.e. grades, MAP State Assessment), attendance/behavior data, and any other data required by the DESE necessary for federal and state reporting and evaluation of the program.

ATTACHMENT SEVEN-D

Project Activity Plan

(Copy this page for additional activities or additional sites)

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 grantee or outside agency to demonstrate how you will implement activities to achieve the goals and objectives. You must include the academic and enrichment activities in the required core subjects of math, reading/language arts and science.

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, character education, business education)**	**Equipment, if Needed, to be purchased with grant funds**	**Performed by Grantee or Outside Agency/Partner (state the outside agency or Partner)**	**Time Frame (i.e. daily, weekly, monthly, summer only, etc)**	**Which goal number(s) does this activity meet as stated on ATTACHMENT SEVEN-A**
Example: Kids in the Kitchen	*math, nutrition, health, reading*	*No grant funded equipment needed/will use equipment located in middle school FACS Classroom.*	*4-H Extension Office*	Once per week throughout the school year (Sept-May)	*Goal #1* *Goal #3* *Goal #2*

ATTACHMENT EIGHT

Partnerships (do not include this page)

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. Please list your community partners and include the following information about each one and label as **ATTACHMENT EIGHT** (maximum two pages):

- Organization name,
- Type of organization (profit, non-profit, 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,
- Describe partner's role in meeting needs, goals, and scope of program.

IFBs must also contain a minimum of two Letters of Commitment (NOT letters of support) clearly delineating specific services to the program from each partner listed above. Place copies of partners' Letters of Commitment directly behind the Community Partners page **ATTACHMENT EIGHT**.

Note: An individual, agency, organization or other entity that only provides services and is not involved in overall program planning and implementation is considered a vendor, not a partner.

At a minimum, all letters must include the following:

- What service(s), contributions, or resources the partner is providing to program,
- When the service(s), contributions, or resources will be provided and how often (frequency),
- Where the service(s), contributions, or resources will be provided,
- Who receives the service(s), contributions, or resources being provided to the program,
- Estimated monetary value of identified service(s), contributions, or resources being provided,
- If there is a small amount of grant money being charged for services/resources provided by partner, then that amount must also be specified in the letter and in the purchased services category of the budget, and
- Signature of partner, and date signed.

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

A sample partner letter has been provided for you as Attachment Eight. You may use this form or provide your own letter with the same requirements.

ATTACHMENT EIGHT(cont)

21st Century Community Learning Center
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), contributions, or resources will your organization be providing to our program?

When will the service(s), contributions, or resources be provided and how often?

Where will the service(s), contributions, or resources be provided?

Who receives the service(s), contributions, or resources being provided to the afterschool program?

Estimated monetary value of identified service(s), contributions or resources being provided?

Will there be a charge to the afterschool program? If so, how much?

_____ _____

Authorized Signature of Organization **Date**

ATTACHMENT NINE

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

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

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

1. Referring to community needs, describe how the bidder's existing resources, including personnel (e.g., fiscal management, administrative tasks) and facilities (e.g., computer labs, libraries, classrooms, etc.) have been allocated for the proposed program and activities.

2. Describe other federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources (i.e, collaboration with Title I, A+, USDA's Afterschool Snacks, etc.). Additionally, the purpose of such other funds received should be briefly explained to ensure that the services requested under this IFB are not a replacement of such funding already received (supplanting rule).

3. Describe the bidder's prior experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. Include a brief summary of any local needs surveys, grants awarded, evaluation studies, reports, or research that may document the effectiveness or success of the bidder.

   Provide names and contact information of client/contracting agency representative who may be contacted for verification of information.

4. Describe previous successful experience in administering programs with similar levels of funding. Bidder must describe how they are financially stable and capable of managing these funds. All such evidence must also be attached as APPENDIX C. (See Section III for additional description.)

ATTACHMENT TEN-A

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

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

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

1. Describe the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

2. Quality of program staff. This section should explain:
   - How the bidder(s) will ensure that the staff who will be working with students are qualified to do so, through proper certification or licensure, experience/endorsements for subjects/ages taught, as applicable,
   - Bidders should give specific details to explain that program leaders have sufficient time to accomplish tasks,
   - Staff recruitment and retention strategies,
   - Explain how the program will provide ongoing staff development and training, and
   - Describe the role and responsibility of all key staff.

3. Describe how staff will communicate with parents about their child's development, opportunities to be involved in the program, and how the program will continue to communicate with parents on an ongoing basis.

