21st Century Community Learning Centers 2016-2017

Application

APPLICATION Deadline: Must be Received No Later Than Tuesday, April 12, 2016 at 3:00 p.m. (not postmarked)

INTENT TO APPLY FOR
21ST CENTURY COMMUNITY LEARNING CENTERS

Applicants are encouraged to send an "Intent to Apply" for the 21st Century Community Learning Centers (CCLC) grant competition by Friday, March 18, 2016. This will help the DESE adequately plan for grant readers in order to have the applications reviewed in a timely manner. It is not required to submit an "Intent to Apply" in order to submit an application.

This notice is not binding and by submitting an "Intent to Apply" letter, a potential applicant 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 until the announcement of the successful applicants, you may only contact Kim Wolf regarding the application**. All questions related to the interpretation of the application 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:
eelexl@dese.mo.gov

by fax at:
573-522-3726

TABLE OF CONTENTS

Section I:	Definitions	Page 1
Section II:	Submission Information	Page 2
Section III:	Eligibility and Priorities	Page 4
Section IV:	21st CCLC Program Focus	Page 8
Section V:	Frequently Asked Questions	Page 11
Section VI:	Application Details and Requirements	Page 13
Section VII:	KCC, Goals and Objectives, Training, Quality, and Evaluation	Page 22
Section VIII:	Reporting Requirements	Page 31
Section IX:	Financial Guidance and Requirements	Page 32
Section X:	Application Review and Award Process	Page 39
Section XI:	Application and Attachments	Page 41

SECTION I: DEFINITIONS

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

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

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

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

Awardee/Grantee/Subgrantee: Award/grant 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 (CBO): 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".

Faith-Based Organizations (FBO): An organization based on a particular religious ideology and has religiously oriented mission statement.

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 III 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.

SECTION II: SUBMISSION INFORMATION

This document constitutes a request for a competitive, sealed application 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 application. Any awards that may be made are subject to any state and/or federal legislation, regulations, and/or availability of funding.

The DESE anticipates notifying awardees in July, 2016. All applicants should refer to the website for a complete listing of awardees at: http://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/approved-programs. If awarded, this grant is for immediate implementation of the afterschool program.

This grant is highly competitive. Applicants should ensure that all guidelines and requirements are met before submitting applications.

Intent to Apply

Applicants are encouraged to send an "Intent to Apply" for the 21st CCLC grant competition by Friday, March 18, 2016. This will help the DESE adequately plan for grant readers in order to have the applications reviewed in a timely manner. It is not required to submit an "Intent to Apply" in order to submit an application.

This notice is not binding and by submitting an "Intent to Apply" letter, a potential applicant may, at a later date prior to the deadline, decide not to apply.

Application Deadline

Applications must be received by the DESE no later than 3:00 p.m. on Tuesday, April 12, 2016 (not postmarked)-NO EXCEPTIONS. You should allow additional time for delays, technical issues, etc.

Submission of Application

FAXED APPLICATIONS ARE ***NOT*** ACCEPTABLE.

When submitting an application, the applicant must include two (2) signed copies in addition to the original signed application in blue ink for a total of three (3). All copies must be contained within the same envelope/box.

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

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

Fidelity to the Application

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

Formatting Requirements

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

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

B. Shall be page numbered chronologically in lower right hand corner.

C. Shall not add fancy bindings or add any information not requested.

D. Shall be on regular white bond paper.

E. Must be bound in the upper left hand corner by a staple (if too large for staple, use binder clip) – do not use paper clips or rubber bands.

F. All additional attached pages must be single-sided with Times New Roman font size of 10 or 12 point.

G. Redesign or reformatting of the application is not permitted.

Section III: Eligibility and Priorities

Eligible Applicants

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 education agency (LEA),
- Charter schools,
- 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.

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).

Current/Previous Grantees

Any **site** receiving 21st CCLC or School Age Community (SAC) funds for the 2016-2017 year is not eligible.

Cohort 6 grantees, whose funding ends June 30, 2016, may reapply; however, must expand to additional sites, serve a number of additional students (i.e. additional grade levels) and/or enhance activities provided in existing afterschool programs.

Current Cohort 7 and 8 grantees may apply for additional sites; however, may not request any site already receiving 21st CCLC funds.

Awardees must bear in mind that *21st CCLC funds can only be used to supplement, not supplant,* any federal or non-federal funds used to support current programs (If something is currently being paid for, you can't 'replace' that funding with 21st CCLC dollars).

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

Official Grantee/Awardee

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

Absolute Priority

Consistent with federal legislation, the DESE will restrict awards to applications that propose to primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or more of the student population is eligible to receive free and reduced price meals). For the purpose of this grant the DESE will use the February (2015) 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 April 13, 2016 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 districts 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 April

13, 2016 to be considered for eligibility purposes. Please refer to: http://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants to 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 V and VI 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 September 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 application not being considered for funding.

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

Competitive Priority

A. In accordance with federal regulations, the DESE will award competitive priority points to applicants that propose to serve students at a site in a county that does not currently have an afterschool program funded by 21st CCLC funds to ensure equitable distribution of funds throughout the State. In order to receive the additional points, the applicant's agency must also have an established domicile within the same county. Please refer to the following link for the list of counties that do not currently receive 21st CCLC funding: http://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants (maximum 5 points).

B. Competitive priority will be given to applicants who propose to serve students attending a focus school(s)(maximum 2 points) and/or a priority school(s)(maximum 3 points).

C. Competitive priority will be given to eligible applicants that propose to serve children and youth in Focus and Priority schools; **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 (The DESE will use the most current list of its identified Focus and Priority schools at the time of application review). 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://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants (maximum 3 points).

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

- The LEA and at least one other organization collaborated extensively in the sharing, planning, and designing of the program;
- Each co-applicant organization has substantial roles to play in the delivery of services;
- All co-applicant organizations share grant resources to carry out their roles;
- All co-applicants have significant and ongoing involvement in the management and oversight of the program;
- A signed MOU between the co-applicants must be submitted, if awarded, within 30 days of the notice of award. 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
- Signatures must appear by all applicants on all application pages requiring signatures (additional copies of these pages will be permitted to allow for additional signatures).

Memorandum of Understanding (MOU)/Contract

Due to the varying relationships between LEA's and non-LEA's, typically a MOU or contract must be executed. You should carefully read each situation below to determine if one of them pertain to you. **If they do, you will be required to submit the MOU and/or contract to DESE within 30 days, if awarded.**

A. **Non-LEA's (CBO/FBO's, Non-profits, etc.) that are the applicant and providing daily program services, *required.***

If the non-LEA (CBO/FBO/non-profit, etc.) is the applicant and will be the fiscal agent and primarily operate the 21st CCLC program (i.e., Boys and Girls Clubs, YMCA), the applicant must be able to demonstrate partnering with the LEA in which the students to be served attend during the regular school day. In order to demonstrate this, the applicant **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 within 30 days to DESE, if awarded.

