21st Century Community Learning Centers 2019-24

Application & Guidelines

APPLICATION Deadline: Must be Received No Later Than Friday, July 19, 2019 at 1:00 p.m. (not postmarked)

MISSOURI 21ST CCLC APPLICATION

(Additional details provided in application guidelines)

Legislative Authority	21st Community Learning Centers (21st CCLC) is authorized under Title IV, Part B, of the ESEA, as amended by the *Every Student Succeeds Act (ESSA) of 2015.*
Purpose	The purpose of 21st CCLC is to provide opportunities for communities to establish or expand activities in community learning centers that 1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards in at least math, reading, and science (subjects are Missouri specific); 2. offer students a broad array of additional services, programs, and activities; such as, youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and 3. offer families of students served by community learning centers, opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. All three components must be offered at each site.
Eligible Applicants	Any public or private organization is eligible to apply. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: • Public schools, local education agency (LEA), • Charter schools, • Private schools, • Non-profit agencies, • Faith and community-based organizations, • Institutions of higher education, and • For-profit corporations. The statute also allows a consortium to apply. Applicants are not allowed to divest oversight of the program administration or implementation to another agency, therefore, at a minimum; applicants must maintain direct control of 51% of the total grant award during the entire grant cycle. These funds may not be used as a pass-through to another agency to operate a 21st CCLC program.

Eligibility	The DESE will restrict awards to applications that propose to primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or more of the student population is eligible to receive free and reduced price meals).
Amount of Funding	By federal statute, the DESE cannot consider funding any application that requests less than $50,000 per year. Maximum awards will be no more than $400,000 per proposal, per year (pending availability of funds from the United States Department of Education and satisfactory performance of the grantee in previous years).
Project Start Date/Award Period	The first year grant award period is from date of award to June 30, 2020 with (4) four subsequent one-year continuation options to successful applicants. If awarded, the grant award is for immediate implementation of the afterschool program. The awardee may only charge to the award, costs resulting from obligations incurred **during** the funding period (pre-award costs are not allowed, including grant writers).
Intent to Apply	Applicants are encouraged to send an "Intent to Apply" for the 21st CCLC grant competition by Friday, June 21, 2019. This will help the DESE adequately plan for grant readers in order to have the applications reviewed in a timely manner. It is not required to submit an "Intent to Apply" in order to submit an application.
Due Date	Applications must be received by the DESE no later than **Friday, July 19, 2019 by 1:00 p.m.** (not postmarked)-**NO EXCEPTIONS**. You should allow additional time for delays, technical issues, etc.
Submission	When submitting an application, the applicant must include two (2) signed copies in addition to the original signed application in blue ink for a total of three (3). All copies must be contained within the same envelope/box. Print or type "21st CCLC Application" on the lower left hand corner of the envelope or package. Mail: Department of Elementary and Secondary Education Extended Learning Section P.O. Box 480 Jefferson City, MO 65102-0480 Delivery: Department of Elementary and Secondary Education Extended Learning Section 205 Jefferson Street (7th Floor) Jefferson City, MO 65101 FAXED APPLICATIONS ARE ***NOT*** ACCEPTABLE.
Q & A	All questions regarding the application should be emailed to: exl@dese.mo.gov. A complete list of all questions and answers will be posted at: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants.

INTENT TO APPLY FOR
21ST CENTURY COMMUNITY LEARNING CENTERS

Applicants are encouraged to send an "Intent to Apply" for the 21st Century Community Learning Centers (CCLC) grant competition by Friday, June 21, 2019. This will help the DESE adequately plan for grant readers in order to have the applications reviewed in a timely manner. It is not required to submit an "Intent to Apply" in order to submit an application.

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

Please provide the following information:

Name of District/Organization/Agency Applying:

Designated Contact Person:

Title:

Address:

Phone:

Email:

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

Extended Learning Section
Missouri Department of Elementary & Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480

Phone: 573-522-2627

Email: exl@dese.mo.gov

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SECTION I: DEFINITIONS AND KEY TERMS

Center: The name of the overall program/application that may consist of a single site or multiple sites. A "center" might include several "sites." For example, there might be more than one separate school building (or site) within a 21st CCLC.

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

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

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

Awardee/Grantee/Subgrantee: Award/grant recipient.

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

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

Community-Based Organizations (CBO: As defined in Section 8101(5) of Title VIII of ESSA, "the term 'community-based organization' means a public or private non-profit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community".

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

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

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

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

SECTION II: DEADLINE, SUBMISSION, AND FORMATTING INFORMATION

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

Although an attempt has been made to provide accurate and up-to-date information, the DESE does not warrant or represent that the background information provided herein reflects all relationships or existing conditions related to this application. Any awards that may be made are subject to any state and/or federal legislation, regulations, laws, and/or availability of funding.

The DESE anticipates notifying awardees in September, 2019. All applicants should refer to the website for a complete listing of awardees at: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/approved-programs. If awarded, this grant is for immediate implementation of the afterschool program.

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

INTENT TO APPLY

Applicants are encouraged to send an "Intent to Apply" for the 21st CCLC grant competition by Friday, June 21, 2019. This will help the DESE adequately plan for grant readers in order to have the applications reviewed in a timely manner. It is not required to submit an "Intent to Apply" in order to submit an application.