4. Describe how the bidder will ensure that a diversity of perspectives are included in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

5. Describe your Advisory Council – explain its purpose, how often it meets, the expected outcomes, what types of members were selected, what their role was/is in the design of this program, and future program implementation, etc. (See Section II for requirements).

6. Describe, if applicable, if and how you plan to use qualified senior citizens (age 55 or older) and/or students will serve as volunteers at each site.

7. Describe how and when the organization will disseminate information throughout the grant year about the center (including location) to the community in a manner that is understandable and accessible.

8. The Management Plan shall state how the bidder will ensure the funds provided under the IFB will be used solely for the purposes set forth in the award program.

9. Bidders must include an assurance statement that no funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. If such practices are offered by the organization, they may not be offered as a part of the program receiving assistance. In this instance, bidders must provide an assurance statement that 1) specifies that generally applicable cost accounting procedures are used to ensure that funds will not be used to support religious practices, 2) the governance of the award program shall operate independently from religious practices of the organization, 3) that program activities are not held in conjunction with religious instruction, worship, or prayer.

10. Explain how 21st CCLC staff will vary their approaches to help meet a child's individual needs and how and when 21st CCLC staff will collaborate with regular school day teachers to address a student's needs.

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

Management Plan (cont.) (include this page) **ATTACHMENT TEN-B**

PERSONNEL EXPERTISE SUMMARY

Complete for all KEY staff including, but not limited to, Program Director/Coordinator and Site Director(s). Refer to Section II on education/experience requirements.
If more than four key staff positions, bidder may make additional copies of this page.

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

Position Title:
☐ Full Time ☐ Part Time Average Hours per week with 21st CCLC program?
Will position be paid with 21st CCLC grant funds? ☐ Yes ☐ No What percentage will be paid with 21st CCLC funds?_____
Brief Description of job duties:

Brief description of qualifications needed for job:

If known, provide name of person in this position:
Is this person part of regular school day staff? ☐ Yes ☐ No
What is their position during the regular school day?

Position Title:
☐ Full Time ☐ Part Time Average Hours per week with 21st CCLC program?
Will position be paid with 21st CCLC grant funds? ☐ Yes ☐ No What percentage will be paid with 21st CCLC funds?_____
Brief Description of job duties:

Brief description of qualifications needed for job:

If known, provide name of person in this position:
Is this person part of regular school day staff? ☐ Yes ☐ No
What is their position during the regular school day?

Position Title:
☐ Full Time ☐ Part Time Average Hours per week with 21st CCLC program?
Will position be paid with 21st CCLC grant funds? ☐ Yes ☐ No What percentage will be paid with 21st CCLC funds?_____
Brief Description of job duties:

Brief description of qualifications needed for job:

If known, provide name of person in this position:
Is this person part of regular school day staff? ☐ Yes ☐ No
What is their position during the regular school day?

Position Title:
☐ Full Time ☐ Part Time Average Hours per week with 21st CCLC program?
Will position be paid with 21st CCLC grant funds? ☐ Yes ☐ No What percentage will be paid with 21st CCLC funds?_____
Brief Description of job duties:

Brief description of qualifications needed for job:

If known, provide name of person in this position:
Is this person part of regular school day staff? ☐ Yes ☐ No
What is their position during the regular school day?

ATTACHMENT ELEVEN

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

Each awardee must undergo an annual outside evaluation submitted to DESE to assess their progress toward achieving their goals of providing high-quality opportunities for academic assistance and educational enrichment. The evaluator should be an integral part of your programming.

For the 2014-2015 program year, the Missouri AfterSchool Network will provide a certification training/process for external evaluators to go through to learn about the data and the new External Evaluation process. Grantees must select an external evaluator from the list of individuals completing the certification process. For the external evaluation, the certified evaluator will meet with the program director and key personnel to review the PQA, survey data (staff, teacher, parent, and youth), Kids Care Center data, and other selected DESE data to complete a summary evaluation reporting highlighting strengths, gaps, and other trends. Programs with multiple sites will submit one report that summarizes the data and trends for all sites.

The cost for the external evaluation using the new external evaluation requirements is $2,000 for a grantee with one site and $200 per additional site after the first site. The list of eligible evaluators will be made available later in the year.

A program may also choose at their discretion to work with an additional evaluator if they would like to have an evaluation that is beyond the scope of the requirements of the certified evaluator deliverables. This cost may not exceed more than 8% of the total award amount.