At a minimum, the MOU must include:

a. an assurance that the 21st CCLC program was developed and will be carried out in active 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 application is submitted jointly. The MOU is an agreement that the non-LEA and LEA have a clear understanding of the grant requirements.

B. **LEA contracting daily program services, *if applicable***

If the 21st CCLC applicant and fiscal agent is the LEA; however, the LEA contracts the daily program services to a non-LEA (i.e., Boys and Girls Clubs, YMCA), the LEA must provide a copy of the contract between the LEA and non-LEA within 30 days to DESE, if awarded.

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

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

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

C. **Non-LEA contracting daily program services, *if applicable***

If the 21st CCLC applicant and fiscal agent is a non-LEA (organization); however, the organization contracts the daily program services to another organization, the non-LEA must provide a copy of the contract between both organizations within 30 days to DESE, if awarded.

The contract should clearly outline the responsibilities of both organizations, including all grant deliverables, to be performed by the organization providing the daily program services. In addition, the awarded organization should maintain a system to evaluate the performance and document, as appropriate, whether the contracted organization has met the grant deliverables.

Per *2 CFR Part 200.330 c*ontract relationships require that the awarded organization follow the federal rules of procurement, including, providing an opportunity for open competition. The DESE may request a copy of your procurement procedures, along with a narrative of how you conducted the open competition, the method of procurement and how you made your determination of which entity to award the bid.

Any monitoring by DESE will be conducted with the awarded organization regardless of contractual status with the contracted organization carrying out services. Any misspent funds and/or corrective action plans must be answered or resolved by the awarded organization.

Section IV: 21st CCLC Program Focus

Purpose

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. 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.

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.

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

High Quality Program Characteristics

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 application of reading, writing, math, and science skills; poetry contests and slams to encourage reading, writing, and speaking; woodworking programs to encourage planning, measurement, estimation, and other calculation skills; and computer clubs, including newspaper publishing to promote writing, editing, and knowledge of and comfort with technology.

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

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

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 shall 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. See Section VI for more information.

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

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

May grantees use 21st 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.

SECTION VI: APPLICATION DETAILS AND 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.)

Project Start Date/Award Period

The first year grant award period is from date of award to June 30, 2017. If awarded, the grant award is for immediate implementation of the afterschool program. The awardee may only charge to the award, costs resulting from obligations incurred **during** the funding period (pre-award costs are not allowed, including grant writers).

Program Operation

Afterschool programs provide services during non-school hours or periods when school is not in session (i.e. after school, before school, evenings, weekends, holidays, summers, or other school vacation periods). 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 12 hours per week** during non-school hours or periods when school is not in session. 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.**

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 12 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 to once or twice a week).**

Each community should base its application on the needs of its students and their families. Applicants should design the operating schedules of their programs to meet the needs of participating students and their families. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation (including fall, winter, spring, and summer breaks).

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 is encouraged to operate at least 3 hours per day. 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 (Kids Care Center, see Section VIII) as provided free of charge by the DESE. Applicants 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). The DESE encourages that attendance only be taken for students who are present for at least one hour of the day's programming.

- 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 application) 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 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**, which was added by Missouri, 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, and technology programs) during periods when school is not in session. Centers offer adult families of students served opportunities for literacy and related educational development.

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 Activities

Applications must include specific activities that will clearly allow the program to progress towards each stated goal/objective. An applicant shall design and implement its activities based on 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 family engagement. Applicants should use **ATTACHMENT SEVEN-C** to enter the activities by site.

Transportation

All applicants 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 applications must address how students will travel safely to and from the center and home.

Daily Snacks and 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://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.

Family/Parent Engagement

Family Engagement is building relationships through activities such as helping parents and caregivers develop their own skills, offering educational activities for families and students together, bringing family members into leadership positions with the 21st CCLC program, and connecting families with schools and resources in the community. Family engagement also refers to the importance of family members playing an active role in their children's academic and socio-emotional development.

Grantees must offer services to support family engagement to the families of the students that are served by the 21st CCLC grant. Applicants will be asked to provide how they will meet the following components:

1. Family Academic Enrichment opportunities for families and students (i.e. STEM night, family game night, literacy night, student showcase).

2. On-going classes for the adult family members of students attending the program to help develop their own skills (i.e. continuing education classes, ESL classes, literacy classes, finance/budgeting classes, computer classes, active parenting/strengthening families, etc.).

   These services or activities should be based on a needs assessment, parent/guardian surveys, and/or demographic trends to determine what the families need and want.

3. Volunteering: bringing family members into leadership positions (i.e. teach an enrichment activity, reading to students, parent voice and choice, preparing activity material, assist with snacks, sports, appear as a guest speaker).

Partnerships

Applicants 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.

A list of partners shall be provided in **ATTACHMENT EIGHT-A** and Letters of Commitment shall be submitted as **ATTACHMENT EIGHT-B** from each partner clearly delineating the roles to be played by each partner (LEA applicants must partner with organizations outside the purview of the district). For example, ABC school district could not partner with the Career and Technical Center at ABC school district. **It is not acceptable to simply state "we support the program."** Letters of Commitment must specifically describe who will do what, when, where, to what ends, and with what anticipated results. If an applicant is not able to partner due to geographic proximity, the applicant must provide such explanation in **ATTACHMENT EIGHT-B** in lieu of Letter(s) of Commitment.

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

Guidance for Applications

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

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

Advisory Councils

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

Special Needs Students

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

The 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.

Program Director

- 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.
- This grant is labor intensive. It is recommended that one person/position be hired as a full-time program director.

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.

- 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 notify the DESE of key staff changes. A key staff change form is located on the DESE Afterschool Portal to complete and submit to the DESE.

- 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.

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.

In addition, if you are a provider who receives childcare subsidies, the newly reauthorized Child Care Development Block Grant Act adds training requirements on health and safety related topics for caregivers, teachers, and directors.

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 First Aid and CPR Training regardless of their status of licensing.

Licensure

The Department of Health and Senior Services, 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..."
>
> **210.211(5)** "Any child-care facility maintained or operated under the exclusive control of a religious organization. When a nonreligious organization, having as its principal purpose the provision of child-care services, enters into an arrangement with a religious organization for the maintenance or operation of a child-care facility, the facility is not under the exclusive control of the religious organization;
>
> "In addition, **210.275** RSMo states, any program licensed by the DHSS pursuant to this chapter providing child care to school-age children that is located and operated on elementary or secondary school property shall comply with the child-care licensure provisions in this chapter; except that, for safety, health and fire purposes, all buildings and premises for any such programs shall be deemed to be in compliance with the child-care licensure provisions in this chapter."

No program may operate if required to be licensed until licensure is received. It is the responsibility of each applicant to inquire with the DHSS, section for Child Care Regulation, **before** submitting application 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.