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

APPLICATION DEADLINE

Applications must be received by the DESE **no later than 1:00 p.m. on Friday, July 19, 2019** (not postmarked) - NO EXCEPTIONS. You should allow additional time for delays, technical issues, etc. DESE will use the clock in the front/main office of the 7th floor for the 1:00 p.m. deadline.

SUBMISSION OF APPLICATION

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

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

Print or type "21st CCLC Application" on the lower left hand corner of the envelope or package.

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

Applicant contact: 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.

Submit application by the deadline to:

Mail:	Delivery:
Department of Elementary and Secondary Education Extended Learning Section PO Box 480 Jefferson City, MO 65102-0480	Department of Elementary and Secondary Education Extended Learning Section 205 Jefferson Street (7th Floor) Jefferson City, MO 65101

FIDELITY TO THE APPLICATION

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

FORMATTING REQUIREMENTS

To facilitate the evaluation process, the applicant must organize their application as described in Section X and shall follow the requirements listed below. Failure to do so will result in reduction of up to five points. Please note that if an application exceeds the maximum number of pages allowed in any section, readers will be instructed to stop evaluating at the end of the last allowed page number per section.

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 (not by section). Due to formatting challenges, it is acceptable to hand write page numbers.
C. Shall not add fancy bindings.
D. Shall not add any information not requested.
E. 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. Do not place in binders or folders.
F. All additional attached pages must be single-sided with font size of 10 or 12 point (The actual grant application cannot be changed).
G. Redesign or reformatting of the application is not permitted without prior approval.
   Note: The DESE uses Microsoft Windows and Internet Explorer. The application may look different for those using other programs/devices such as Chrome, Apple, etc.
H. All pages requesting signatures must have the appropriate signatures.

SECTION III: 21ST CCLC PROGRAM FOCUS

PURPOSE

21st CCLC programs are required to provide the following programmatic components, as authorized under Title IV, Part B, of the ESEA, as amended by the *Every Student Succeeds Act (ESSA) of 2015:*

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards in at least math, reading, and science (subjects are Missouri specific);

2. offer students a broad array of additional services, programs, and activities; such as, youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

3. offer families of students served by community learning centers, opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

All three components must be offered at <u>each</u> site (a site would NOT be eligible if it only offered homework and/or tutoring and/or credit recovery as these do not provide all the required programmatic components of 21st CCLC programs).

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

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

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

MEASURES OF EFFECTIVENESS

Applicants that receive 21st CCLC funds must use measures of effectiveness. Grantees must assure that their measures are based on the following criteria

1. based upon an assessment of objective data regarding the need for before and after school or summer programs and activities in the school and communities;

2. based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;

3. If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards;

4. ensure the measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and

5. collect the data necessary for the measures of student success described above.

HIGH QUALITY PROGRAM CHARACTERISTICS

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

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

Experience & Practice

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

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

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

SECTION IV: ELIGIBILITY AND PRIORITIES

ELIGIBLE APPLICANTS

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

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

The statute also allows a consortium to apply.

Applicants are not allowed to divest oversight of the program administration or implementation to another agency, therefore, at a minimum; applicants must maintain direct control of 51% of the total grant award during the entire grant cycle. These funds may not be used as a pass-through to another agency to operate a 21st CCLC program.

CURRENT AFTERSCHOOL PROGRAMS AND CURRENT/PREVIOUS DESE GRANTEES

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

Any **site** receiving 21st CCLC or School Age Community (SAC) funds for the 2019-2020 year is not eligible.

Cohort 8 grantees, whose funding ends June 30, 2019, may apply; however, must expand to additional sites, serve a number of additional students (i.e. additional grade levels), add summer programming after the school year is over, and/or enhance activities provided in existing afterschool programs.

Current Cohort 9 and 10 grantees may apply for additional sites under a new competitive application; however, may not apply for any site already receiving 21st CCLC funds.

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

OFFICIAL GRANTEE/AWARDEE

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

ELIGIBILITY

The DESE will restrict awards to applications that propose to primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or more of the student population is eligible to receive free and reduced price meals). For the purpose of this grant the DESE will use the February (2019) cycle submission for January Membership and Free & Reduced (F&R) Lunch State FTE totals to determine the F&R Lunch percentage by building. Districts have until midnight July 19, 2019 to adjust January Membership or State Free and Reduced Lunch count data used in the calculation if it has been incorrectly or not reported. It is the districts responsibility to make these

corrections in the system in which they were reported, and districts are responsible for verifying that any updates/changes are saved to that system. These changes must be made by midnight July 19, 2019 to be considered for eligibility purposes. Please refer to: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants to reference data.

Services provided to non-public school students must use the deprivation count data as reported to the DESE on the Non-Public School Registration form (see FAQ for additional eligibility information pertaining to non-public schools: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/approved-programs.

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

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

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

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

COMPETITIVE PRIORITY

The DESE will give competitive priority points to applications that:

1. Propose to serve students at a site in a county that does not currently have an afterschool program funded by 21st CCLC funds to ensure equitable distribution of funds throughout the State. In order to receive the additional points, the applicant's agency must also have an established domicile within the same county. Please refer to the following link for the list of counties that do not currently receive 21st CCLC funding: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants (maximum 5 points). You **must** complete **APPENDIX E** in order to be eligible for these competitive priority points.

2. Propose to target services to -
   a. students who attend schools that-
      i. are listed as a comprehensive or targeted school

      OR

      ii. other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes;

      AND

      iii. enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models;

      AND

   b. the families of these students (maximum 3 points).

