SCHOOL AGE COMMUNITY (SAC) GRANT

2014-2015

Guidelines

Application Deadline: Due no later than Wednesday, June 11, 2014 at 3:00 p.m. (not postmarked)

INTENT TO APPLY FOR
SCHOOL AGE COMMUNITY (SAC) GRANT

Potential applicants/bidders may send an "Intent to Apply" for the School Age Community (SAC) grant competition by Wednesday, June 11, 2014. This will help the DESE adequately plan for grant readers in order to have the Applications/IFB's 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/bidder may, at a later date prior to the deadline, decide not to apply.

Please provide the following information:

Name of District Applying:

Designated Contact Person:

Title:

Address:

Phone:

Email:

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
Phone: (573) 522-2627 Fax: (573) 522-2627
kim.wolf@dese.mo.gov

TABLE OF CONTENTS

Section I:	General Information	Page 1
Section II:	Application Details and Requirements	Page 6
Section III:	Reporting Requirements	Page 19
Section IV:	Financial Guidance/Requirements	Page 20
Section V:	Other Contractual Requirements	Page 28
Section VI:	Evaluation & Award Process	Page 30
Section VII:	Application and Attachments	Page 31

SECTION I: GENERAL INFORMATION

INTRODUCTION

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

School Age Community Programs are those school-based programs offering services to all children, including children with disabilities, from ages 5 through 12 (children must be less than thirteen years of age) unless targeted students are under supervision of the court in which case the SAC program may serve students to the age of 19. School Age Community Programs can be provided to children enrolled during non-school hours, after their daily class sessions or during other non-school hours (i.e., breaks, holidays, or weekends, etc.). School Age Community Programs incorporate a strong sense of school, family, and community members that collaboratively contribute to the growth of students as they mature into caring, competent, and responsible adults. Additionally, School Age Community Programs should also try and meet the needs of working parent(s) during non-school days.

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

SUBMISSION OF APPLICATION

When submitting an Application, the awardee must include one (1) signed copy in addition to the original signed Application in blue ink for a total of two (2). Both copies must be contained within the same envelope/box. Faxed Applications are <u>not</u> acceptable.

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.

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

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 pages must be single-sided, double-spaced with one-inch margins on top, bottom, and sides.
G. Font shall be Times New Roman with a font size of 10 or 12 point.
H. Redesign or reformatting of the Application is not permitted.
I. All pages requesting signatures must have the appropriate signatures.

Applications must be received by the DESE no later than 3:00 p.m. on Wednesday, June 11, 2014 (not postmarked)-NO EXCEPTIONS.

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

DEFINITIONS

LEA: Local education agency (schools/districts).
Center: The name of the overall program that may consist of a single site or multiple sites.
Site: Actual location of the program in which students receive the school age/afterschool services. If the program is to be administered by the school district, a site is considered as a school building as identified in the DESE School Directory. If the program is to be subcontracted by the district to a non-LEA (not-for-profit entity) the site is considered as a single building.
Awardee/Awardees**:** Recipient of this SAC grant award.
Partnership: One or more organizations (Local Education Agency, Community Based Organization, etc.) deciding to work together and cement that working relationship via Letters of Commitment.
Supplanting: Funds may not be used to pay for activities or programs that would have been provided from other public funds in the absence of the SAC program.
Special Needs Child**:** A special needs child is a child that requires special educational services in order to develop to maximum capacity because of a mental, physical, emotional, or learning problem as identified by school district personnel.
Low income: Low income children in a public school, are children counted by the district for free and reduced lunches according to the income scale established by the National School Lunch Act. Low income would also be those families who are eligible for childcare assistance through the Department of Social Services, Children's Division.

MINIMUM STANDARDS

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

- Goal setting, strong management, and sustainability;
- Quality afterschool staffing;
- High academic standards;
- Attention to safety, health, and nutrition issues;
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups;
- Strong involvement of families;
- Enriching learning opportunities;
- Linkages between school-day and afterschool personnel; and
- Evaluation of program progress and effectiveness.

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

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

SECTION II: APPLICATION DETAILS AND REQUIREMENTS

ELIGIBILITY

Only Applications submitted by public educational institutions will be considered for SAC grant awards. Public educational institutions may submit an Application for a SAC Program administered by a not-for-profit organization that is utilizing school facilities, such as the YMCA, YWCA, 4-H Youth Development, PTA, or other not-for-profit organization. The public educational institution shall agree and understand that the DESE shall have complete and total approval authority of the public educational institution's activity plan or any part thereof and shall have expressed right to modify, change, or delete all or any part of the plan at any time.

SAC funds may be used to implement a new program or to expand and/or enhance current afterschool programs, whether supported by public or private funds. For example, an awardee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current afterschool program.

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

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

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

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

<u>Competitive priority</u> will be given to eligible applicants that are:

1. **Reward, Priority, And Focus Level Status** (see Application ATTACHMENT NINE) – Competitive priority shall be given to those schools designated by the Department as being either Priority or Focus School status.

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

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

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

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

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

2. **Department Goals**
The DESE has established four (4) primary goals for Missouri's system of education, and recipients of funds through this grant shall ensure that funded activities shall be in support of these goals, or in those circumstances when one or more of the goals may not be applicable to the funded project or program, the recipient assures that no action or activity will conflict with the goals(s). The four goals are as follows: [For the purpose of the SAC grant you will be evaluated on alignment to the DESE goal one (1) and goal three (3), see Application ATTACHMENT SIX-E].

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

3. **Programs that are**:
    a. Applying for a SAC grant for the first time, specifically at the site not district level. For example: if a SAC applicant had a SAC grant in the past at Site A, district could apply for SAC funding at Site B and be considered "New".
    b. Operating a year round program, including the summer months, breaks, holidays (except legal holidays), inclement weather, teacher conferences, and other days when public schools might not be in session.
    c. In a school with higher percentages of free and reduced price meals.

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

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

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

FIDELITY TO THE APPLICATION
Awardees will not be permitted to change the program operating plan/scope that is originally outlined in the Application, scored by reviewers and awarded by the Missouri Department of Elementary and Secondary Education. This policy is designed to provide basic fairness to applicants for subgrants.

PROGRAM OPERATION
The hours and days of operation must be reflective and accommodating to the families of students participating in the program, especially parents working outside the home, i.e. 7:00 a.m. to 6:00 p.m., as well as, Monday through Friday; year round including summer months, breaks, and holidays (except legal holidays); inclement weather; teacher conferences; etc. Each enrolled student must be given the opportunity to attend academic and enrichment activities a minimum of 14 hours each week 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., should not serve boys on Monday and Wednesday and girls on Tuesday and Thursday or offer clubs that would limit student attendance once or twice a week).