If licensure has already been attained at site(s) or you have an exemption letter(s), you must attach copy(s) of certificate(s) or exemption letter(s) and label as **APPENDIX B**.

If not, you must complete and submit the DC-20 form directly to Department of Health and Senior Services: Section for Child Care Regulation (provided as APPENDIX B).

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.

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.

Supervision

Children must be under age-appropriate, competent supervision at all times. Programs must have safety procedures in place for checking students in/out of program, transitioning between activities, etc. The program director and/or appropriate designee must be immediately available at all times.

Student Records

Individual student files shall be kept to identify each child and in order to communicate with the parent(s), guardian or legal custodian of the child in an emergency.

Programs that are required to be licensed must follow the licensing rules and guidelines for student records.

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). Applicants proposing to provide services through the 21st CCLC grant must provide documentation that:

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

Applicants providing programs at locations other than school sites may be required to secure a license. The DHSS has responsibility for licensing child care facilities. Additional general information about providing programs at locations other than school sites can be obtained by visiting the DHSS at: http://www.dhss.mo.gov (see also “Licensure” on previous page).

If awarded, changes in sites must get prior approval from the DESE (not recommended unless unexpected closure or similar situation occurs). 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.

Private Schools

A public school or other public or private organizations that are awarded must provide equitable services to private school students and their families if the students are part of the area to be served by the 21st CCLC award. In designing a program that meets this requirement, awardees must provide

comparable opportunities for the participation of both public and private school students in the area served by the award. Applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. If awarded a grant, awardees must continue consultation periodically throughout the year and maintain documentation as proof of the consultation. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Documentation of consultation must be maintained, updated, and kept on file by applicant for all auditing purposes. The Department recommends using the attached sample copy of a Consultation Form. (See **APPENDIX D**).

For eligibility purposes, non-public schools must be on file with the DESE. Counts submitted through the Fall 2015 Nonpublic Registration form will be used.

Sustainability

Applications 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.

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.

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

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

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. The Portal postings include: grant changes/updates, available trainings, grant forms, procedures, due dates, federal/state afterschool topics, etc. The DESE will not typically send mass e-mail messages regarding this type of information. The DESE Portal for Afterschool Programs can be viewed at http://dese.mo.gov/quality-schools/extended-learning/afterschool-programs.

Section VII: KCC, Goals and Objectives, Training, Quality, and Evaluation

Kids Care Center (KCC)

This data system was designed to facilitate data reporting to meet federal and state requirements for the DESE afterschool grantees. Therefore, all applications that are awarded funds under this application 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.

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

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 in future years into the KCC system for federal reporting. Data entry will continue to be monitored on a monthly basis.

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 2016-2017 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):

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.

Goals and Objectives

The Extended Learning Section has developed three goals along with objectives that each grantee will be responsible for working towards. Applicants must write to how their program design and budget will help meet these goals (you do not need to write to the objectives).

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 least 70% 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).

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), 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 Missouri School Age Community Coalition (MOSAC^2) (http://mosac2.org/) Conference in St. Louis, MO, November 11-14, 2016 and/or MAACCE (http://maacce.org/) at Lake of the Ozarks, June 20-23, 2017.
- **Fall grantee meeting:** Two-day meeting to be held in September/October; mid-Missouri area. Program director/coordinator must attend. We highly encourage you to bring site coordinators as well. You should budget $150 per person to cover the cost of meeting space and food.
- **One Advanced Planning with Data Meeting:** You will be asked to bring a team of at least three staff per site. The purpose of this meeting is to have site teams review their PQA observation scores, review the end of the year survey results (staff, parent, youth, etc.), and to develop site level action plans, including selecting Weikart Center PQA Methods Trainings. For a new grantee, this session will be held in the fall of Year 2. For previous grantees, this session will be held in Year 1. Previous grantees may choose to participate in the mini-Advanced Planning with Data meeting if there has not been a large turnover in staff from last year.
- **One Methods Training Per Grant:** A two-hour training developed by the Weikart Center. The training will be determined from your review of data during the Planning with Data Meeting. New grantees (not a Cohort 6, 7, or 8 grantee) will take the Introduction to the Active Participatory approach workshop in the first year. If a program wishes to receive more than one training, they may be requested to MASN at an additional cost.
- **One KCC training**, required for new grantees (not a Cohort 6, 7, or 8 grantee); multiple trainings will be held regionally and online throughout the school year to select from.

Optional trainings:

- **One Afterschool Summit – "Celebration of Afterschool"** (2 day training) *(optional)* to be held in February/March in the Columbia/Jefferson City area. Program director/coordinator and site staff is encouraged to attend.
- **Webinars** (*optional)* will be offered as a way of meeting the educational and training needs of afterschool programs. Live webinars can be taken for clock hour credit and will be posted online for later viewing (non-credit).
- **Regional Trainings** (*optional)* will still be offered throughout the state and online 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)* 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). 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).

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 from the 4-H Center for Youth Development approximately two (2) weeks following the observation. Additionally, the Program Administrator can request a login to the Scores Reporter to view PQA scores and reports that compare their site to the national average. The Weikart Center Scores Reporter is an online system where the external evaluator enters the assessment data. Program Administrators will only see results for their sites.

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

Annual Surveys and Leading Indicators Report

Survey instructions will be provided to grantees by the Missouri AfterSchool Network in mid-February. 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 March 31st. Survey data will then be provided back to the grantee per site by MASN; you will need to provide that data to your certified evaluator to be included in your external evaluation report.

You will receive instructions and online links from MASN (mid-February) 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.

Leading Indicators Staff Survey (sites must distribute the online survey to all staff members; 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.

Leading Indicators Youth Survey (sites will use a paper survey for the younger youth [K-2] and have the option of online or paper survey for older youth [3-12]; data will be provided back to the grantee) – The youth survey collects information about the students' attitudes and skills. Grantees will be required to use a Kids Care Center student identifier so that the survey data can be matched to the KCC data.

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 Missouri specific questions within the Parent and Youth surveys that will be provided back to the grantee in a College and Career Readiness Report. 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, Leading Indicators/College and Career Readiness reports, and Planning with Data sessions.

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 online. There is no charge to use the MAPS self-assessment process. Please contact MASN for access to the online program self-assessment survey.

- **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.

Technical Assistance Visits

All grantees 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 MOARC 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. During the second program visit, the

results of your external evaluation will be discussed and additional goals will be added to your Program Level Action Plan as needed.

There is no charge for the program visits. Program Administrators should set aside at least three (3) hours for each 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. Action Plans will be entered into the Toolbox and available in your program level reports.

- **Program Level Action Plans**: During your Program Visits, your ARE will work with you to identify (and then update) program level goals.

- **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).

- **Advanced Planning with Data Meeting Dates and Locations** The Advanced Planning with Data Meetings will be hosted by the MASN 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.