Please refer to the following site for a list of focus and priority schools: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants. You **must** complete **APPENDIX E** in order to be eligible for these competitive priority points.

The DESE does not maintain a list of eligible schools determined to be in need of intervention and support by the local education agency (LEA) nor does DESE dictate what specific elements a LEA must reference when making this determination. The LEA should consider the degree of academic need and other risk factors when identifying the schools in need of intervention and support.

3. Demonstrate that the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or would expand accessibility to high-quality services that may be available in the community (maximum 2 points). You **must** complete **APPENDIX E** in order to be eligible for these competitive priority points.

4. Application is submitted jointly by eligible entities consisting of at least one local educational agency receiving funds under Title I, Part A and another eligible entity. (maximum 2 points).

   a. You **must** complete **APPENDIX E** in order to be eligible for these competitive priority points. To be considered as a co-applicant (jointly submitted), you must write to the following:
      - The LEA and at least one other organization collaborated extensively in the sharing, planning, and designing of the program;
      - Each co-applicant organization has substantial roles to play in the delivery of services;
      - All co-applicant organizations share grant resources to carry out their roles;
      - All co-applicants have significant and ongoing involvement in the management and oversight of the program;

      An organization contracted to provide services is not considered to be a joint or co-applicant.

   b. In addition, the assurance labeled as **APPENDIX C** must be signed by an authorized person for both, the non-LEA and LEA, which states *the proposed program was developed and will be carried out:*
      i. In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality; and
      ii. In alignment with the challenging State academic standards and any local academic standards.

SECTION V: APPLICATION DETAILS AND REQUIREMENTS

PROGRAM NEED/ASSESSMENT

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

PROGRAM OPERATION

Afterschool programs provide services to school age students (elementary, middle and/or high school) during non-school hours or periods when school is not in session (i.e. after school, before school, evenings, weekends, holidays, summers, or other school vacation periods). The DESE requires 21st CCLC programs to offer services **no less than four (4) days per week** during a typical school year and **no less than 12 hours per week** during non-school hours or periods when school is not in session. Summer programming cannot be offered during school-funded summer school. Programs may offer service to students during normal school hours only on days when school is not in session (e.g., school holidays or teacher professional development days). **The minimum hours per week must not include transportation time, if offered.**

Research has proven that brief periods of contact time in before and afterschool programs are not beneficial to students. Note: Missouri has set a goal for students to attend 60+ days. In order to help meet this goal, it is crucial for programs to encourage regular participation. **Each enrolled student** should be given the opportunity to attend academic and enrichment activities **a minimum of 12 hours each week** (occurring preferably between Monday-Friday) to provide a quality program in order to foster maximum positive impact on students' development and learning.

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

The DESE encourages programs to operate at least 3 hours per day beginning when school dismisses. If offering services before school the program should operate at least one hour per day ending just before the regular school day begins; and if offering services during the summer the program should operate at least 3 hours per day. Summer programming must include both academic and enrichment elements.

The DESE also encourages programs to operate the full length of the school year in order to accommodate working families. It is highly discouraged to offer summer only programming. The DESE does not allow for expanded learning time programs (Title IV, Part B Section 4204(a)(2)) as it would limit the funding available to serve a geographic diversity across the state and it could negatively impact the capability to serve as many at-risk students otherwise being served.

PROGRAM ATTENDANCE

- For each site that receives 21st CCLC funding, attendance reporting must be kept for each enrolled student and reported on a monthly basis through the statewide data management system (Kids Care Center, see Section VII) as provided free of charge by the DESE. Programs 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). Attendance should not be taken on students who only attend snack prior to non-related afterschool program activities (i.e. sports).

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

- Programs who only meet 80% of regular student attendance levels (based on proposed number of students served 30+ days or more in application) will be placed in moderate risk; programs who only meet 50% of regular attendance levels will be placed in high risk. Additionally, beginning in year two, budgets may be reduced based on previous year's attendance results.

LINKING THE AFTERSCHOOL PROGRAM WITH THE REGULAR SCHOOL DAY

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

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

Experience and Practice

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

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

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

ACTIVE COLLABORATION AND ACADEMIC ALIGNMENT ASSURANCE

All applicants must provide an assurance in **APPENDIX C** which states that the proposed program was developed and will be carried out:

a. In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality; and

b. In alignment with the challenging State academic standards and any local academic standards.

SERVICES, PROGRAMS, AND ACTIVITIES

Applications must include specific proposed services, programs, and activities that will clearly allow the center to progress towards each stated goal/objective and to meet the measures of effectiveness. An applicant shall design and implement its services, programs, and activities based on the three required core academic areas of math, reading/language arts, and science as well as a broad array of additional services, programs, and activities that advance student academic achievement and support student success.

Applicants must describe how they will disseminate information about the 21st CCLC program (including its location) to their community in a manner that is understandable and accessible during the five-year period of the grant, if awarded.

Applicants must also describe how such activities are expected to improve student academic achievement, as well as, overall student success.

You should also include those that will be offered as a part of family engagement. Applicants will complete **ATTACHMENT SIX-C** by site.

Experience and Practice

High quality afterschool and programs provide an important educational and developmental setting for young people. Effective programs provide opportunities for young people to learn, develop explore and have fun. Research shows that afterschool programs can support school improvement efforts by providing additional opportunities for growth, development of positive relationships, and exploration of youth interests that can lead to stronger educational outcomes. Programs are at their best when schools, families and communities work together to create and support them.