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

1. Describe how program staff will use local and state evaluation data to refine, improve, and strengthen program as well as to provide accountability for each site.

2. Describe the plan for disseminating evaluation findings/reports at any time of the year to the public and/or interested stakeholders in a language and format that is easily understood (note: evaluations must also be submitted to the DESE annually). Plan should include target dates for sharing information, targeted stakeholders, and the method in which the information will be shared.

If you choose to work with an <u>additional</u> evaluator beyond the required certified evaluator, please answer the following questions (There are no points allocated for the following two questions; however, they must be answered if using an additional evaluator):

3. Identify the individual and/or organization that has agreed to serve as the evaluator for the program and describe his/her/its qualifications, evaluation experience, and the school or business they work for.

4. Also describe any other commitment or participation level the evaluator has had, or will have, with the program's design, implementation, or any other aspect of this IFB. It is strongly recommended that the evaluator be identified early enough in the IFB process to be able to participate in the development of the program's evaluation plan.

ATTACHMENT TWELVE

Cost of Program - (do not include this page)

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

Please note the following for completing budgets:

- Refer back to Section IV 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.
- Be realistic when developing your 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 amendments (in line with program design, intent, goals, etc.) may be submitted for prior approval throughout year one. When completing renewal IFBs, budgets may need to change for years two and/or three, in which case, bidder must describe reason for change at time of renewal for each budget change.
- All budget items should pertain to a specific budget category provided on the budget pages.
- Salaries and Benefits Categories - provide details by each title/role in the program.
- Travel and Transportation - specify by each type of transportation and travel (i.e. field trip transportation; bussing transportation to/from home and center; professional development activity travel; etc.).
- Supplies Category - supplies (and materials) are items which are either consumed in nature, have a useful life of less than one year, cost less than $1,000 per unit, and are more feasibly replaced than repaired.
- Equipment Category - equipment that is distinguishable from supplies have an acquisition cost of $1,000 or more per unit or cost under $1,000 per unit but are considered attractive or easily pilfered. Please refer to Section IV for more information.
- Professional Development - should include all required training specified in the IFB as well as any additional professional development to be provided.
- Purchased Services - specify all services in which grant funds are paying for (i.e. evaluator). All purchased services must have a contract or MOU 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 IV for additional information.)
- The following are examples of how to complete the itemized justification page:

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

Unacceptable example: $7770 for 3 busses for student transportation

Guidance for Bidders

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

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

ATTACHMENT TWELVE-A

Price for Service (include this page)

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

Original Award Period (Year One) 2014-2015 School Year *(Firm, fixed price) (12Months)*	**First Renewal Period (Year Two) 2015-2016 School Year** *(Maximum price) (12 Months)*	**Second Renewal Period (Year Three) 2016-2017 School Year** *(Maximum price) (12 Months)*
$	$	$

Third Renewal Period (Year Four) 2017-2018 School Year *(Maximum price) (12 Months)*	**Fourth Renewal Period (Year Five) 2018-2019 School Year** *(Maximum price) (12 Months)*
$	$

Note:

In year four, funds the DESE will diminish funds by 20% of the average amount awarded for years one-three. In year five, funds will be diminished by 40% of the average amount awarded for years one-three.

While prices noted above are maximum prices that cannot be exceeded, the DESE will base the final diminishing calculations on the average of years one-three actual *awarded* budgets. Bidders should not diminish funds in Years 4 and 5 on the table above.

No program grant total award can be less than $50,000 per program year (no matter what the percent of diminishing funding) or more than $400,000 per year.

ATTACHMENT TWELVE-B

Projected Five Year Budget (include this page)

Bidder's Name: _____

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

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

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

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Annual cost per CCLC student:	$_____	$_____	$_____	$_____	$_____

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

ATTACHMENT TWELVE-C

Budget Summary Year One 2014-2015 (include this page) **Site Name: _____**

Directions: Provide a detailed itemized budget for EACH site. In cases of multiple sites, copy pages for each site**. If additional space is needed, this page may be copied as needed with subtotals**. (See ATTACHMENT TWELVE for additional directions for completing this itemized budget.)