Grantees should budget $300 for the first Methods Training (per grant) offered to the grantee (fee includes trainer fee, trainer mileage, and three workbooks per site provided by the MASN). If the grantee would like to schedule additional Methods Trainings, they should budget $300 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, Leading Indicators/College and Career Readiness report, and Planning with Data fees. They will be deposited into a separate Methods Training account.

Grantee Evaluation Requirements

Each awardee must undergo an annual external 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 MASN will provide a certification training/process for external evaluators to go through to learn about the data and the 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), KCC data, and other selected DESE data to complete a summary evaluation report 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 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 by MASN later in the year.

Awardees may not use grant funds for any additional evaluators/evaluations.

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 LEA/non-LEA 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 tiered monitoring system (TMS). On an annual basis, DESE afterschool staff will assess the risk associated

with each grantee and assign a risk level of high, medium, or low using weighted risk factors on the Monitoring Risk Assessment Matrix. Based on this risk assessment, DESE will determine grantees to be monitored.

All information obtained from monitoring is maintained in DESE's TMS. Programs must follow record retention requirements for any monitoring conducted of their program.

SECTION VIII: REPORTING REQUIREMENTS

If awarded, the grantee must submit the reports identified hereinafter to the DESE for review and approval.

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

Budget Amendment form, if necessary and due as needed. Budget Amendments will not be accepted after May 25 for the purchase of supplies or equipment.

Request for Reimbursement (RFR) form, showing expenditures for reimbursement. RFR's are due no later than the 25th of the month and reimbursement will be made around the 22nd of the following month (DESE encourages RFR's to be submitted between the 22nd-25th of the month). Final Request for Reimbursement date is July 25, NO EXCEPTIONS!

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

Awardees will be placed in moderate risk if a RFR has not been submitted to the DESE by December 25. Awardees will be placed in high risk if a RFR has not been submitted to the DESE by March 25.

The Final Expenditure Report form is due no later than July 25. 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 reporting: Through individual program data collected in KCC, grantees 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 (reporting elements and due dates subject to change due to a new federal reporting system under construction).

Guided Reflection Document of the 2016-2017 21st CCLC program are due to the DESE no later than October 16, 2017. **Please note: You must submit two (2) copies.**

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

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

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

SECTION IX: FINANCIAL GUIDANCE/REQUIREMENTS

21st CCLC is 100% Federal funding under CFDA#84.287c.

In addition to the following information, additional requirements, and guidance can be found at: http://dese.mo.gov/financial-admin-services/general-federal-guidance. This information is consistent across all Federally funded programs (Title I, Perkins, Special Education, etc.). Additional Federal cost principle guidance is available in the Uniform Grant Guidance (2 C.F.R. Part 200).

Award Period

Missouri 21st CCLC awards cannot exceed five years. The DESE intends to make first year awards through June 30, 2017 with (4) four subsequent one-year renewal options to successful applicants. 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 in July, 2016. The first year grant award period is from date of award to June 30, 2017. If awarded, the grant award is for immediate implementation of the afterschool program. The awardee may only charge to the award, costs resulting from obligations incurred **during** the funding period (pre-award costs are not allowed, including grant writers).

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

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 application 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 applicants to be cognizant of their sustainability efforts when requesting these funds.

For previous 21st CCLC grantees whose funding has ended or will end June 30, 2016 (Cohort 6), prior performance and budget will be reviewed by the DESE when making award determinations.

Applicants shall be aware that 21st CCLC awarded funds will diminish during the fourth and fifth years of the award if approved for renewal. The DESE will diminish funds by 20% in year four based upon the average of awarded amounts for years one through three and by 40% in year five based upon the average of awarded amounts for years one through three. In such cases, the awardee must demonstrate the ability to sustain and maintain these reduced levels of funding in their renewal form for years four and five. At the end of five years, awardees should be able to maintain the program in subsequent years. Failure to have a sustainable program in place at the end of five years may place the application 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.

Non-LEA Organizational Capacity

Any non-LEA applicant, must provide evidence that the applying agency/organization has had previous successful experience in, and is financially stable and capable of, administering programs with similar levels of funding.

Experience:

- Organizational history and structure including length of existence,
- General information about the governing body,
- Previous experience with grant funding at the city, state, federal, or private/foundation level, and
- Previous experience in delivering educational or related services.

Evidence of financial stability may include, but is not limited to the following and must be attached as **(APPENDIX C):**

- 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 the non-LEA.

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 monthly, contingent upon successful completion and compliance of required deliverables and approval of properly and accurately submitted RFR forms.

The DESE may also review any previous experience with afterschool grant funding.

Use of Funds

Funds must be used to provide opportunities for communities to establish or expand activities in community learning centers that provide the following:

1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services to help students, particularly students 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 designed to reinforce and complement the regular academic program of participating students, such as the following:

    - Youth development activities;
    - Service-learning;
    - Services for individuals with disabilities;
    - Arts and music;
    - Programs that support a healthy and active lifestyle, including nutritional education and regular structured physical activity programs;
    - Literacy education programs, including financial literacy programs and environmental literacy programs;
    - Activities that enable students to be eligible for credit recovery or attainment;
    - Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
    - Cultural programs;
    - Telecommunications and technology education programs;
    - Expanded library service hours;
    - Parenting skills 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;
- Drug and violence prevention programs and counseling programs;
- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
- Internships or apprenticeship programs; and
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act.

Applicant must complete the Project Activity Plan as **ATTACHMENT SEVEN-C**. 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 or food for non-instructional purposes
9. Inflatables (i.e. bounce houses)
10. Incentives/Gifts (Student or Staff)
11. Student and/or child tuition fees, scholarships
12. Student stipends to attend program
13. Gift cards
14. Permanent playground equipment
15. Permanent construction
16. Installation
17. Parking lots
18. Signs (i.e. marquee and electronic)
19. Fundraising with grant money or with grant purchased items (regardless of the purpose for which the funds will be used)
20. Advertising not directly related to CCLC programming
21. Promotional or marketing Items
22. Website creation/maintenance not directly related to CCLC programming
23. Purchase of vehicles, buses, and golf carts

24. Purchase of trailers *(may be considered on a case by case basis with prior written DESE approval)*
25. Cannot be used for matching funds for other state or federal grants
26. Cell phones for personal use or cell phone data plans
27. 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, and/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. Food (See Food Policy)
10. Necessary maintenance, normal repairs and 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. A cost may not be allocated to a federal award as an indirect cost if any other cost incurred for the same purpose, in like circumstances, has been assigned to a Federal award as a direct cost (*Please Note: you do not have to request indirect costs for purposes of this application).*

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 application, you must use the 2016-2017 Indirect Cost Calculation list and refer to the **restricted rates column**. (*Please Note: you do not have to request indirect costs for purposes of this application).*

For the list of approved rates go to:

1) http://www.dese.mo.gov
2) Click on MCDS Portal (middle of DESE home page)
3) Click on District and School Information (middle of the screen)
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 2016-2017 rates

8) Must use the restricted indirect cost rate

Non-LEA's
If the applicant is a non-LEA, the applicant may request *up to* 8% for indirect costs.