The following are some resources available to programs to help them from program development all the way to reaching high quality programming:

- Beyond the Bell (www.beyondthebell.org)
- You for Youth (www.y4y.ed.gov)
- Expanding Minds and Opportunities: the Power of Afterschool and Summer Learning for Student Success is a compendium of studies, reports and commentaries on the best practices, impact, and future of expanded learning opportunities. www.expandedlearning.org/expandingminds

ALLOWABLE ACTIVITIES

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

1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement;
2. Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
3. Literacy education programs, including financial literacy programs and environmental literacy programs;
4. Service-learning;
5. Youth development activities;

6. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
7. Services for individuals with disabilities;
8. Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
9. Cultural programs;
10. Telecommunications and technology education programs;
11. Expanded library service hours;
12. Parenting skills programs that promote parental involvement and family literacy;
13. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
14. Drug and violence prevention programs and counseling programs;
15. Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
16. Internship or apprenticeship programs; and
17. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act.

Applicant must complete the Project Activity Plan as **ATTACHMENT SIX-C.** The plan should describe all of the proposed regular opportunities/activities. It is understood that minor modifications to the plan may be needed during the year or future continuation years.

Experience and Practice

The DESE has a comprehensive, online, career development and planning program free of charge to all Missouri citizens that helps individuals learn about their talents, skills and interest and makes the connection between planning for continued education and the work world - Missouri Connections. Missouri Connections promotes lifelong learning and includes assessments, career and college planning and financial aid resources. It is appropriate for elementary, middle schools, high schools, and adult populations.

Career TREK (Elementary 3-5) Introduction to awareness of Career Paths
Junior Version (Grades 6-8) Exploration of Career Clusters, development of Individual Career and Academic Plan
High School Version (Grades 9-12) Preparation of Career Pathways, financial aid, interest profilers, occupation sort, resume creator, reality check
College and Adult Version – Guide in developing college and career plans and seeking employment, self-assessments, exploration, research, goal setting and decision-making.
For more information, please visit:
https://portal.missouriconnections.org/resources/materials/

TRANSPORTATION

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

FIELD TRIPS

Field trips that are linked to academic learning and relate to the program activities outlined in the application and/or continuation applications are allowed. Documentation of lesson plans and implementation of lessons, student surveys, student essays or journals are required. Taking students out of state, out to eat or purchasing food or drinks are not allowable expenses. Additionally entertainment activities are not allowed (i.e. amusement parks, water parks, ball games, movies, escape rooms, skating or ice capades, party centers, etc.).

FAMILY/PARENT ENGAGEMENT

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

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

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

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

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

Family Nights where families are only involved in an observation activity should not be the only type of activities provided for families.

PARTNERSHIPS

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

A list of partners shall be provided in **ATTACHMENT EIGHT-A** and Letters of Commitment shall be submitted as **ATTACHMENT EIGHT-B** from at least two partners clearly delineating the roles to be

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

Guidance for Applications

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

You for Youth (www.y4y.ed.gov) – Strengthening Partnerships

ADVISORY COUNCILS (OPTIONAL)

Applicants are encouraged but not required to convene an advisory council that is actively engaged in the development and implementation of the afterschool program(s) throughout the life of the grant. Councils can play a strong role in helping with current or future program needs and/or concerns, program operations, sustainability, community support, etc. Suggestions for Council membership could include: 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).

SPECIAL NEEDS STUDENTS

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

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

If the 21st CCLC program is also supported with Title I.A funds, instructional paraprofessionals must meet the requirements specified in Title I.A. Instructional paraprofessionals must have a minimum of 60 semester hours or college credit with a certified transcript on file, **OR** have passed the ParaPro Assessment **OR** the ParaProfessional Assessment. These requirements would apply to all paraprofessionals in a Schoolwide program (even those not paid with Title I.A funds).

Exceptions to paraprofessional requirements:

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

For more information on what a paraprofessional is, please go to: https://dese.mo.gov/content/how-do-i-become-paraprofessional-and-do-i-need-be-certified.

PROGRAM DIRECTOR

- Program Director/Coordinator must have, at a minimum, a bachelor's degree; or sixty (60) college semester hours with twelve (12) of the hours in child-related courses; or twenty-four (24) months' experience and twelve (12) college semester hours in child-related courses.
- This grant is labor intensive. It is strongly recommended that one person/position be hired as a full-time program director.

STAFF

- Staff working with children should have a minimum of a high school diploma or equivalent, should be adults (age 18 or older) and should have education and/or training in early and middle child development, recreation, elementary education, or other child-related fields. However, programs that are required to be licensed must meet staff qualifications as required by licensing. Programs should aim for the highest level of education and training possible, specifically when looking at academic subjects to be taught.
- The DESE encourages the program to plan and provide for continuous professional staff development (appropriate to afterschool).
- No person shall be employed who has been convicted of a crime against children. All programs are required to meet state laws regarding screening of childcare providers.
- Awardees must notify the DESE of key staff changes. A key staff change form is located on the DESE Afterschool Portal to complete and submit to the DESE.
- Compensation for employees engaged in work on federal awards will be considered reasonable to the extent that it is consistent with that paid for similar work in other activities of the governmental unit. In cases where the kinds of employees required for federal awards are not found in the other activities of the governmental unit, compensation will be considered reasonable to the extent that it is comparable to that paid for similar work in the labor market in which the employing government competes for that kind of employees involved.
- DESE encourages support of school administrators; however, paying school administrators (i.e. superintendents) to work in the afterschool program is discouraged as these positions are generally under contract to serve their schools at all times. It would be difficult to justify additional time and pay for afterschool programs in a school building.