The DESE requires SAC programs to offer services **no less than four (4) days per week** during a typical school year and **no less than 14 hours per week** during non-school hours or periods when school is not in session (including after school, before school, evenings, weekends, holidays, summers, or other school vacation periods. Each community should base its Application on the needs of its students and their families.

The DESE encourages programs to operate at least three (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 during the summer the program should operate at least three (3) hours per day (no rounding up or down of time). Any combination must still meet the requirement of days per week and hours per week per the above. The DESE also encourages programs to operate the length of the school year in order to accommodate working families.

PROGRAM ATTENDANCE
For each site that receives SAC funding, attendance reporting must be kept for each enrolled student and reported on a monthly basis through the statewide data management system (KCC, see Section III) 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).

- Research has proven that brief periods of contact time in before and afterschool programs are not beneficial to students; therefore, DESE highly encourages programs to maintain regular student attendance. DESE determines regular student attendance as students served 30 days or more. Programs who only meet 80% of regular student attendance levels will be placed in moderate risk; programs who only meet 50% of regular attendance levels will be placed in high risk. Additionally, beginning in year two, budgets may be reduced based on previous year's attendance results.

PROGRAM ACTIVITIES

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

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

STAFF

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

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.

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

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

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

Due to licensing, other staff qualifications may be required.

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/eq/cert/educator-quality/certification/fingerprintingbackground-check .

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

FIRST AID AND CPR TRAINING

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

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

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

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

LICENSING

Licensing reviews the basic health, safety, supervision, and records of children and staff within the program. As part of the requirements in DESE receiving these federal funds, all programs must become licensed within one (1) year from the date of award. Licensure must be maintained throughout the three (3)-year grant cycle. If awarded the SAC grant, you must contact the Department of Health and Senior Services (DHSS), Section for Child Care Regulations (SCCR) within 30 days of date of award to start this process. If your program is already licensed, you must submit a copy of your current license with the Application as APPENDIX E.

Programs that are not licensed within one (1) year from date of award will not be renewed and the grant will be subject to termination. A license from DHSS/SCR must be maintained and remain in good standing with the DHSS/SCR throughout the entire contract period and all renewal periods.

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

ACCREDITATION

The goal of this procedure is to ensure quality Afterschool programs by using standards and procedures outlined by Missouri Accreditation (MOA) and/or the Council of Accreditation (COA). If planning on seeking accreditation, grant applicants MUST indicate which school age accreditation they intend to seek. If they are

currently accredited by either organization, they must so indicate on the Application form and submit a copy of the current accreditation certificate.

New Applicants (never had a SAC grant before): Accreditation is optional.

Previous Applicants (SAC grant ended June 2014): Accreditation is **required**. You must work towards and become accredited by June 30th of your third year of this grant cycle. Programs must actively work toward accreditation throughout years one and two; it is not acceptable to wait until year three to begin the process. There are two organizations that provide accreditation: 1) Missouri Accreditation (MOA): www.moaccreditation.org**;** 2) Council of Accreditation (COA): http://www.coaafterschool.org.

If your program seeks accreditation, then you may use up to $600 total throughout the grant cycle for accreditation. Applicants who are currently accredited through MOA or COA shall not budget any funds towards continuing their accreditation.

The DESE will have access to accreditation information to track a program's progress in the accreditation process. Should an awardee required to obtain accreditation not complete all the requirements for accreditation within the time frames listed by their chosen accreditation organization, then that program will be in jeopardy of not being eligible for future funding.

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.

STUDENT RECORDS

Records should be maintained on-site including: name, address, gender, and date of birth for each enrolled student; parent's or guardian's names, addresses, and places at which parents or other person(s) responsible for the child can be reached in case of an emergency; a daily attendance record, immunization records, pertinent medical information, and emergency medical treatment plan for each student. No student under the age of 18 should be released from the program to any person other than the parent, guardian, lawful custodian, or person previously designated in writing.

FACILITY

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

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

SPECIAL NEEDS STUDENTS

The SAC programs must be open to individuals with special needs. The SAC 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 SAC 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 SAC 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.

PARTNERSHIPS

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

Strong partnerships are more than a onetime event and include a common vision, goals; 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 (the site will appear to be for the 21st Century Community Learning Center programs, but *any* afterschool program may utilize this site as a resource).

ADVISORY COUNCILS

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

Meetings should include, but are not limited to, current or future program needs, and/or concerns, program operations, and sustainability.

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

GOALS & OBJECTIVES

The Extended Learning Section has developed three goals for Afterschool Programs along with objectives that each awardee will be responsible for working towards. For purposes of this SAC Application, only Goals two (2) and three (3) as listed below will apply. Applicants must write to how their program design and budget will help meet these two goals.

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

Objective 2.1:	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.
Objective 3.3:	At least 50% of youth per site will have no in-building or out-of-school suspensions. (FY15)
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).

SUSTAINABILITY

In an effort to build long-term sustainable programs, sites should show that by the end of the third year of the grant cycle, they will be able to sustain the program. Applicants must include an action plan describing how to sustain the program beyond the award period (it is not adequate to say "our sustainability plan is to look for more funds"). You must demonstrate a well thought out and systematic plan for sustainability. Descriptions

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

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

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

The Finance Project (www.financeproject.org)
Afterschool Alliance (www.afterschoolalliance.org)

KIDS CARE CENTER (KCC)

The KCC data system was designed to facilitate data reporting to meet federal and state requirements for the DESE afterschool awardees. Therefore, all awardees that are awarded funds must use this KCC system, *no exceptions*. It is available to any afterschool program free of charge. **See also Section III: Reporting Requirements for additional data entry information.** Data entry due dates will be posted on the DESE Afterschool Portal and provided at KCC trainings. Data entry will be monitored on a monthly basis.

The MOSIS ID number is required as the student identifier so that KCC attendance and activity data can be matched to the DESE Missouri Comprehensive Data System.

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 send mass e-mail messages regarding this type of information. The DESE Portal for Afterschool Programs can be viewed at http://www.dese.mo.gov/early-extended-learning/after-school-programs.

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

PROGRAM QUALITY ASSESSMENT (PQA) AND FEEDBACK REPORTS

Improving the outcomes for youth is one of our top priorities and research shows that high quality afterschool programs lead to better youth outcomes. As a part of strengthening programs in Missouri, all SAC awardees will be required to participate in a Program Quality Assessment (PQA) in 2014-2015. The Program Quality Assessments (PQAs) from the Weikart Center for Youth Program Quality are reliable and valid tools for looking at the quality of afterschool programs. The School Age Program Quality Assessment (SAPQA) provides feedback for programs serving younger youth (K-6) and the Youth Program Quality Assessment (YPQA) provides feedback for programs serving older youth (4-12). Additional protocols and supplemental scales have been developed for the tools. In Missouri, the SAPQA Walk Through methodology is used to look at the full variety of programming including snack and transitions. For the older youth, the STEM supplemental scales will be used on the YPQA to provide additional feedback related to the grant's science objectives (the STEM supplement is only available for the older youth YPQA instrument).