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Salaries (list by each title/role)	*Example: 2 site directors x15 hrs @ $20/hr for 44 wks.*	*Anticipate serving*		
Subtotal (Salaries)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Benefits (list by each title/role)	*Example: site directors at 10.95% each*			
Subtotal (Benefits)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Travel and Transportation	*Example: 3 busses @ $35/day x 74 days*	*Daily transportation*		
Subtotal (Travel & Tran.)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**

Supplies	*Example: Consumable supplies $300/tchr x 3 tchrs*			
Subtotal (Supplies)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Equipment (specify #s of each piece and prices per item type unless priced as a unit)	*Example: 2 computers @ $850 each*			
Subtotal (Equipment)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Professional Development (education/training, conferences) (break out by each Prof. Dev. Activity/training)	*Example: MO School Age Community Conf. $250 x 3 people*			
Grantee Mtg (Columbia/JC)-*Req'd*				
State Conference (Lake or KC)-*Req'd*				
Planning w/ Data Mtg (regional)-*Req'd*				
Other (list separately)				
Subtotal (Prof. Dev.)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Purchased Services	*Evaluator $2000 per year*			
Evaluator ($2,000/first site plus $200 for each additional site)-*Req'd*				
PQA (budget $1,500/site)-*Req'd*				
Other (list separately)				
Subtotal (Purchased Services)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**

SUBTOTAL **(Direct Costs)**			**$**	**$**
INDIRECT COSTS **(Do not include equipment category amount in this calculation. see Section III)**	**Calculated at _____%**		**$**	**$**
GRAND TOTAL **(Direct + Indirect)**			**$**	**$**

Other Sources:

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

ATTACHMENT TWELVE-C (cont.)

Budget Summary Year Two 2015-2016 (include this page) **Site Name: _____**

Directions: Provide a detailed itemized budget for EACH site. In cases of multiple sites, copy pages for each site**. If additional space is needed, this page may be copied as needed**. (See ATTACHMENT TWELVE for additional directions for completing this itemized budget.)

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Salaries (list by each title/role)	*Example: 2 site directors x15 hrs @ $20/hr for 44 wks.*	*Anticipate serving*		
Subtotal (Salaries)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Benefits (list by each title/role)	*Example: site directors at 10.95% each*			
Subtotal (Benefits)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Travel and Transportation	*Example: 3 busses @ $35/day x 74 days*	*Daily transportation*		
Subtotal (Travel & Tran.)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**

Supplies	*Example: Consumable supplies $300/tchr x 3 tchrs*			
Subtotal (Supplies)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Equipment (specify #s of each piece and prices per item type unless priced as a unit)	*Example: 2 computers @ $850 each*			
Subtotal (Equipment)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Professional Development (education/training, conferences) (break out by each Prof. Dev. Activity/training)	*Example: MO School Age Community Conf. $250 x 3 people*			
Grantee Mtg (Columbia/JC)-*Req'd*				
State Conference (Lake or KC)-*Req'd*				
Planning w/ Data Mtg (regional)-*Req'd*				
Other (list separately)				
Subtotal (Prof. Dev.)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**
Purchased Services	*Evaluator $2000 per year*			
Evaluator ($2,000/first site plus $200 for each additional site)-*Req'd*				
PQA (budget $1,500/site)-*Req'd*				
Other (list separately)				
Subtotal (Purchased Services)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on addtnl pages.**	**$**	**$**

SUBTOTAL **(Direct Costs)**			**$**	**$**
INDIRECT COSTS **(Do not include equipment category amount in this calculation. see Section III)**	**Calculated at _____%**		**$**	**$**
GRAND TOTAL **(Direct + Indirect)**			**$**	**$**

Other Sources:

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

ATTACHMENT TWELVE-D

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

In this section, bidders are to explain how the proposed budget is reasonable to the scope of the grant for each site. You are advised that costs should be allocated, and will be judged, against the scope of the program, its anticipated benefits, and the number of regularly attending students.

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

1. How the items within the budget support the goals of the project.

2. How the costs are reasonable, allocable, and necessary in relation to the number of regularly attending participants to be served, to the scope of the project, and its anticipated outcomes.

3. How 21st CCLC funds will supplement and NOT supplant other federal, state, and local funds.

4. Describe how the salary costs are necessary and reasonable to the number of students served and overall program design. If you list an administrator/superintendent and/or principal as receiving a salary, you must describe why it is necessary and ensure they are not being compensated from another source of funds (See Section IV, Time and Effort).

5. Explain the ways that resources and personnel have been carefully allocated for the tasks and activities described in your IFB for each individual category below.