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 application.**

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. Grantees should only subaward/contract with entities that can fulfill this requirement.

Food Cost Guidance at Afterschool Hosted Meetings or Trainings

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

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

Allowable Food Costs
Unless otherwise specified by the DESE, a limited amount of afterschool funds may be expended on meals for participant meetings or training events for purposes that are directly relevant to the program and the operation of the grant, such as for conveying technical information related to the objectives of the grant. The use of afterschool funds for this purpose is specifically limited to meals for participants when the meal is noted on an agenda, is clearly described, and is mandatory. All grantees are highly encouraged to have a written policy on food purchases that they must follow.

The purpose of the meal should be to shorten the overall meeting or training time and to facilitate accomplishing the objectives of the meeting or training and the overall Afterschool grant.

Afterschool funds may be expended for food costs provided that the afterschool grantee maintains adequate and sufficient documentation that the costs were necessary and reasonable to further the intent and objectives of the afterschool grant.

Afterschool grantees must provide the following documentation at a minimum:

- Agenda must include an explanation of what was discussed,
- List of actual attendees or a "sign-in" sheet with all participants signature, and
- Written justification that the meal was necessary, was reasonable in cost, and was an integral part of the afterschool program (should also include an explanation that it was impractical for participants to obtain food on their own and that their attendance at the meeting or training session was essential to accomplishing the goals and objectives of the afterschool grant).

Unallowable Food Costs

The following costs are not allowable under the afterschool grant:

- Breakfast
- Meals at banquets, award ceremonies, or goodwill gestures
- Meals at special employee events (picnics, retreats, holiday, and birthday parties)
- Receptions or networking sessions
- Meals for parents or students with the following exceptions: family nights and/or afterschool program related working meetings during a normal meal time
- Meals that are not necessary to accomplish the goals and objectives of the afterschool grant
- Alcoholic beverages
- Costs of entertainment, including amusement, diversion, and social activities and any associated costs

Invoicing and Reimbursement Requirements

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.

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.

Upon receipt and approval of a properly prepared Request for Reimbursement form, the DESE shall pay the awardee the amount of verifiable expenditures. Receiving the awarded dollars is done on a reimbursement basis. Each successful applicant must pay expenses first, submit a request for reimbursement form to the DESE second, and then receive reimbursement third.

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 RFR has been submitted to the DESE by December 25th. Awardees will be placed in high risk if no RFR has been submitted to the DESE by March 25th.

The Federal Funding Accountability and Transparency Act (FFATA)

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 subgrantee 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 will be required to provide FFATA data no later than 15 days from date of award (form will be emailed to you at time of award).

SECTION X: APPLICATION REVIEW AND AWARD PROCESS

After determining that an applicant has been submitted in accordance with the submission of applications in Section II, and that the applicant satisfies the mandatory requirements stated in the application, the evaluator(s) must use both objective analysis and subjective judgment in conducting a comparative assessment of the application in accordance with the evaluation criteria stated below. The points are as follows:

Need for Program (ATTACHMENT SIX).....25 Pts
Program Design (ATTACHMENT SEVEN-A, B, C) .....50 Pts
Community Partners (ATTACHMENT EIGHT-A, B) .....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).....35 Pts
Sustainability of Program (ATTACHMENT TWELVE-D).....10 Pts
Competitive Priority (refer to Section III)……..13 Potential Bonus Pts
Deduction of Points (see section below)……10 Potential Deducted Pts

Application Review Process

DESE staff will review all applications in order to determine if the application meets 21st CCLC program requirements and adheres to state, federal, and local laws. Additionally, failure to follow formatting requirements may result in a reduction of up to 5 points.

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

The DESE reserves the right to reduce up to 5 points to any previous or current grantee who failed to comply with grant requirements.

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

Notification of Funding Decision

Following review and recommendations by a peer review panel using the criteria and priorities described in this application, award recipients will be designated. The DESE anticipates notifying awardees in July, 2016. All applicants should refer to the website for a complete listing of awardees at: http://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/approved-programs.

Application Award Appeal

1. An applicant may appeal within 30 days beginning the day after the notice of awarded applications has been posted, if the applicant alleges a violation of a Federal statute or regulation.

2. An appeal must be in writing and must contain specific, factual, and/or legal allegations setting forth the basis on which the applicant challenges the non-award. The written appeal should include the following information:
    - Name, address, and phone number of the applicant;
    - Signature of the applicant or the applicant's representative;
    - Application number;
    - Detailed statement describing the grounds for the appeal; and
    - Supporting exhibits, evidence, or document to substantiate claim.
3. The Department will conduct a hearing within 30 days of the applicant's request.
4. The Department will issue a written ruling within 10 days from the hearing, including findings of fact and the reasons for the ruling.
5. If the Department does not rescind its ruling, the applicant may apply to the Secretary of (the U.S. Department) of Education within 20 days of the applicant reviewing a written notification of the results of the hearing.
6. The Department will make available records pertaining to the review or appeal, including the records of other applicants.

SECTION XI: APPLICATION AND ATTACHMENTS

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

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

Community Partners **ATTACHMENT EIGHT A AND B**
- **Community Partner Chart** **ATTACHMENT EIGHT-A**
- **Letters of Commitment** **ATTACHMENT EIGHT-B**

Adequacy of Resources **ATTACHMENT NINE**
Management Plan **ATTACHMENT TEN A AND B**
- **Management Plan Narrative** **ATTACHMENT TEN-A**
- **Personnel Expertise Summary** **ATTACHMENT TEN-B**

Program Evaluation **ATTACHMENT ELEVEN**
Cost of Program **ATTACHMENT TWELVE**
- **Projected Five Year Budget** **ATTACHMENT TWELVE-A**
- **Budget Summary Years One-Two** **ATTACHMENT TWELVE-B**
- **Budget Narrative** **ATTACHMENT TWELVE-C**
- **Sustainability of Programs** **ATTACHMENT TWELVE-D**

Statement of Assurances **ATTACHMENT THIRTEEN**
(If submitted jointly, page must be copied and signed by all applicants)

APPENDIX A – Certification Regarding Plagiarism
APPENDIX B – DC-20 Form and Copy of Licensure Certificate(s) or Exemption Letter(s)
APPENDIX C – Evidence of previous successful experience. Any non-LEA applicant must provide evidence that the organization 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 – Consultation Form. This is a sample copy to use, not to be submitted.

ATTACHMENT ONE

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

21ST CENTURY COMMUNITY LEARNING CENTER GRANT APPLICATION

INSTRUCTIONS

The issued date for the award is Thursday, February 18, 2016.

The application is due no later than Tuesday, April 12, 2016 at 3:00 p.m. Central Time.

Print or type 21st CCLC Application on the lower left hand corner of the envelope or package. Delivered, sealed application must be received by the return date and time.