During the 2014-15 grant year, awardees will be expected to have a PQA assessment completed by a trained, reliable, external assessor. The 4-H Center for Youth Development will manage the process for the awardees and ensure that the proper protocols are followed and that the data is collected and presented in a consistent manner.

Typically, each site will only have one SAPQA or YPQA completed. Exceptions include, but are not limited to "sites" that serve multiple age groups (elementary and middle/high school) or a single "site" that actually serves youth in multiple physical locations (e.g., middle school building and high school building).

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

ANNUAL SURVEYS AND LEADING INDICATORS REPORT

This year, survey instructions will be provided to awardees by MASN in mid-March. To conduct the surveys, an online survey link will be provided with the instructions to each awardee. A separate link will be provided for each site for all surveys except for the school-day teacher survey which must still be conducted by the awardee via Kids Care Center. Upon receipt of the survey link, awardees will inform the specified survey targeted audience of the survey to be completed by them no later than April 30th. Survey data will then be provided back to the awardee per site by MASN.

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

> Leading Indicators Staff Survey (sites must distribute the online survey; data results will be provided by MASN) – The staff survey collects information about the staff experience related to the afterschool program. All program staff should complete a staff survey.
>
> Leading Indicators Site Coordinator/Awardee Director Survey (sites must distribute the online survey; data results will be provided by MASN) – The site coordinator/awardee director survey collects information about the site and program leader's experience related to the afterschool program. The site coordinator and program administrator (if different from the site coordinator) should complete the survey.
>
> Leading Indicators Parent/Family Survey – (sites must distribute the online or paper survey; data results will be provided by MASN) – The parent survey collects information about the parents' feelings about the afterschool program, along with the communication and parent involvement activities offered. *Note:* The parent survey will be available for paper distribution with a site specific code so that the data is correctly attributed to the specific site. A PDF of the parent survey will be included with the e-mail with the site specific survey links.
>
> Leading Indicators Youth Survey – (sites will use an online survey for youth; data will be provided back to the awardee) – The youth survey collects information about the students' attitudes and skills. Awardees will be provided with an ID number for the students to use that comes out of Kids Care Center to be used on the Youth Survey (a behind the scenes number, not the MOSIS ID entered from the school district).
>
> School Administrators Survey (awardee 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 (awardee 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 awardee.

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 awardee. Additionally, there are a few Missouri specific questions within the Staff, Parent, and Youth surveys that will be provided back to the awardee via a report from the MASN

Toolbox. Awardees 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). **Awardees must budget $1,500 for each SITE to cover the cost of the PQA assessments and leading indicators report.**

PLANNING WITH DATA MEETING

In the early Fall 2015 (Year 2 of grant) and Fall 2016 (year 3 of grant), Planning with Data sessions will be scheduled throughout the state for awardees 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 – Starting with the 2015-16 grant year, each SAC awardee will be asked to bring a team of at least three staff per site to the Planning with Data Meeting. The purpose of this meeting is to have site teams review their PQA observation scores, review the end of the year survey results (staff, parent, youth, etc.), and to develop site level action plans, including selecting Weikart Center PQA Methods Trainings (see below).

- Planning with Data Meeting Dates and Locations – The Planning with Data Meetings will be hosted by the Missouri AfterSchool Network and led by the AREs. The meetings will be held on three Saturdays in multiple locations throughout the state and will each last 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). For the 2015-16 (year 2 of grant) and 2016-17 (year 3 of grant) program years, your site level staff will be required to attend at least one 2-hour PQA Methods Training. 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.

If you chose to schedule a Method's Training for your staff for the 2014-15 school year, there is no cost for the first Methods Training (per grant) offered to the awardee (trainer fee, trainer mileage, and one workbook per person provided by the Missouri AfterSchool Network). If the awardee would like to schedule additional Method's Trainings, they should budget $350 per topic. To simplify billing for the awardee, the 4-H Center for Youth Development will collect Methods Training fees on the same invoice as the PQA assessment and Leading Indicators survey/report fees. They will be deposited into a separate Methods Training account.

TECHNICAL ASSISTANCE

All awardees will be assigned an Afterschool Regional Educator (ARE) from the Missouri Afterschool Resource Center (MOARC) 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/ARE at the beginning of the school year).

You will meet with your ARE at least twice to discuss the Program/Awardee 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 12/31 and the second visit will take place before 5/31.

Technical Assistance Visits:

- 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 (See below "Action plans") will also be created (or updated) highlighting a few areas that will be worked on over the year.

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

- Site Level Visits – During the Site Visit, the Site Director and the ARE will complete the Site Visit Discussion Checklist which covers approximately 15 topics relevant to the site operation. The Program Administrator is not required to attend the Site Visit, but may choose to attend. During the first Site Visit, at least one goal relating to the Site Visit Discussion Checklist will be created. This goal will be added to the Site Level Action Plan (see below "Action Plans") goals created at the Planning with Data Meeting (see above "Planning With Data Meetings"). 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).

Additionally, DESE will offer various methods of technical assistance to awardees. Some examples include, but not limited to: DESE/Grantee meeting in the fall, quarterly calls, and postings on the Afterschool Portal, etc.

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 Visits above, there are two levels of Action Plans associated with your grant – Program Level Action Plan and a Site Level Action Plan for each site.

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

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

TRAINING

Training is an essential component for high-quality afterschool programs. The DESE will work with the Missouri AfterSchool Network (MASN), the Missouri Afterschool Resource Center (MOARC), Missouri Association for Adult Community and Continuing Education (MAACCE), Missouri School Age Community Coalition (MOSAC^2), Child Care

Aware®, and other organizations to provide training and support for SAC awardees (an approved training list will be developed and provided to awardees on the DESE Portal for Afterschool Programs).

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

- One state training: must select either MOSAC^2 (http://www.mosac2.org/) Conference in Kansas City, MO, November 17-19, 2014 or MAACCE (http://maacce.org/) at Lake of the Ozarks, June 17-19, 2015.
- One DESE SAC awardee meeting to be held in September/October; Jefferson City/Columbia area. Program director/coordinator must attend.
- One KCC training (multiple trainings will be held regionally throughout the school year to select from).
- Regional Trainings (*optional, not required)* will still be offered throughout the state as a way of meeting the educational and training needs of afterschool programs. We still encourage these trainings based on the topics and opportunities to connect with other afterschool professionals.
- Awardees must comply with licensing training requirements (anticipated that an additional 8 credit/clock hours must be obtained in addition to the CPR/first aid training; this training to be identified by the Section for Child Care Regulations.
- One Planning with Data Meeting (*do not budget for this in year 1, this will only occur in YEARS 2 AND 3*): 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. See above "Planning with Data Meeting" for additional details.
- One Methods Training per Grant (*do not budget for this in year 1, this will only occur in YEARS 2 AND 3*): A two-hour training developed by the Weikart Center. The training will be determined from your review of data during the Planning with Data Meeting. If a program wishes to receive more than one training, they may be requested to MASN at an additional cost. See above "PQA Methods Trainings" for additional details.
- Additional trainings per licensure requirements.
- The DESE encourages awardees to seek *additional* local, regional, and/or state trainings to assist in meeting the professional development needs of their SAC program and may therefore set aside additional training dollars, if reasonable and appropriate.