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

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

ATTACHMENT TWELVE-E

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

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

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

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

1. A preliminary plan describing how the program will sustain when program funding is reduced in years four and five.

2. Bidders who were previous grantees whose grant ended June 30, 2014, must describe what components of the program have been sustained and what results or outcomes have been achieved as a result of sustainability efforts by providing specific details about strategies/activities that have helped to make progress toward such results.

3. A preliminary plan describing how the program will sustain beyond the award period (it is not adequate to say "our sustainability plan is to look for more funds"). Bidders will demonstrate a well thought out and systematic plan for sustainability. Descriptions shall include plans for maintaining important components of a high-quality program (such as: transportation, staff retention [including volunteer participation], resources, academic enrichment activities, etc.). Bidders may address whether or not fees will be collected and whether or not in-kind contributions will be planned. Sustainability resources may include, but not be limited to, coordination of funds from federal, state, city, county, or school district sources as well as from corporations, community, or private foundations.

4. Plans will also address the roles of any partners that have been specified in this IFB beyond the award period, if applicable.

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

Guidance for Bidders

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

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

Information and material on sustainability can be found at, but should not be limited to, the following sites:
- The Finance Project (www.financeproject.org)
- Afterschool Alliance (www.afterschoolalliance.org)
- North Central Regional Educational Laboratory (www.ncrel.org/tech)

ATTACHMENT THIRTEEN

STATEMENT OF ASSURANCES (include this page)

The bidder hereby assures the Department of Elementary and Secondary Education that:

A. The program will take place in a safe and easily accessible facility.
B. The program was developed and will be carried out in active collaboration with the schools the students attend.
C. The Bidder will consult with officials of public/non-public schools on an ongoing basis in a meaningful and timely manner, and provide public/non-public participants genuine access to equitable services. The Bidder will ensure that equitable participation of public/non-public participants (if any) will be provided.
D. The program will primarily serve students who attend schools eligible for Title I Schoolwide programs and their families.
E. Funds under the program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds. No funds provided pursuant to this program shall be expended to support religious practices, such as religious practices, instruction, worship, or prayer.
F. The community was given prior notice of the bidder's intent to submit an IFB.
G. After submission, the bidders will provide for public availability and review of the IFB and any waiver request.
H. The bidder includes a preliminary plan for continuation of the program after federal funding ends. Renewal awardees will address the success of their sustainability plan and specifically identify resources that have been secured.
I. Programs will offer services no less than four (4) days per week and no less than fifteen (15) hours per week.
J. The academic services provided are aligned with the school's curriculum in the core subject areas of at least reading/language arts, mathematics, and science.
K. The bidder meets the absolute priorities to be eligible to apply and receive funds as stated in Section II.
L. A student transportation plan indicating the options to provide students to ensure that all students eligible and/or interested in the 21st CCLC program are able to attend and participate.
M. Program will implement principles of effectiveness.
N. Awardees will annually evaluate program to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment; results will be made public in a form and language that is easily understood.
O. The bidder will agree to cooperate with technical assistance teams and site visits each year.
P. Program will provide academic enrichment activities to students in high-poverty schools to help them meet state and local standards in the core content subjects of at least, but not limited to, reading/language arts, mathematics, and science.
Q. Students will be offered a broad array of additional services, programs, and activities.
R. Program will offer services to adult family members of students served in the program.
S. The bidder agrees to keep records and provide information to the DESE as required.
T. Awardees will use the KCC web-based management system as stated in Section II & III.
U. Progress will be measured and reported to the DESE to demonstrate academic achievement (i.e, attendance, grades, MAP/State Assessment, behavior, etc.) and for federal and state reporting via KCC and any other reporting means as identified by the DESE.
V. The local education agency (school and district in which 21st CCLC program students attend during the regular school day) agrees to collect and share education achievement data (i.e. grades, state assessment/MAP), attendance/behavior data, and any other data requested by the DESE that will be necessary for federal and state reporting and evaluation of the program.
W. Generally accepted cost accounting methods will be utilized to ensure funds are not used to support activities that do not conform to this IFB.
X. All bidders awarded a 21st CCLC contract by the DESE must ensure that records directly associated with the program's funding are available for viewing by members of the public upon request.
Y. Awardees agree to follow all requirements as outlined in the IFB and any additional requirements authorized by the DESE.
Z. The program is aligned to the DESE goals
AA. Bidder has inquired with DHSS for licensing determination of all sites (see Section II).