QUESTIONS contact: Kim Wolf, telephone number 573-522-2627, fax number 573-522-3726, email eelexl@dese.mo.gov.

RETURN APPLICATION BY THE DUE DATE ABOVE TO:

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

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

GRANT AWARD PERIOD

Date of Award through June 30, 2017 (with four one-year renewal options)

ASSURANCES

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

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

DEPARTMENT USE ONLY

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:	
TITLE Chris Neale, Assistant Commissioner	**DATE**
TOTAL AMOUNT AWARDED:	

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; email civilrights@dese.mo.gov.

ATTACHMENT TWO

Program Information (include this page)

Contact Information: (If application is submitted jointly, this page may be copied for additional contact information.)

APPLICANT'S NAME (NAME OF 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	ZIP	FAX
EMAIL (FOR CONTACT PERSON)		LEAD GRANT WRITER NAME	

Superintendent Information: If the application is submitted jointly or has more than one superintendent of schools, this page must be copied for additional superintendent information.

SUPERINTENDENT NAME	DISTRICT NAME		
MAILING ADDRESS			PHONE
CITY	STATE	ZIP	FAX
EMAIL			

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

NAME OF SITE			NAME OF SITE		
PROGRAM NAME			PROGRAM NAME		
PHYSICAL SITE ADDRESS			PHYSICAL SITE ADDRESS		
CITY	STATE	ZIP	CITY	STATE	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	ZIP	CITY	STATE	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)

1. Applicant is (please check one):

   ☐ Public School (LEA) ☐ Charter School ☐ Submitted Jointly (see Section III)

   ☐ CBO ☐ FBO ☐ Private School

   ☐ For-Profit ☐ Other, describe:

2. Is proposal submitted jointly (see Section III) 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 III)?

   ☐ yes ☐ no **If yes**, you will be required to provide a Memorandum of Understanding, if awarded, within 30 days of the notice of award.

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

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

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

5. Who will be providing daily program services?

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

   Contractor Name, *if applicable*:

   *If awarded, you will be required to provide the contract within 30 days of the notice of award.

ATTACHMENT THREE (cont.)

Program Summary (cont.) (include this page)
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. You may include additional pages for more sites.

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

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

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 number 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 number 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 III for details).
** Must use the February 2015 MOSIS cycle submission for January Membership and F&R Lunch State totals to determine the F&R Lunch percentage by building (see Section III 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 and 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 percentage 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:

Site Summary (cont.) (include this page)

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

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

☐ Other (specify:)

H. 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

I. 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							

J. 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 (two page maximum) (include this page)

Within the space provided, briefly summarize the program's, mission, services, activities, and planned participants listed in this application 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 (four 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 of the students to be served (e.g. ELL, literacy, etc.) 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 21st CCLC program can address. The needs assessment should identify why the proposed program is needed. 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 application.

3. **Specific Needs**
   Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services. Applicants 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. Describe how the proposed program will address or remedy the risk factors for each target population, including the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty, and students with limited English proficiency. The services to be provided should be closely tied to the needs identified.

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

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

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

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. Applicants 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 least 70% 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?
(you do not need to write to the objectives)

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?
(you do not need to write to the objectives)

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?
(you do not need to write to the objectives)

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

In this section, applicants 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-B. For each of the following, state the number below prior to your response of each:

1. **Target Population:**
   a. 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.
   b. Describe the program's attendance policy, how the program will maintain attendance levels and encourage regular attendance.

2. **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.

3. **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.).

4. **Design & Implementation:** Describe how and the extent to which schools, parents/families, youth, community, and/or advisory council have been involved in the design and implementation of the proposed program.

5. **Public Notice:** Describe how notice was given to the community of the applicant's intent to submit an application and to provide for public availability and review of the application and any waiver request after submission.

6. **Active Collaboration:** Describe how the program will be carried out in active collaboration with the schools the students attend.

7. **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.

8. **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.

9. **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 fee scale and scholarships for those who cannot afford the program (Include a copy of the scale as ATTACHMENT SEVEN-B).

10. **Project Tasks and Activities**:
    a. 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).

    b. Describe the specific activities and services that will clearly allow the program to progress towards each goal/objective. An applicant 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 education of the family members of the students being served.

    Previous 21st CCLC funded/returning programs (Cohort 6 & 7) must clearly describe how they will expand and enhance their proposed program. Applicant should use ATTACHMENT SEVEN-C to enter the activities by site (These pages do not count toward the 12-page maximum for Attachment Seven-B).

11. **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.

12. **Schedule**: Provide a typical daily schedule, including start and end times, and days for each site that ensures the integration of academics, enrichment, and skill development (Applicants may attach schedules separately in this section as ATTACHMENT SEVEN-B).

13. **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.

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

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

16. **Family Engagement**:
    There are four components to Family Engagement (see also Section VI). These services or activities should be based on a needs assessment, parent/guardian surveys, and/or demographic trends to determine what the families need and want.

    1. Describe the proposed family academic enrichment activities (i.e. STEM night, family game night, literacy night, student showcase).

2. Describe the proposed on-going classes for the adult family members of students attending the program that will help develop their own skills (i.e. continuing education classes, ESL classes, literacy classes, finance/budgeting classes, computer classes, active parenting/strengthening families, etc.).
3. Describe how you will use parents/family members as volunteers in the program (i.e. teach an enrichment activity, reading to students, parent voice and choice, preparing activity material, assist with snacks, sports, appear as a guest speaker).
4. What strategies will you use to encourage parent/family engagement?

ATTACHMENT SEVEN-C

Project Activity Plan

(Copy this page for additional activities or additional sites)

The Project Activity Plan should describe the proposed regular/recurring 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 as well as the proposed broad array of additional services.

Site Name:

Proposed Planned Activities	**Subject Area(s) (i.e. math, science, reading/ language arts, STEM, social studies, technology, tutoring, health and nutrition, music and arts, career education, business education)**	**Equipment, if needed, to be purchased with grant funds**	**Performed by 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*

Partnerships

Community Partners (All programs are required to have a minimum of two community partners)

Community Partners play a key role in the success of your program. Therefore, it is vital for programs to have partners in place to assist with the growth and development during the grant cycle (LEA applicants must partner with organizations outside the purview of the district. For example, ABC school district could not partner with the Career and Technical Center at ABC school district).

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

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

Organization Name	Type of Organization	Contribution Type	Estimated Monetary Value	Partner's Role
Example: City Department	*Government*	*In-Kind: Staff will be provided at no cost.*	*$25.00/hour x 2 hours x 1 staff x 9 times per year = $450*	*Will provide programming once per month to the elementary students, including, drug awareness, fire safety, recycling, etc.*

Partner Letters of Commitment

Applications 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-B**.

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

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
- Signed and dated by partner.

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

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

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), contribution(s), or resource(s) will your organization be providing to our program?

When will the service(s), contribution(s), or resource(s) be provided and how often?