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

The DESE may request that staff participate in additional training activities throughout the year. Awardees should visit the DESE Portal for Afterschool Programs periodically for updated training information as it becomes available.

Costs associated with attendance at National trainings are not allowable with this SAC grant. The DESE may allow other trainings in lieu of those listed above where appropriate and reasonably justified.

TIERED MONITORING

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

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

Self-Assessment:

- Due July 1.
- Refer to the "Monitoring Cohort Groups" document (see the Afterschool Portal under procedures) to determine which monitoring cohort group your school has been placed in.
- If in monitoring cohort two or three groups you may stop here and are not required to complete the self-assessment process. If in monitoring cohort three group, proceed.
- Must complete self-assessment reporting electronically in the Tiered Monitoring System (TMS).
    - Questions in TMS will replicate those on the "Performance Monitoring Report".
    - Refer to "Tiered Monitoring System Instructions" (see the Afterschool Portal under procedures).
- Reporting must reflect the current school/grant year.
- DESE will conduct the desk monitoring of the self-assessment reports during July.
- TMS will indicate if any requests and/or CAP are necessary; new due date issued for responses.

On-Site Monitoring:

- Refer to the "Monitoring Cohort Groups" document (see Portal under procedures) to determine which monitoring cohort group your school/entity has been placed in.
- If in monitoring cohort three group you will be considered for an on-site monitoring visit during the 2014-15 school/grant year. DESE staff will conduct a risk-assessment process (multitude of factors; does not indicate programs are poor performing if selected). Selection will be made after August 1.
- If selected for an on-site visit:
    - You will be notified in advance to schedule a date and informed of which school/grant year(s) is under review.
    - You will need to secure a dedicated space for DESE staff to conduct the review.
    - Complete the "Performance Monitoring Report" in its entirety PRIOR to the visit (see Portal under procedures).
    - Collect all applicable evidence of implementation (suggested evidence is listed, not all will be applicable to your program, and others may also be used if described).
    - Organize and label all evidence of implementation in the same order as the "Performance Monitoring Report".
    - You must check the tiered monitoring system for final report and/or CAP.
- Additional protocol information can be found on the "Performance Monitoring Report" bottom of page 1.

Phone Monitoring:

- If in monitoring cohort three group you will be considered for a phone monitoring during the 2014-15 school/grant year.
- You will be notified in advance to schedule a date.
- There is nothing to complete in preparation or as part of the call. DESE will ask a series of questions.
- DESE will send overview of phone monitoring results to contact person via email.

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

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

SECTION III: REPORTING REQUIREMENTS

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

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

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

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

DESE highly encourages submission of RFRs quarterly, at a minimum. Awardees will be placed in moderate risk if a Request for Reimbursement has not been submitted to the DESE by December 15. Awardees will be placed in high risk if a Request for Reimbursement has not been submitted to the DESE by March 15.

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

Final Program Report (FPR): demonstrates the outcomes of the program's operation; due no later than July 15, 2014.

Kids Care Center:
Awardees must enter data on the following into Kids Care Center which you will be trained on:

- Goals/Objectives: Will be inputted and you must review these goals/objectives and update their status on an ongoing basis. You must get prior approval from the DESE to add, delete, and revise any goals/objectives -- programs should not alter the scope of the program as described in the awarded/approved grant.
- Event Tracking: You must track Advisory Council Meetings (required) and any Lights on Afterschool Events (if applicable) in Kids Care Center; 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 *may* use this feature to track items purchased with grant funds for your program; ***inventory is required***, but tracking in Kids Care Center is *optional* at this time.
- Activities: You must enter all activities, to reflect what is happening in your program (preferably an academic activity if applicable). 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 one activity, at a minimum, you chose to list (this means that you have to go through attendance more than once).

  Important Attendance Note: Attendance must be taken daily in your program and must be entered into Kids Care Center at least on 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 defined as students who attend 30 days or more. Budgets may be reduced based on previous year's attendance results.

- Personnel/Staff: All regular staff must be entered. Regular staff is defined as: 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, staff-classify outcome must be completed for each staff person; enter staff (either paid or volunteer). The staff-classify 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 and Special Needs - this is done twice each year, once in the fall and in April, (for all students regardless of attendance).
- Partners/Resources: You will be required to enter all partners previously identified in your awarded/approved grant. Additionally, resources (financial and in-kind) will be tracked in Kids Care Center.
- <u>Tentative due dates for required data entry completion in Kids Care Center:</u>
  - September 15: Hours of operation, weeks of operation, days of operation, site profile information.
  - September 30: Setup program, schedules, enroll students, set-up activities, and enroll students in activities.
  - September 20: Partners as specifically listed in approved/awarded grant.
  - October 31: Program personnel/staff.
  - November 30: The DESE demographics (which includes: Free/Reduced Lunch, Limited English Proficient, special needs, and Title I). These must be entered after October 1 because Free/Reduced Lunch data is not available until October.
  - April 30: Goals/objectives year-end status; partners and resources 2nd half of year.
  - May 1: events (minimum of required advisory councils and Lights On).
  - Due by the 15th of each month: Attendance.

<u>Other Report Requirements:</u> The following items must be readily available upon request by the DESE:

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

Any other form and/or materials required by the DESE.

SECTION IV: FINANCIAL GUIDANCE/REQUIREMENTS

AWARD PERIOD

The Missouri SAC awards shall not exceed three (3) years. The DESE intends to make first year awards through June 30, 2015 with two (2) subsequent one-year renewal options to successful awardees. Awards may be renewed pending availability of funds, successful completion of all deliverables/requirements, attendance levels, quality of program and program performance, submission of complete and accurate end-of-year reports, submission of an approved renewal form, and any additional information identified by the DESE.

The DESE anticipates notifying awardees on or before September 1, 2014.

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

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

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

FUNDING
Districts seeking funding for more than one site must submit individualized Applications for each site/building as required by this document. Awards cannot exceed $30,000 per site and $60,000 per district, pending funding availability. Funds requested must be reasonable and necessary as well as appropriate to the number of students to be served. Funding will be awarded on a competitive basis pending availability of funding.

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

Planned expenditures must be "reasonable, allocable, and allowable" and abide by OMB Circular A-87, A-21, and A-122 - Cost Principles (http://www.whitehouse.gov/omb/circulars_a087_2004.html).