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, but it is encouraged. You can find more information needed to complete this requirement at the following site: https://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check.

- **Non-schools**
    - Section 210, RSMo requires all individuals, to have a family care safety registry check. You can find more information about this at http://health.mo.gov/safety/fcsr/index.php. Note: These guidelines are different if you receive childcare subsidies.

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 completed fire and/or tornado drills.
- Staff and parent handbooks (copies should be available at each site).
- Posted evacuation routes.

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

FIRST AID AND CPR TRAINING

All 21st CCLC programs must comply with First Aid and CPR Training requirements as outlined by Section for Child Care Regulation (SCCR), regardless of their status of licensing.

LICENSURE

The Department of Health and Senior Services, through the Section for Child Care Regulation (SCCR), has responsibility for licensing and inspecting child care facilities under the authority of the Missouri Revised Statutes, DHSS, Chapter 210.

It is the responsibility of each applicant to inquire with the SCCR, **before** submitting the application to determine if they are required to be licensed. Each applicant must complete and submit the Program Evaluation Questionnaire (DC-20 Form) along with requested documentation, directly to SCCR for each site proposed. The following link will direct you to the DC-20 form: http://health.mo.gov/safety/childcare/pdf/DC-20.pdf. Please note that programs can operate during the review of submitted information to determine if licensure is required; however, they can ONLY care for four (4) or fewer unrelated children at one time until they receive their license, if required. Programs may want to inquire early enough so programming plans can be arranged appropriately based on licensing determination.

For all programs identified as required to become licensed or those identified as exempt from licensure or license-exempt, they will be required to work directly with SCCR, to become licensed or approved as a license-exempt or exempt from licensure program and therefore abide by all rules identified by their office. Failure to do so may result in termination of grant award. For more information please visit: https://health.mo.gov/safety/childcare/.

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

Do not attach the DC-20 form to this application; you must submit it directly to SCCR.

ACCREDITATION (OPTIONAL)

Accreditation sets the standards and verifies the quality of a program by looking at the physical, social, emotional, and intellectual environment. Accreditation provides and assures parents that the program has achieved high performance standards of excellence. Any 21st CCLC program can become accredited and are encouraged to do so, although not required. There are two organizations that provide accreditation: 1) Missouri Accreditation (MOA): www.moaccreditation.org; 2) Council of Accreditation (COA): http://coanet.org.

ADULT/CHILD RATIOS

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

SUPERVISION

Children must be under age-appropriate, competent supervision at all times. Programs must have safety procedures in place for checking students in/out of program (including safe parent pickup procedure inside building), transitioning between activities, transporting, etc. The program director and/or appropriate designee must be immediately available at all times.

STUDENT RECORDS

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

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

FACILITY/SITE LOCATION

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

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

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

If awarded, changes in sites must get prior approval from the DESE (not recommended unless unexpected closure or similar situation occurs). A site is the physical location at which the 21st CCLC program activities and services will be provided on a regular, on-going basis. One program site may serve students from more than one school. The program site selected must be safe and accessible,

and may be either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

PRIVATE SCHOOLS CONSULTATION

Timely and meaningful consultation must occur between the applicant and appropriate private school officials regarding how to provide equitable and effective program services for eligible private school students and their families. Any private schools registered with the DESE and located in areas served must be consulted prior to submitting an application for funds. The consultation process may include a discussion of the following topics:

- How the children's needs will be identified;
- What services will be offered to children and their families;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to private school children, the amount of funds available for those services, and how the amount is determined;
- How and when the applicant will make decisions about the delivery of services.

The consultation must occur before the applicant makes any decision that affects the opportunities of eligible private school children to participate in a program. Consultation must occur during design of application; documentation must be attached to application as APPENDIX F. If awarded a grant, awardees must continue consultation periodically throughout the year and must maintain documentation as proof of the consultation. All services and programming provided with 21st CCLC funds must be secular, neutral, and non-ideological.

Private schools register with the DESE annually in the fall through the Nonpublic Registration Form.

SUSTAINABILITY

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

Applicants shall be aware that funding will diminish in continuation years four (4) by 20% and year five (5) by 40%. Applicants must describe how they will offer the same level of services in years four and five as they did with the level of funding in years one through three.

Remember 21st CCLC funding is not guaranteed money and at any time funding to our state could be reduced or eliminated for a number of reasons. Having a solid plan for sustainability helps not only in the years following the award but also in the event that funding for the program as a whole diminishes.

Programs shall be required to provide documentation to the DESE including, lists of resources secured, and all pertinent partner information. Applicants are cautioned that for each continuation year of the awarded 21st CCLC proposal, they will have to address the success of their sustainability plan.

Experience and Practice
Information and material on sustainability can be found at, but is not limited to, the following sites:
Afterschool Alliance (www.afterschoolalliance.org)
Beyond the Bell (www.beyondthebell.org)
You for Youth (www.y4y.ed.gov)

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 grant. The Portal postings include: grant changes/updates, important announcements, available trainings, grant forms, procedures, due dates, federal/state afterschool topics, etc. The DESE will not typically send mass e-mail messages regarding this type of information. The DESE Portal for Afterschool Programs can be viewed at http://portal.kidscarecenter.com/sites/DESEPortal/default.aspx.