Where will the service(s), contribution(s), or resource(s) be provided?

Who receives the service(s), contribution(s), or resource(s) being provided to the afterschool program?

Estimated monetary value of identified service(s), contribution(s) or resource(s) being provided?

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

_____ _____

Authorized Signature of Organization **Date**

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

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

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

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

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

3. 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 application are not a replacement of such funding already received (supplanting rule).

4. **(Non-LEA's Only) Any non-LEA applicant, must provide evidence that the applying agency/organization has had previous successful experience in, and is financially stable and capable of, administering programs with similar levels of funding.**
    a. Describe the organizational history and structure, including length of existence and general information about the governing body.
    b. Describe previous successful experience in administering programs with similar levels of funding.
    c. Describe any previous experience in delivering educational or related services, if any.
    d. Describe how the organization is financially stable and capable of managing these funds and attach such evidence as **APPENDIX C**.

    Evidence of Financial Stability may include the following:
    - 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 the non-LEA.

    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 monthly, contingent upon successful completion and compliance of required deliverables and approval of properly and accurately submitted RFR forms.

ATTACHMENT TEN-A

Management Plan (eight pages maximum for narrative-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:
   a. How the applicants 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
   b. Applicants should give specific details to explain that program leaders have sufficient time to accomplish tasks,
   c. Staff recruitment and retention strategies,
   d. Explain how the program will provide ongoing staff development and training, and
   e. Describe the role and responsibility of all key staff.

3. 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.

4. 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.

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

6. 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 VI for requirements).

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. Describe how the applicant will ensure the funds provided under the application will be used solely for the purposes set forth in the award program.

9. Describe, if applicable, if and how you plan to use qualified senior citizens (age 55 or older) and/or students as volunteers.

10. Applicants must include an assurance statement that no funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. If such practices are offered by the organization, they may not be offered as a part of the program receiving assistance. In this instance, applicants must provide an assurance statement that 1) specifies that generally applicable cost accounting procedures are used to

ensure that funds will not be used to support religious practices, 2) the governance of the award program shall operate independently from religious practices of the organization, 3) that program activities are not held in conjunction with religious instruction, worship, or prayer.

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. Note: Attachments do not count toward the 8-page narrative maximum.

Management Plan (cont.) (include this page)

PERSONNEL EXPERTISE SUMMARY

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

Grantees 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?

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

Each awardee must undergo an annual external 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 2016-2017 program year, grantees must select a certified 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 each additional site after the first site. The list of eligible evaluators will be made available later in the year.

Awardees may not use grant funds for any additional evaluators/evaluations.

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.

Cost of Program - (do not include this page)

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

- Refer back to Section IX 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 applications, budgets may need to change for year two, in which case, applicants 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** - 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.). If you are requesting a field trip you must state where the trip is to and why you are taking the trip (You may need to attach an additional page with this information).

- **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/or are more feasibly replaced than repaired. Most computers, iPads, tablets, cameras, etc. fall under the supply category; however, since they are considered attractive or easily pilfered, they are subject to inventory management and control.

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

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

- **Professional Development** - should include all required training specified in the application as well as any additional professional development to be provided.

- **Purchased Services** - specify all services in which grant funds are paying for (i.e. evaluator). All purchased services must have a contract and be available upon request.

- **Indirect Cost** - based on your expenditures and not the amount of funds you are requesting. Capital Outlay/Equipment cannot be included in your indirect cost. (See Section IX for additional information.)

- The following is an example 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 Applications

During renewal years, grantees 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).

ATTACHMENT TWELVE-A

Projected Five Year Budget (include this page)

Application's Name:

Directions: List the "accumulative" amount of funds for each year funds are being requested. In cases of multiple sites, Applicants shall add all sites and only list the accumulative amount on this page. (Refer to Section IX 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	YEAR FIVE Dollars Estimated
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 IX.)**	Figured at % $	Figured at % $	Figured at % $	Figured at % $	Figured at % $
TOTAL	$	$	$	$	$

DESE Approval _____ _____

Reminder: DESE will base the final diminishing calculations on the average of years one-three *awarded* budgets.

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.

	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-B "target population").

ATTACHMENT TWELVE-B

Budget Summary Year One 2016-2017 (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	TOTAL PRICE
Salaries **(list by each title/role)**	*Example: 2 site directors x15 hours @ $20/hour for 44 weeks.*		
Subtotal (Salaries)*			**$**
Benefits (list by each title/role)	*Example: site directors at 10.95% each*		
Subtotal (Benefits)*			**$**
Travel and Transportation	*Example: 3 busses @ $35/day x 74 days*		
Subtotal (Travel & Tran.)*			**$**
Supplies	*Example: Consumable supplies $300/teacher x 3 teachers*		
Subtotal (Supplies)*			**$**

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

Equipment (specify #s of each piece and prices per item type unless priced as a unit)	*Example: 2 computers @ $850 each*		
Subtotal (Equipment)*			**$**
Professional Development (education/training, conferences) (break out by each Professional Development Activity/training)	*Example: MO School Age Community Conference $250 x 3 people*		
Grantee Mtg (Columbia/JC)-*(budget $150/per person registration fee)- Required*			
State Conference (Lake and/or STL)-*Required*			
Other (list separately)			
Subtotal (Prof. Dev.)*			**$**
Purchased Services	*Example: Evaluator $2000 per year*		
Evaluator ($2,000/first site plus $200 for each additional site)-*Required*			
PQA (budget $1,500/site)-*Required*			
Methods Training (budget $300/grant)-*Required*			
Other (list separately)			
Subtotal (Purchased Services)*			**$**
SUBTOTAL (Direct Costs)			**$**
INDIRECT COSTS (Do not include equipment category amount in this calculation. See Section IX)	**Calculated at %**		**$**
GRAND TOTAL (Direct + Indirect)			**$**

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

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. Attach an additional sheet and label **Attachment Twelve-B**.

ATTACHMENT TWELVE-B (cont.)

Budget Summary Year Two 2017-2018 (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	TOTAL PRICE
Salaries **(list by each title/role)**	*Example: 2 site directors x15 hours @ $20/hour for 44 weeks.*		
Subtotal (Salaries)*			**$**
Benefits (list by each title/role)	*Example: site directors at 10.95% each*		
Subtotal (Benefits)*			**$**
Travel and Transportation	*Example: 3 busses @ $35/day x 74 days*		
Subtotal (Travel & Tran.)*			**$**
Supplies	*Example: Consumable supplies $300/teacher x 3 teachers*		
Subtotal (Supplies)*			**$**

***If you have additional pages beyond the first two pages for Year 2 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.**

Equipment (specify #s of each piece and prices per item type unless priced as a unit)	*Example: 2 computers @ $850 each*		
Subtotal (Equipment)*			**$**
Professional Development (education/training, conferences) (break out by each Professional Development Activity/training)	*Example: MO School Age Community Conference $250 x 3 people*		
Grantee Mtg (Columbia/JC)-*(budget $150/per person registration fee)- Required*			
State Conference (Lake and/or STL)-*Required*			
Other (list separately)			
Subtotal (Pro. Dev.)*			**$**
Purchased Services	*Example: Evaluator $2000 per year*		
Evaluator ($2,000/first site plus $200 for each additional site)-*Required*			
PQA (budget $1,500/site)-*Required*			
Methods Training (budget $300/grant)-Required			
Other (list separately)			
Subtotal (Purchased Services)*			**$**
SUBTOTAL (Direct Costs)			**$**
INDIRECT COSTS (Do not include equipment category amount in this calculation. See Section IX)	**Calculated at %**		**$**
GRAND TOTAL (Direct + Indirect)			**$**

***If you have additional pages beyond the first two pages for Year 2 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.**

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

In this section, applicants 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 (30+ attendance days).