Activities SAC Funds <u>Cannot</u> 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 SAC proposal cannot be charged to the grant directly
5. Pre or Post-Award Costs: Purchases made, services performed either before date of award or after conclusion of each award year
6. Purchases/services not related to or not approved for the awarded afterschool program
7. Game tables (i.e. fuse ball, ping-pong, air hockey)
8. Daily snacks
9. Food/snacks for teacher/staff meetings
10. Food for non-instructional purposes
11. Incentives/Gifts (Student or Staff)
12. Student and/or child tuition fees, scholarships
13. Student stipends to attend program
14. Gift cards

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

Questionable Items (not all inclusive)

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

1. Office furniture/equipment/supplies
2. Field trips *(Must be tied to academic component, 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. Inflatables (i.e. bounce houses)
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. For purposes of this grant, you must use the 2014-2015 Indirect Cost Calculation list* (*Please Note: you do not have to request indirect costs for purposes of this grant).*

For the list of approved rates go to:

1) http://www.dese.mo.gov
2) Click on Data Tab below banner and then click onMCDS Portal
3) Click on District and School Information

4) Under Quick Facts, click on Districts and School Information
5) Scroll down to School Finance Data Reports
6) Under the Section of School Finance Data Reports, look for the folder label Indirect Costs
7) Click on the folder labeled Indirect Costs to find the 2014-2015 rates*
8) Indirect cost rates for schools must not exceed the certified indirect cost rates as established with the School Finance Section of the DESE. For purposes of this Application, you must refer to the non-restricted rates column.

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

PROGRAM INCOME/FEES

A SAC program may charge fees to students attending the afterschool program. Programs collecting fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate. 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.

SINGLE AUDIT

Any awardee that expends $750,000 in *total federal funds* shall have a single audit conducted for that year in accordance with the provisions of OMB Circular A-133 "Audit of States, Local Governments, and Nonprofit Organizations." Copies of audits must be submitted to the Federal Clearing House by the awardee. Total federal awards include all federal funds expended by the sub-recipient during its fiscal year, whether received through the DESE or other agencies. A copy of the final audit report shall be submitted to the DESE annually. Total federal awards include all federal funds expended by the sub-recipient during a fiscal year, whether received thru DESE or other agencies.

CASH MANAGEMENT

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

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

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

EQUIPMENT MANAGEMENT/INVENTORY

The following items are subject to the inventory management and control requirements: 1) Equipment items with an acquisition cost of $1,000 or more per unit, and 2) Items with an acquisition cost under $1,000 per unit which are

considered attractive or easily pilfered. These "sensitive" items may include audio-visual equipment, PDAs, digital cameras, laptops, television sets, DVD players, VCRs, power tools, computers, and computer accessories.

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

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

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

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

In addition, inventory must:

- Be updated as equipment items are purged or new purchases are made.
- Equipment items purchased with federal funds are to be identified and physically marked as such.
- Adequate safeguards must be in place related to the loss, damage, or theft of the equipment. Any loss, damage, or theft should be investigated and fully documented.
- Adequate maintenance procedures should be implemented to keep the equipment in good condition.
- A physical inventory of equipment items must be taken and the results reconciled with the inventory records at least once every two years.

FINANCIAL MANAGEMENT/SEPARATE TRACKING

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

Reference: 34 CFR 74.21 and 34 CFR 80.20

PROCUREMENT

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

- Subawardees/recipients will use their own procurement procedures which reflect applicable state and local laws and regulations, provided that the procurements conform to applicable federal law.
- Subawardees/recipients will maintain a contract administration system which ensures that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

- Subawardees/recipients will maintain a written code of standards of conduct governing the performance of their employees engaged in the award and administration of contracts.
- Subawardees/recipients will provide for a review of proposed procurements to avoid purchase of unnecessary or duplicative items.
- Subawardees/recipients will make awards only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement.
- Subawardees/recipients will maintain records sufficient to detail the significant history of the procurement. The records include, but are not limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price and award.
- Subawardees/recipients will have protest procedures to handle and resolve disputes relating to their procurements and shall in all instances disclose information regarding the protest to the awarding agency.

Reference: 34 CFR 80.36

RECORD RETENTION

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

The state has issued a record retention period is five (5) years for all financial and programmatic records. The starting date of retention begins on the day the final expenditure report is submitted in year three (3) of the grant cycle. The retention period for equipment records starts on the date of disposition or replacement or transfer. If any litigation, claim, negotiations, audit, or other action involving the records started before the end of the three year period, the records must be retained until completion of the action and resolution of all issues or until the end of the three year period, whichever is later.

Note: While the federal record retention period is three (3) years, state regulations are more restrictive at requiring five (5) year period for record retention and therefore supersede the federal government retention period.

Reference: 34 CFR 80.42

SUPPLEMENT/SUPPLANT REQUIREMENT

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

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

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

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

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

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

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

Reference: OMB Circulars

TIME AND EFFORT

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

OMB CIRCULAR A-87 FOR LEAS:

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

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

Monthly Personnel Activity Report (PAR): Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs). Salaries and wages of employees used in meeting cost sharing or matching requirements of federal awards must be supported in the same manner as those claimed as allowable costs under federal awards. For more information about monthly personnel activity reports, see: Circular No. A-87. 8.(8).(4). A sample form is located at: http://www.dese.mo.gov/sites/default/files/sef-monitoringguide2014.pdf.

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

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

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

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

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 subawardees must initially expend their own funds prior to receiving reimbursement from the DESE.

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

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

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

Upon receipt and approval of a properly prepared Request for Reimbursement form, the DESE shall pay the awardee the amount of verifiable expenditures. Receiving the awarded dollars is done on a reimbursement basis. Each successful Application must pay expenses first, submit a Request for Reimbursement form to the DESE second, and then receive reimbursement third. Funds received must be expended within three days of receipt per CMIA (see page 23).

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

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

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

DESE highly encourages submission of RFRs quarterly, at a minimum. Awardees will be placed in moderate risk if no Request for Reimbursements has been submitted to the DESE by December 15. Awardees will be placed in high risk if no Request for Reimbursements has been submitted to the DESE by March 15.

SECTION V: OTHER CONTRACTUAL REQUIREMENTS

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

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

In accordance with the detailed activity plan developed and approved by the DESE, the awardee shall implement and satisfy all requirements of the detailed activity plan. The awardee shall perform those requirements assigned to the

awardee and shall oversee and manage all other requirements of the activity plan to insure that all requirements of the plan, as approved by the DESE, are performed and accomplished.

BUSINESS COMPLIANCE

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

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

CONTRACTOR LANGUAGE

The contractor shall only employ personnel authorized to work in the United States in accordance with applicable federal and state laws. This includes but is not limited to the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) and INA Section 274A.