The applying district/organization/agency, through the authorized representative, and any partnering organization fully understands the Assurances and the responsibility for compliance placed upon the bidder by the Assurances. The awardee will refund directly to the DESE any unused or misused funds. Any significant revision of the approved proposal will be requested by the awardee prior to the enactment of the change.

Authorized Signature of Bidder	Print Name	Date
Signature of Primary Contact Person	Print Name	Date

Signature of Superintendent	Print Name	School District Name	Date

(From district in which the students served by this program attend, if more than one superintendent/district, make copies of form for all signatures.)

ATTACHMENT FOURTEEN

PARTICIPATION COMMITMENT

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

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

ATTACHMENT FIFTEEN

DOCUMENTATION OF INTENT TO PARTICIPATE

If the bidder is proposing to include the participation of an Organization for the Blind/Sheltered Workshop in the provision of the products/services required in the IFB, the bidder must either provide a recently dated letter of intent, signed and, dated no earlier than the IFB issuance date, from each organization documenting the following information, or complete and provide this Exhibit with the bidder's IFB.

~ Copy This Form For Each Organization Proposed ~

Bidders Name: _____

This Section To Be Completed by Participating Organization:

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

Indicate appropriate business classification(s):

_____ Organization for the Blind _____ Sheltered Workshop

Name of Organization: _____

(Name of Organization for the Blind or Sheltered Workshop)

Contact Name:	_____	Email:	_____
Address	_____	Phone #:	_____
City:	_____	Fax #:	_____
State/Zip:	_____	Certification #	_____
	_____		_____

PRODUCTS/SERVICES PARTICIPATING ORGANIZATION AGREED TO PROVIDE

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

_____

_____

Authorized Signature:

_____ _____

Authorized Signature of Participating Organization (Organization for the Blind, Sheltered Workshop)

Date (Dated no earlier than the IFB issuance date)

ATTACHMENT SIXTEEN

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
PO BOX 480, JEFFERSON CITY, MO 65102-0480

DEPARTMENT'S GOALS ALIGNMENT RUBRIC FOR COMPETITIVE GRANTS

PROJECT PARTICIPANT PRIORITY LEVEL STATUS

Directions: Select only one Priority or Focus School Status per IFB. Only one building within a district, consortium, or service area needs to be classified in the lowest status level (Priority School) to generate the highest possible points for the district or consortium. The proposal must address an area or areas of needed improvement in the building(s) that earned the designation to be awarded maximum points in this section. **The status of a building or district will be determined by the Department.**
You may find the lists located at
http://www.dese.mo.gov/early-extended-learning/afterschool-programs/grants

	Points Earned	Priority Level Description
Priority Status (20 points possible)		**Persistently Low-Achieving:** Districts that qualify for Priority School Status have one or more buildings designated as a **Priority School** in the ESEA Flexibility Waiver, and/or their two most recent Annual Performance Reports (APR) are at an unaccredited or provisionally accredited status.
Focus Status (10 points possible)		**Focus Schools-Struggling With Consistency:** K-12 Districts that qualify for Focus School Status have one or more buildings designated as a **Focus School** in the ESEA Flexibility Waiver, and/or met fewer than 12 Standards on their two most recent Annual Performance Reports (APRs). K-8 districts that qualify for Focus School Status have one building designated as a Focus Status School and/or met fewer than 5 Standards on their two most recent Annual Performance Reports (APRs).
Reward Status (0 points possible)		**Reward Schools:** K-12 Districts that qualify for **Reward Status** have no designated Priority or Focus Schools and met greater than 11 Standards on their two most recent Annual Performance Reports (APRs). K-8 districts that qualify for Reward Status have no designated Priority or Focus Schools and met greater than 5 Standards on their two most recent Annual Performance Reports (APRs).
Total Points Earned **(20 points possible)**		

Replace this page with:

Memorandum of Understanding, *if applicable*

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

Economic Impact to Missouri (include this page)

As stated in the IFB, Section IV, the bidder should provide the following information in the space provided below.

1) Provide a description of the proposed services that will be performed and/or the proposed products that will be provided by Missourians and/or Missouri products.

2) Provide a description of the economic impact returned to the State of Missouri through tax revenue obligations.

3) Provide a description of the company's economic presence within the State of Missouri (e.g., type of facilities: sales offices; sales outlets; divisions; manufacturing; warehouse; other), including Missouri employee statistics.