OTHER GRANT REQUIREMENTS

The grantee shall agree and understand that the DESE shall have complete and total approval authority of the grantee'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 grantee may be required to develop and submit a new or revised activity plan at other times throughout the award period as well as for each continuation period. The grantee 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 grantee shall implement and satisfy all requirements of the detailed activity plan. The grantee 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.

SECTION VI: GOALS AND OBJECTIVES, TRAINING, QUALITY, AND EVALUATION

GOALS AND OBJECTIVES

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

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

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

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

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

For each objective, rubric items include maintain or increase grades (all 30+), b) increase grades for students identified as 'need', c) state assessment scores, d) state end of course exams, e) efficacy.

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

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

Objective 2.2: The afterschool site(s) will score satisfactory or above on the broad array rubric.

Objective 2.3: The afterschool site(s) will score satisfactory or above on the school day alignment rubric.

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

Rubric items include Program Quality Assessment (PQ), documentation of ongoing coordination and communication with regular day, implementation of academic strategies based on individual student needs, daily and weekly schedules, lesson plans, social and emotional learning activities, meaningful opportunities for family engagement, and surveys from program staff, schools administrators, family and youth.

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

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

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

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

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

TRAINING

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

All programs that are awarded will be required to attend the following training during the 2019-2020 grant year *(at a minimum)*:

- **State Conference:** must attend either Missouri School Age Community Coalition (MOSAC^2) PDI (http://mosac2.org/) at Lake of the Ozarks, MO, November 15-17, 2019 and/or MAACCE Conference (http://maacce.org/) at Lake of the Ozarks, June 2020. Registration cost is approximately $330 for MOSAC2 and $260 for MAACCE. This is required each of the five-years of the grant.
- **Program Director/Coordinator Training:** *new* program directors/coordinators will be required to attend a new director/coordinator training in year one of the grant (not previous cohort 8 program directors/coordinators). Note: beginning in year two all grantees must attend a two-day meeting to be

held in September/October; mid-Missouri area; program director/coordinator must attend (this is required annually).

- **Community/Faith Based Organization Director Training:** Required training for community and/or faith based organizations (non-school districts) grant awardees. This will either be a stand-alone full day training or combined with another state training as a pre-conference full day training; more details will become available in the fall 2019.
- **Planning with Data Meeting:** You will be asked to bring a team of at least three staff per site. The purpose of this meeting is to have site teams review their PQA observation scores, review the end of the year survey results (staff, parent, youth, etc.), and to develop site level action plans, including selecting Weikart Center PQA Methods Trainings. For a new grantee, this Advanced Planning with Data session will be held in the fall of Year 2. For previous grantees, this session will be held in Year 1. Previous grantees (cohort 8) may choose to participate in the Mini-Planning with Data meeting if there has not been a large turnover in staff from last year. This is required each of the five-years of the grant.
- **One Methods Training Per Grant:** A two-hour training developed by the Weikart Center required for new grantees (not previous cohort 8 grantees). The training will be determined from your review of data during the Planning with Data Meeting. New grantees (not a Cohort 9 or 10 grantee) will take the Introduction to the Active Participatory approach workshop in the first year. If a program wishes to receive more than one training, they may be requested to MASN at an additional cost.
- **KCC training:** Required for new grantees (not previous cohort 8 grantees); individual trainings will be held online throughout the school year. On-site training may be available upon request.
- NOTE: Any program receiving child care subsidy payments from the state of Missouri will be required to complete additional health and safety training as identified by the Department of Social Services.

Optional trainings:

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

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

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

The DESE may request that staff participate in additional training activities throughout the grant cycle. Grantees should visit the DESE Portal for Afterschool Programs periodically for updated training

information as it becomes available. The DESE may allow other trainings in lieu of these where appropriate and reasonably justified.

Please note that many of these trainings will be required annually during the five-year grant cycle; but additional training details will be provided annually in the continuation report.

EXTERNAL EVALUATION AND QUALITY IMPROVEMENT RESOURCES

The 21st CCLC grantees participate in an ongoing quality improvement process at both the site and program level using the Assess – Plan – Improve model. A variety of data are collected that are provided back to the program in site level reports. This information is then used for both quality action plans and external evaluation. Technical assistance, along with Youth Work Methods trainings, can be tailored to the identified needs of the program and/or individual sites.

Applicants must budget 5% of their total direct costs for the "External Evaluation and Quality Improvement Resources" which will include all of the components described below. The Missouri AfterSchool Network (MASN) will provide each awarded grantee with specific budget amounts for billing purposes that reflect the 5% rate for the services listed in items one through five below, once awarded.

1. **External Evaluator Guided Reflection**
   Each awardee must undergo an annual external evaluation submitted to DESE to assess their progress toward achieving their goals of providing high-quality opportunities for academic assistance and educational enrichment. The evaluation is comprised from the goals and objectives rubric, which is located on the DESE Afterschool Portal. See the External Evaluator Requirements section for more information.