If the contractor is found to be in violation of this requirement or the applicable state, federal, and local laws and regulations, and if the State of Missouri has reasonable cause to believe that the contractor has knowingly employed individuals who are not eligible to work in the United States, the state shall have the right to cancel the contract immediately without penalty or recourse and suspend or debar the contractor from doing business with the state.

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

TERMINATION

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

SUBCONTRACTOR

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

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

CONFIDENTIALITY
The contractor shall agree and understand that all discussions with the contractor and all information gained by the contractor as a result of the contractor's performance under the contract shall be confidential and that no reports, documentation, or material prepared as required by the contract shall be released to the public without the prior written consent of the state agency.

CONTRACTOR'S DUNN AND BRADSTREET (DUNS) NUMBER
By signing this contract you acknowledge a current registration with the Central Contractor Registration (CCR) organization.

SECTION VI: EVALUATION AND AWARD PROCESS

After determining that a grant satisfies the mandatory requirements stated in the program guidelines and requirements, the evaluator(s) must use both objective analysis and subjective judgment in conducting a comparative assessment of the Application in accordance with the evaluation criteria based on a 200 point scale.

Program Need	30 pts
Program Design	50 pts
Partners	15 pts
Cost of Program	40 pts
Sustainability	15 pts
Competitive Priority Considerations:	
DESE Priority Level Status	20 pts.
Department Goals	20 pts
New Program	3 pts
Year Round Program	3 pts
Free/Reduced Lunch Levels	4 pts

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. These readers are comprised of experienced grant readers.

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

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 mid-September. All applicants should refer to the website for a complete listing of awardees at:
http://www.dese.mo.gov/early-extended-learning/afterschool-porgrams/approved-programs.

The objective evaluation of cost must be based upon the amounts stated on the Price for Service Page for the original award period plus renewal periods. This will be looked at in context with the amount requested and the number of

students to be served. Make sure that your costs are in keeping with the need and the goals and objectives of the program.

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

SECTION VII: APPLICATION AND ATTACHMENTS

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

Application Cover Page **ATTACHMENT ONE** Signed**.**

Contact Information **ATTACHMENT TWO**

Enrollment Information **ATTACHMENT THREE**

Program Information **ATTACHMENT FOUR**

Program Need **ATTACHMENT FIVE**

Program Design

- **Program Plan** **ATTACHMENT SIX-A**
- **Project Activity Plan** **ATTACHMENT SIX-B**
- **Staff** **ATTACHMENT SIX-C**
- **Program Goals and Objectives** **ATTACHMENT SIX-D**
- **Department Goals** **ATTACHMENT SIX-E**

Program Partners **ATTACHMENT SEVEN**

Cost of Program **ATTACHMENT EIGHT**

- **Price for Service** **ATTACHMENT EIGHT-A**
- **Projected Three Year Budget** **ATTACHMENT EIGHT-B**
- **Budget Summary – Year One** **ATTACHMENT EIGHT-C**
- **Budget Narrative** **ATTACHMENT EIGHT-D**
- **Sustainability** **ATTACHMENT EIGHT-E**

Department's Priority Level Status **ATTACHMENT NINE**

Appendix A – Needs Assessment Survey

Appendix B – Certification Regarding Plagiarism

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

Appendix D – Copy of the contract between Not-For-Profit and LEA (if applicable)

Appendix E – Copy of current state License from the Department of Health and Senior Services (if applicable)

Appendix F – Copy of current Accreditation certificate from either MOA or COA (if applicable)

ATTACHMENT ONE

STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Request for Proposal
Grant NO. SAC14-15
TITLE: School Age Community Program Grant (SAC) (Federal, CCDF)

CONTACT PERSON: Kim Wolf
PHONE NO.: (573) 522-2627
E-MAIL: kim.wolf@dese.mo.gov

ISSUE DATE: Thursday, May 1, 2014

RETURN PROPOSAL NO LATER THAN: 3:00 p.m. Wednesday, June 11, 2014 **(Must be received, not postmarked.)**

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

RETURN PROPOSAL TO:

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

Grant Period: Date of Award – June 30, 2015

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

SIGNATURE REQUIRED

AUTHORIZED SIGNATURE (Superintendent)	DATE
PRINTED NAME	TITLE
DISTRICT NAME	
DISTRICT COUNTY CODE	SITE NAME
MAILING ADDRESS	CITY, STATE, ZIP
PHONE NO.	E-MAIL ADDRESS (Required)

NOTICE OF AWARD (STATE USE ONLY)

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:	
TITLE Chris L. Nicastro, Ph.D., Commissioner of Education	DATE
Total Amount Awarded:	

ATTACHMENT TWO

CONTACT INFORMATION		
DISTRICT NAME		
PRIMARY CONTACT PERSON NAME	TITLE	
MAILING ADDRESS (for Contact Person)	PHONE	
CITY, STATE, ZIP	FAX	
E-MAIL (FOR CONTACT PERSON)		
NAME OF PRIMARY KIDS CARE CENTER CONTACT	E-MAIL FOR PRIMARY KIDS CARE CENTER CONTACT	

SUPERINTENDENT INFORMATION		
SUPERINTENDENT NAME	PHONE	FAX
MAILING ADDRESS	CITY, STATE, ZIP	

NON-LEA ADMINISTERING PROGRAM - *If applicable*. Provide the name and address of the outside agency or organization (must be not-for-profit) that will administer this program as subcontracted with by the school district. Attach a copy of the contract between the district and the not-for-profit entity, required, as APPENDIX D.

NAME OF ORGANIZATION SUBCONTRACTED WITH	NAME OF CONTACT PERSON	
MAILING ADDRESS	CITY, STATE, ZIP	
PHONE	FAX	E-MAIL

SITE INFORMATION (Complete the box for the site that will provide a SAC Program)	
SITE NAME	
PHYSICAL SITE ADDRESS	
CITY, STATE, ZIP	
SITE CONTACT PERSON NAME	
SITE CONTACT PHONE	SITE CONTACT E-MAIL

ATTACHMENT THREE

ENROLLMENT INFORMATION **(all information pertains to the school age/afterschool program for which the grant in intended.)**

Complete either ***Part A*** *or* ***Part B*** ***(refer to 'Competitive Priority' page 7 of the grant guidelines):***

Part A. New Services

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

Part B. Existing Services

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

For each grade level you plan to serve with this grant, complete the following:

Grade Levels	Ages of Children	Estimated Enrollment # (non-duplicative)
K		
1		
2		
3		
4		
5		
6		
7		
8		
9+		

ATTACHMENT FOUR

PROGRAM INFORMATION

A. Will the program be located on the school site? _____Yes _____No

If no, where AND why:_____

B. Which date (month and day) will the program begin and conclude during the school year (must be between July 1 and June 30)?