Replace this page with evidence of previous successful experience for Non-LEA Bidders
(see Section III, Financial Requirements, for more information)

(Be sure to label such attachments as APPENDIX - C)

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 IFB is the original work of the district/organization and its agents who worked on the IFB.

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

Name:_____

Signature: _____

Title: _____

District/Organization: _____

Date: _____

Licensing Determination (include this page)

Please check all that apply:

☐ The applicant is a school district who will be responsible for all program and grant management/oversight; no outside organization (i.e. YMCA, Boys and Girls Club, etc.) will be subcontracted with to serve this role.

☐ The applicant is a school district who will be subcontracting program services to an outside organization (i.e. YMCA, Boys and Girls Club, etc.); to which,

The program and grant management/oversight is the full responsibility of:

☐ school district or ☐ outside organization, name: _____

If outside organization, you must complete the DC-20 on following page and submit it directly to the Department of Health and Senior Services, Section for Child Care Regulation.

☐ The bidder is a non-school organization (i.e. YMCA, Boys and Girls Club, etc.) that will have full responsibility for all program and grant management/ oversight and must therefore complete the DC-20 form on the following page **submit it directly to the Department of Health and Senior Services, Section for Child Care Regulation.**

If licensure has already been attained at site(s), you must attach copy(s) of certificate(s) and label as **Appendix E**.

Name:_____

Signature: _____

Title: _____

District/Organization: _____

Date: _____

(Be sure to label such attachments as APPENDIX - E)

APPENDIX – F

Employee Bidding/Conflict of Interest

Bidders who are employees of the State of Missouri, a member of the General Assembly or a statewide elected official must comply with Sections 105.450 to 105.458 RSMo regarding conflict of interest. If the bidder and/or any of the owners of the bidder's organization are currently an employee of the State of Missouri, a member of the General Assembly or a statewide elected official, they must fill out APPENDIX F).

Name and title of state employee, General Assembly member or statewide elected official:
_____

Name of state agency where employed: _____

Percentage of ownership interest in bidder's organization held by state employee, General Assembly member, or statewide elected official: _____%

SAMPLE COPY ONLY -- NOT TO BE SUBMITTED WITH IFB (See Section I for additional information.) **APPENDIX - G**

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

TO BE COMPLETED BY EACH REGISTERED NON-PUBLIC SCHOOL IN THE PUBLIC SCHOOL DISTRICT. FORM MAY BE DUPLICATED AS NEEDED.

NAME OF NON-PUBLIC SCHOOL CONSULTED		TELEPHONE NUMBER
NAME OF NON-PUBLIC SCHOOL CONTACT PERSON	NAME OF SCHOOL DISTRICT IN WHICH NON-PUBLIC SCHOOL IS LOCATED	COUNTY-DISTRICT CODE OF SCHOOL DISTRICT

CONSULTATION OCCURRED BETWEEN BIDDER ENTITY AND: (PLEASE CHECK ONE)

☐ NON-PUBLIC SCHOOL ☐ PUBLIC SCHOOL ☐ OTHER, DESCRIBE: _____

PLEASE CHECK EITHER YES OR NO:

YES	NO	
☐	☐	1. Administrator and/or teachers in my school have been involved in the planning of these projects. I plan for my teachers and/or students to participate in these programs.
☐	☐	2. I was invited to participate in planning but chose not to do so. My school will not participate in these programs.
☐	☐	3. Administrators and/or teachers in my school have been involved in the planning of the projects. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
☐	☐	4. Administrators and/or teachers in my school have been involved in the planning of the projects, but the option for non-public participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
☐	☐	5. Administrators and/or teachers in my school have not been properly involved in the planning of the projects. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IV, Part B of No Child Left Behind includes the following consultation requirements concerning the participation of non-public schools.

1. In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as:
   (A) how the children's needs will be identified;
   (B) what services will be offered;
   (C) how, where, and by whom the services will be provided;
   (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
   (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
   (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

2. Disagreement - If the agency, consortium, or entity disagrees with the views of the private school officials on the provision of services through a contract, the agency, consortium, or entity shall provide to the private school officials a written explanation of the reasons why the local educational agency has chosen not to use a contractor.

3. Timing - Such consultation shall occur before the agency, consortium or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

4. Discussion Required - Such consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF ENTITY APPLYING (AUTHORIZED REPRESENTATIVE)	DATE
ORIGINAL SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL (CONSULTED)	DATE