2. **Program Quality Assessment (PQA) and Feedback Reports**
   Improving the outcomes for youth is one of our top priorities and research shows that high quality afterschool programs lead to better youth outcomes. As a part of strengthening programs in Missouri, all 21st CCLC grantees will be required to participate in a Program Quality Assessment (PQA). The Program Quality Assessments (PQAs) from the Weikart Center for Youth Program Quality are reliable and valid tools for looking at the quality of afterschool programs. The School Age Program Quality Assessment (SAPQA) provides feedback for programs serving younger youth (K-6) and the Youth Program Quality Assessment (YPQA) provides feedback for programs serving older youth (4-12). Additional protocols and supplemental scales have been developed for the tools. In Missouri, the SAPQA Walk Through methodology is used to look at the full variety of programming including snack and transitions. For the older youth, the STEM supplemental scales will be used on the YPQA to provide additional feedback related to the grant's science objectives (the STEM supplement is only available for the older youth YPQA instrument).

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

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

   Reports will be available to the Program Administrator from the 4-H Center for Youth Development approximately two (2) weeks following the observation. Additionally, the Program Administrator can request a login to the Scores Reporter to view PQA scores and reports that compare their site to the

national average. The Weikart Center Scores Reporter is an online system where the external assessor enters the assessment data. Program Administrators will only see results for their sites.

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

3. **Annual Surveys and Report**
Survey instructions will be provided to grantees by the Missouri AfterSchool Network in mid-February. To conduct the surveys, an online survey link will be provided with the instructions to each grantee. A separate link will be provided for each site for all surveys. Upon receipt of the survey link, grantees will inform the specified survey targeted audience of the survey to be completed by them no later than March 31. Survey data will then be provided back to the grantee per site by MASN.

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

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

- **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.

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

- **School Administrator Survey:** (grantee must distribute the online survey; data results will be provided by MASN) – The school administrator survey provides an opportunity for the building principal and/or superintendent to give feedback to the afterschool program. At least one administrator survey should be completed per site.

Staff, Parent, School Administrator and Youth Survey data will be provided back to the grantee in an external evaluator summary report. Grantees and their external evaluator should receive the survey data that is to be provided back to them on August 15.

4. **Teacher Surveys**
All grantees are required to collect teacher surveys for each student who attended 30 days or more in your program. School day teachers complete a brief survey about the school day behavior of each of these children as a result of participating in the afterschool program. These surveys should be filled out by the student's regular school day teacher. For elementary students, the teacher should be the regular classroom teacher. For middle and high school students, the math or English teacher. It is preferred that you survey teachers who are not also serving as 21st CCLC program staff, if possible.

To assist with the collection of this information, the Missouri AfterSchool Network will provide an online method to assign, collect, and report the surveys.

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

   - **Site Level Team Members:** Each grantee will be asked to bring a team of at least three staff per site to the Planning with Data Meeting. The purpose of this meeting is to have site teams review their PQA observation scores, review the end of the year survey results (staff, parent, youth, etc.), and to develop site level action plans, including selecting Weikart Center PQA Methods Trainings (see below).

YOUTH WORK METHODS TRAININGS

The Weikart Center has developed a series of hands on trainings for staff members that directly relate to the PQA assessment scores. The Methods Trainings have been proven very effective for raising the level of quality at the point of service (on site with youth). Your site level staff will be required to attend at least one 2-hour PQA Methods Training yearly. The site team will identify Methods Trainings that fit with their Site Level Action Plans during the Planning with Data Meetings and/or the AREs will help the Program Administrator and Site Director to select Methods Trainings appropriate to the staff.

The Weikart Center for Youth Development certifies trainers through their Youth Work Methods Training of Trainers process. Additionally, endorsed trainers in Missouri must utilize the Missouri Workshop Calendar to track attendance. For a list of Methods Trainings topics visit http://www.cypq.org/products_and_services/training/YWM.

SELF-ASSESSMENTS

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

- **MAPS:** The Missouri AfterSchool Program Standards self-assessment is available online. There is no charge to use the MAPS self-assessment process. Please contact MASN for access to the online program self-assessment survey.

- **PQAs:** The Weikart Center for Youth Program Quality also offers a self-assessment process. At least one program staff member must complete an online training from the Weikart Center to become trained on their process. If a grantee is interested in using the Weikart Center's PQA for self-assessment, please contact the Missouri AfterSchool Network (MASN) who will help to coordinate the process.

TECHNICAL ASSISTANCE VISITS

All grantees will be assigned an Afterschool Regional Educator (ARE) from the MO 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 at the beginning of the school year).

You will meet with your ARE at least twice to discuss the Program/Grantee level administration of the grant and your ARE will meet with each site director at least twice to discuss issues at the Site Level.

Typically one visit will take place before December 31 and the second visit will take place before May 31.

- **Program Level Visits:** During the program visit, the Program Administrator and the ARE will complete the Program Visit Discussion Checklist which covers more than 30 topics relevant to the grant. During the first program visit, a Program Level Action Plan will also be created (or updated) highlighting a few areas that will be worked on over the year. If you are a new grantee, the Program Level Action Plan will be based on needs identified on the Program Visit Discussion Checklist. If you are a returning grantee, the Program Level Action Plan will be based on the results of your external evaluation.

  There is no charge for the program visits. Program Administrators should set aside at least three (3) hours for each program visit.