Begin:_____/_____ Conclude:_____/_____
(month) (day) (month) (day)

C. Total number of hours program will operate each week_____. Total number of days program will operate each week_____.

D. The program will be in session during (check all that apply):

☐ regular school session ☐ summer (non-school days) ☐ year round ☐ holidays (except legal holidays)

☐ inclement weather ☐ teacher conferences ☐ school breaks

E. List the **beginning and ending times** program is in operation (during non-school hours):

NOTE: AM and PM times must be listed separately if offering both (i.e. 7am- 8am; 3 pm-6 pm; NOT 7 am-6pm)

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Summer (include the months):

Holidays:

Break:

Other, describe:

F. Is this site currently licensed? _____Yes _____No
If yes, you must attach a copy of your current state license as APPENDIX E. If grant is awarded, the site must be licensed by one year from date of award.

G. Is this site currently accredited? _____ Yes _____No

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

If no, does the site intend to work toward (*optional*):____ Missouri Accreditation (MOA) ____ Council of Accreditation (COA) ____N/A

H. Has this site received SAC funding previously? _____Yes _____ No

If yes, check all school years in which SAC grant funding was received:
____08-09 ____09-10 ____10-11 ____11-12 ____12-13 ____13-14

I. Is this site a current 21st Century Community Learning Center (CCLC) grantee? _____Yes _____No

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

J. Will this site charge a fee for students to attend? _____ Yes _____ No

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

K. What is the Free and Reduced Lunch for the school to be served by this grant : _____%
(refer to http://www.dese.mo.gov/early-extended-learning/afterschol-programs/grants)

ATTACHMENT FIVE

PROGRAM NEED
Define the Need- list each response by number in the following order: 1. Describe the nature and extent of the need, using data that is current and relevant to your particular locality. 2. Describe how the program will meet the specific needs of working parents who live in the area to be served. 3. Describe how this grant will address the needs identified. 4. Attach needs assessment survey as APPENDIX A. ***All information must be confined to this space plus one single additional page (if needed). Be sure to label additional page as ATTACHMENT FIVE.***

ATTACHMENT SIX-A

PROGRAM DESIGN

Program Plan – list each response by number in the order below.

1. Describe where the program will take place (i.e. gym, cafeteria, math class room, etc.).
2. Describe who will be served by this program. Include, but not limited to: target audience, how it was determined and how they will be recruited (include services for special needs children, if applicable). Describe how the program will maintain attendance levels and encourage regular attendance.
3. Describe a clear picture of what the program will look like. Include, but not limited to: typical daily schedule, description of broad array of activities, and how you will ensure students will be given the opportunity to attend academic and/or enrichment activities on a regular basis (students should be offered a broad array of services and not just stand alone clubs or activities or only the ability to attend certain days of the week).
4. Describe how the program proposes to address the academic, social, and/or emotional needs of students served.
5. Describe any program support from the superintendent and/or the school principal? Attach letters of support labeled "Letters of Support" from the superintendent and principal of the site proposed for service.
6. Describe how the program will share child's results and program information with the parents of students served.
7. Describe how this grant award will improve the quality and/or increase the availability of School Age Community Afterschool Programs. For applicants already implementing afterschool services or for previous grantees (grant ended June 2014) you must also clearly describe what that afterschool program looked like when demonstrating how this grant will improve the quality and/or increase the availability.
8. Describe any innovative approaches or services beyond a normal child care program in an engaging age-appropriate manner (i.e. activities supporting math, science, reading/language arts, STEM, etc.).
9. Describe how the program will encourage family/parent engagement in the program, if applicable.
10. Describe how/what/when the program will provide ongoing staff development and training in addition to the training required by this grant and in addition to the technical assistance provided by MASN as part of this grant.
11. Provide the staff to child ratio. Describe how staff will be evaluated for program effectiveness.

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

ATTACHMENT SIX-B

Project Activity Plan

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

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

ATTACHMENT SIX-C

PROGRAM DESIGN (*CONTINUED)*

School Age Community Staff

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

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? ☐ Yes ☐ No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? ☐ Yes ☐ No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? ☐ Yes ☐ No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? ☐ Yes ☐ No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

NAME OF STAFF	WORKS DIRECTLY WITH CHILDREN? ☐ Yes ☐ No
JOB TITLE	ROLE AND RESPONSIBILITY
EDUCATION BACKGROUND	
NUMBER OF YEARS EXPERIENCE IN SCHOOL AGE	

ATTACHMENT SIX-D

PROGRAM GOALS AND OBJECTIVES

The Extended Learning Section has developed three goals and 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 pages 14-17 of grant guidelines for more information on PQA and Leading Indicators). ***All information must be confined to this space plus one additional page (if needed). Be sure to label additional page as ATTACHMENT SIX-D.***

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

Objective 2.1: 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.

Describe how your program design and budget will help meet Goal 2?

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

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

Objective 3.3: At least 50% of youth per site will have no in-building or out-of-school suspensions. (FY15)

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).

Describe how your program design and budget will help meet Goal 3?

ATTACHMENT SIX-E

DEPARTMENT GOALS
Department Goals: You must describe how your program will align to one or both of the DESE goals in the space below (refer to page 7 of grant guidelines for more information). The DESE goals one (1) and three (3) are as follows: 1. All Missouri students will graduate college and career ready. 3. Missouri will prepare, develop, and support effective educators.

ATTACHMENT SEVEN

PROGRAM PARTNERS
Partners - list each response by number in the following order: 1. List all collaborative efforts used in planning and implementing this program (be sure to include any formalized partnerships outside of the school district). For any formalized partnerships outside of the school district, attach a copy of a letter of agreement or Memorandum of Understanding as **APPENDIX C** that includes the following at a minimum (what services are to be provided, when, where, estimated monetary value of service or cost to be paid for the service, and signed with date by the partner). 2. For each specified collaborative effort, fully describe how it will enhance the quality of the program. 3. Describe your Advisory Council (i.e., who sits on it and how often they meet). Please Note: These collaborative efforts build partnerships which will be vital to a program's sustainability success. ***All information must be confined to this space plus one additional page (if needed). Be sure to label additional page as ATTACHMENT SEVEN.***

DO NOT INCLUDE THIS PAGE

Cost of Program

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

Please note the following for completing budgets:

- Refer to pages 21-22 of the grant guidelines for a listing of what funds can and can't be used for.
- Do not use acronyms for budget items. If items are not clearly spelled out, or if there is any confusion as to what they stand for, such budget items may be at risk of not being approved for funding. (Exception for MAACCE and MOSAC2.)
- Be realistic when developing budgets. They will be reviewed based on the number of students to be served to demonstrate the most cost effective use of these funds.
- Minor budget 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 minimally for years two and/or three, in which case, applicant must describe reason for change at time of renewal for each budget change.
- All budget items should pertain to a specific budget category provided on the budget pages.

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

Travel and Transportation: The cost of travel related to the SAC program is allowable for program personnel on trips related to the project. This cost must be justified in the proposal. Transportation for students in a program for field trips or program trips may also be included in this category.