Label these narrative pages as **ATTACHMENT TWELVE-C**. 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.

   Note: Programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through any source (if something is currently being paid for, you can't 'replace' that funding with 21st CCLC dollars).

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.

5. Explain the ways that resources and personnel have been carefully allocated for the tasks and activities described in your application 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)

Sustainability of Program (three pages maximum-do not include this page)

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

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

Provide the following labeled as **ATTACHMENT TWELVE-D**. 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. Applicants who were previous grantees whose grant ended June 30, 2016 (Cohort 6), 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"). Applicants will demonstrate a well thought out and systematic plan for sustainability. Descriptions shall include plans for maintaining important components of a high-quality program (such as: transportation, staff retention [including volunteer participation], resources, academic enrichment activities, etc.). Applicants may address whether or not fees will be collected and whether or not in-kind contributions will be planned. Sustainability resources may include, but not be limited to, coordination of funds from federal, state, city, county, or school district sources as well as from corporations, community, or private foundations.
4. Plans will also address the roles of any partners that have been specified in this application beyond the award period, if applicable.

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

Guidance for Applications

It is vital that you plan beyond the five-year award period. 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 site:
- Afterschool Alliance (www.afterschoolalliance.org)
-North Central Regional Laboratory (www.beyondthebell.org)

STATEMENT OF ASSURANCES (include this page)

The applicant 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 applicant 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 applicant 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 applicant's intent to submit an application.
G. After submission, the applicants will provide for public availability and review of the application and any waiver request.
H. The applicant includes a preliminary plan for continuation of the program after federal funding ends. Renewal grantees 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 twelve (12) 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 applicant meets the absolute priorities to be eligible to apply and receive funds as stated in Section III.
L. A student transportation plan indicating the options provided to students to ensure that all students eligible and/or interested in the 21st CCLC program are able to attend and participate, as well as, how the students will travel safely to and from the center and home.
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 applicant 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 applicant 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 VII.
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 application.
X. All applicants 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.
Y. Awardees agree to follow all requirements as outlined in the application and any additional requirements authorized by the DESE.
Z. The applicant has inquired with DHSS for licensing determination of all sites (see Section VI).
AA. The applicant will administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications.

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 applicant 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 Applicant Date

_____
Print Name

_____ _____
Signature of Primary Contact Person Date

_____
Print Name

_____ _____
Signature of Superintendent Date

_____
Print Name

_____
School District Name

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

APPENDIX A

CERTIFICATION REGARDING PLAGIARISM (include this page)

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

A. The work product in this application is the original work of the district/organization and its agents who worked on the Application.

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

Name:_____

Signature: _____

Title: _____

District/Organization: _____

Date: _____

Check one item below that best fits your situation:

- ☐ I am currently licensed. If yes, attach your certificate(s) and label as Appendix B
- ☐ I have an exempt letter. If yes, attach the exemption letter and label as Appendix B
- ☐ Neither of the above applies; I have submitted the DC-20 form on the following page, as instructed.

APPENDIX-B

Missouri Department of Health and Senior Services
Section for Child Care Regulation
Program Evaluation Questionnaire

OFFICE USE ONLY
DVN

SAVE
PRINT
RESET

INSTRUCTIONS

To determine the regulatory status for children's programs, the following documents must be submitted with this completed questionnaire:

- Description of the program or pamphlet describing the program.
- Parent policies, handbook, registration or enrollment form (if available).
- **For Religious Organizations** – A federal tax exemption letter as required by section 501(c)(3) of the Internal Revenue Code of 1954, or any amendment thereto; or documentation that the real estate on which the facility is located is exempt from taxation because it is used for religious purposes or copy of letter of exemption from Missouri sales and use tax on purchases and sales; and

  Organization chart – This chart must show the structure of the administrative lines of authority between the children's program and the individual or organization that owns/operates the program.

Return to: Section for Child Care Regulation, P.O. Box 570, Jefferson City, MO 65102

IDENTIFYING INFORMATION (Additional sheets may be attached for each program.)

Name of program	
Location of program (street, city, state, zip code)	
Mailing address (If different from above.)	
County	Telephone number of program ( )

ADMINISTRATION

Legal entity (organization or individual) responsible for operation and management of the program
Address
Telephone number ( )
Contact person (name and title)
Telephone number ( )
Email Address
Web Address

PROGRAM	
Is this program currently in operation? ☐Yes ☐No If no, please show target opening date_____.	
Answer the following questions about the program.	
Number of children	Age range From_____To _____
Months of operation: (Check any that apply.) ☐ All 12 months ☐ January ☐ February ☐ March ☐ April ☐ May ☐ June ☐ July ☐ August ☐ September ☐ October ☐ November ☐ December	
Hours of Operation: From _____a.m./p.m. To_____a.m./p.m. From _____a.m./p.m. To_____a.m./p.m.	
Maximum number of hours a child may attend each day.	
Number of employees' children enrolled in the program.	
Explain how you are compensated for providing your service, this can include any type of funding received?	
Does this owner or organization operate any other child care program? ☐Yes ☐No If yes, provide the name, DVN, and address of program:	
Does this program receive any direct state or federal funds? ☐Yes ☐No If yes, list any agencies from which you receive funds:	
Explain what type of activities your program will offer (educational, recreational, childcare, etc.)	
SIGNATURES	
The undersigned are responsible for the information on this form and affirm that the information is true and accurate. (If the administrator and director are different, the signatures of both individuals are required.)	
Name and title of the director of the program (Please print.)	
Signature of director	Date
Name and title of the administrator of the legal entity responsible for operating the program (Please print.)	
Signature of administrator	Date

Replace this page with evidence of financial stability for
Non-LEA applications
(See Section IX, Financial Requirements, for more information)

(Be sure to label such attachments as APPENDIX C)

APPENDIX D

SAMPLE COPY ONLY -- NOT TO BE SUBMITTED WITH application (See Section VI for additional information.)

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

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

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

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

☐ NONPUBLIC 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 nonpublic 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