Material and Supplies: Materials and supplies to be purchased from these funds are limited to items which are either consumed in use, have a useful life of less than one year, cost less than $1,000 per unit, and are more feasibly replaced than repaired.

Equipment: Equipment is distinguishable from supplies in that items have a useful life of more than one year and have an acquisition cost of $1,000 or more per unit, and are more feasibly replaced than repaired. 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. Such items include SmartBoards, projectors, iPods, iPads, computers, software, software licenses, fitness equipment, etc. Other costly items such as printers, cameras, camcorders, and other computer hardware must be discussed with and approved by the DESE prior to purchase.

Equipment to be purchased from these funds is limited to items for the direct service component of the program (e.g., microscopes for students) rather than equipment for the administration of the program (e.g., a computer for a secretary, laminating machine, etc.).

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

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

Purchased Services: specify all services in which grant funds are paying for (i.e. Mad Science). All purchased services must have a contract or MOU and be available upon request.

ATTACHMENT EIGHT-A

PRICING PAGE

Price for Service

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

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

ATTACHMENT EIGHT-B

Projected Three Year Budget (include this page)

Applicant's Name: _____ Site Name: _____

Directions: List the "accumulative" amount of funds for each year funds are being requested. Refer to ATTACHMENT EIGHT for additional information on budget category specifications.

BUDGET CATEGORY	YEAR ONE Dollars Requested	YEAR ONE Other Funds/ In-kind (If applicable)	YEAR TWO Dollars Estimated	YEAR THREE Dollars Estimated
Salaries	$	$	$	$
Benefits	Figured at ____% $	Figured at ____% $	Figured at ____% $	Figured at ____% $
Travel and Transportation	$	$	$	$
Materials/Supplies	$	$	$	$
Equipment	$	$	$	$
Professional Development (educational training/conferences)	$	$	$	$
Purchased Services	$	$	$	$
SUBTOTAL Direct Costs	$ 0	$	$	$
Indirect Costs (Do not include equipment category amount in this calculation, see Section III.)	Figured at ____% $	Figured at ____% $	Figured at ____% $	Figured at ____% $
TOTAL	$	$	$	$

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

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

ATTACHMENT EIGHT-C

Budget Summary Year One 2014-2015

Applicant's Name: _____ Site Name: _____

Directions: Provide a detailed itemized budget. ***If additional space is needed, this page may be copied as needed****. (See ATTACHMENT EIGHT for additional directions for completing this itemized budget.)*

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	SINGLE PRICE	TOTAL PRICE
Salaries (list by each title/role)	*Example: 2 site directors x15 hours @ $20 per hour for 44 weeks.*	*Anticipate serving*		
Subtotal (Salaries)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on additional pages.**	**$**	**$**
Benefits (list by each title/role)	*Example: site directors at 10.95% each*			
Subtotal (Benefits)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on additional pages.**	**$**	**$**
Travel and Transportation	*Example: Lodging 2 nights @ $99; 150 miles @ $.37 per mile*	*Lodging at MAACCE Conference; Mileage to MOSAC2 PDI*		
Subtotal (Travel & Tran.)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on additional pages.**	**$**	**$**
Materials/Supplies	*Example: Consumable supplies $300/teacher x 3 teachers*			
Subtotal (Supplies)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on additional pages.**	**$**	**$**

Equipment **(specify #s of each piece and prices per item type unless priced as a unit)**	*Example: 2 computers @ $850 each*			
Subtotal (Equipment)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on additional pages.**	**$**	**$**
Professional Development **(education/training, conferences)** (break out by each Prof. Dev. Activity/training)	*Example: Regional Training @$250 x 3 people*			
Grantee Mtg (Columbia/JC)-*Req'd*				
State Conf (MAACCE or MOSAC2)-*Req'd*				
Other (list separately)				
Subtotal (Prof. Dev.)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on additional pages.**	**$**	**$**
Purchased Services	*Example: $900 Mad Science*			
PQA (budget $1,200/site)-*Req'd*				
Accreditation **(see Guidelines page 10 for requirement vs. optional)**		**$600 maximum within three-year grant**		
Other (list separately)				
Subtotal (Purchased Services)		**If you have multiple pages, you must put the total of all pages combined on this line. Do not put this total on additional pages.**	**$**	**$**
SUBTOTAL **(Direct Costs)**			**$**	**$**
INDIRECT COSTS **(Do not include equipment category amount in this calculation. See Guidelines page 23.)**	**Calculated at _____%**		**$**	**$**
GRAND TOTAL **(Direct + Indirect)**			**$**	**$**

BUDGET (*CONTINUED*)

Budget Narrative

You must submit a budget narrative for each budget category in which funds are being requested.

1. Describe how the funds are reasonable, allocable, and necessary in relation to the number of students to be served and to the scope of the project and its anticipated outcomes. Note for already existing programs or for previous awardees (funding ended June 2014): be sure to also explain how these costs further enhance/expand or are new/different than the services provided before.
2. ALL equipment (including attractive/easily pilfered/walk-away items that may be budgeted under materials/supplies) and all field trips must be listed here and fully described to be considered for funding.
3. Describe how items increase and/or enhance quality.

All information must be confined to this page plus no more than 2 additional pages (if needed). Be sure to label additional pages as ATTACHMENT EIGHT-D.

ATTACHMENT EIGHT-E

SUSTAINABILITY
Sustainability 1. Describe the preliminary plan for how the program intends to sustain this program beyond the grant award period (See page 13 of the grant guidelines for additional information). ***All information must be confined to this space plus one additional page (if needed). Be sure to label additional page as ATTACHMENT EIGHT-E.***

ATTACHMENT NINE

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

DEPARTMENT'S GOALS ALIGNMENT RUBRIC FOR COMPETITIVE GRANTS

PROJECT PARTICIPANT PRIORITY LEVEL STATUS

Directions: Select only one Priority or Focus School Status per Application. Only one building within a district, consortium or service area needs to be classified in the lowest status level (Priority School) to generate the highest possible points for the district or consortium. The proposal must address an area or areas of needed improvement in the building(s) that earned the designation to be awarded maximum points in this section. **The status of a building or district will be determined by the Department.**

You may find the lists located at http://dese.mo.gov/early-extended-learning/afterschool-programs/grants

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

APPENDICES – ATTACH THE FOLLOWING BEHIND ATTACHMENT NINE

Appendix A	Needs Assessment Survey
Appendix B	Certification Regarding Plagiarism
Appendix C	Letter of Agreement or Memorandum of Understanding for formalized partnerships outside of the school district
Appendix D	Contract between Not-For-Profit and LEA (*if applicable*)
Appendix E	Copy of current state License from the Department of Health and Senior Services (*if applicable*)
Appendix F	Copy of current Accreditation Certificate from either MOA or COA (*if applicable*)