- **Site Level Visits:** During the site visit, the site director and the ARE will complete the Site Visit Discussion Checklist which covers approximately 15 topics relevant to the site operation. The Program Administrator is not required to attend the site visit, but may choose to attend. During the first site visit, at least one goal relating to the Site Visit Discussion Checklist will be created. This goal will be added to the Site Level Action Plan goals created at the Planning with Data Meeting (see below). During the site visit, the ARE will also conduct an observation of the activities of the site and provide the site director with feedback about the observation.

  There is no charge for the site visits. Site Directors should set aside at least 1 hour for the discussion, 90 minutes for the observation, and 30 minutes for the feedback about the observation (the feedback may take place over the phone within a week of the observation).

ACTION PLANS

Action Plans help to guide the improvement efforts that you, your staff, and your ARE are working towards. The Action Plans align with the overall goals and objectives used for the external evaluation. Action Plans may cross over multiple years, with specific activities/objectives having shorter time periods. Action Plans are fluid documents that should be discussed and updated at each Program Visit or Site Visit.

As mentioned in the Technical Assistance section, there are two levels of Action Plans associated with your grant – Program Level Action Plan and a Site Level Action Plan for each site. Action Plans will be entered into the Toolbox and the Program Level Action Plan will be provided to your external evaluator with the other data for the external evaluation process.

- **Program Level Action Plans:** During your Program Visits, your ARE will work with you to identify (and then update) program level action plans. Once you have completed the external evaluation's Guided Reflection Documentation with your external evaluator, you will create at least one action plan based off of the data and recommendations included in that document.

- **Site Level Action Plans:** Each site will have an action plan that is based on PQA scores, survey reports, grant compliance issues, and the site visit discussions with the AREs. At least one outcome measure will be developed during the Planning with Data session which includes front line staff members in the development of the action plan.

GRANTEE EVALUATION REQUIREMENTS

Each awardee must undergo an annual external evaluation submitted to DESE to assess their progress toward achieving their goals of providing high-quality opportunities for academic assistance and educational enrichment. The evaluation is comprised from the goals and objectives rubric, which is located on the DESE Afterschool Portal.

The MASN will provide a certification training/process for external evaluators to go through to learn about the data and the external evaluation process. Grantees must select an external evaluator from the list of individuals completing the certification process. For the external evaluation, the certified evaluator will meet with the program director and key personnel to review the PQA, survey data (staff, teacher, parent, and youth), KCC data, and other selected DESE data to complete a Guided Reflection Document, a summary evaluation report highlighting strengths, gaps, and other trends. Programs with multiple sites will submit one report that summarizes the data and trends for all sites.

The list of eligible 2019-20 evaluators will be made available later in the year. It is the awardees responsibility to contract directly with the certified evaluator from the approved list.

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

SECTION VII: REPORTING REQUIREMENTS AND KCC

TIERED MONITORING

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

REPORT FORMS

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

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

Budget Amendment form, if necessary and due as needed. Budget Amendments will not be accepted after March 25 for the purchase of supplies or equipment. Prior approval required. LEA's will be required to submit this form along with having their amendment entered into ePeGS under budget revision.

Request for Reimbursement (RFR) Form (Non-LEA's only), showing expenditures for reimbursement. RFR's are due no later than the 25th of the month and reimbursement will be made around the 22nd of the following month (the DESE encourages RFR's to be submitted between the 21st and 25th of the current month). Final Request for Reimbursement date is July 25, NO EXCEPTIONS!

Payment Request (LEA's only), showing expenditures for reimbursement by cumulative submission. Payment Requests must be put into ePeGS no later than the 1st of the month and

reimbursement will be made around the 22nd of the following month (DESE encourages request for reimbursements to be entered between the 21st and last day of the current month).

Note: Be mindful that the DESE reimburses at least monthly, contingent upon successful completion and compliance of required deliverables and approval of properly and accurately submitted RFR forms/Payment Request entries and availability of funds.

Awardees will be placed in moderate financial expenditure risk if a RFR/Payment Request has not been submitted to the DESE by December 25th. Awardees will be placed in high financial expenditure risk if a RFR/Payment Request has not been submitted to the DESE by March 25th.

The Final Expenditure Report form is due no later than July 25 for non-LEAs and will not generate a final payment. The due date for LEAs will be set in ePeGS and can generate a final payment. Any remaining funds will be allocated to other eligible entities. 21st CCLC grant funds may not be carried over.

Federal APR reporting: Through individual program data collected in Kids Care Center (KCC), grantees will supply federally-required and state data elements to the DESE who will supply the data to the U.S. Department of Education's federal web based system. Data entry in KCC must be on-going and accurate. State/federal reporting occurs three times per year. At the beginning of the year, data entry/reporting due dates will be provided. The federally required data reporting includes (see Kids Care Center Section for other data entry requirements) grades and state assessment data for students attending at least 30 days in the program; therefore, programs are cautioned they must have a partnership with the school district(s) the students attend to receive this data multiple times a year.

Guided Reflection Document of the 2019-2020 21st CCLC program are due to the DESE no later than October 15, 2020. You must submit either two (2) copies by mail or one electronic copy.

Annual Surveys will be available by MASN mid-February to be distributed to youth, families, staff and school day administrators.

Grantee Evaluation Submission List: In order to prepare the external evaluator summary report, grantees will need to submit additional items for review (i.e. schedules, lesson plans, documentation of academic strategies, SEL summary, family activity summary, etc.). Instructions will be posted on the DESE Afterschool Portal with the evaluation information.

Yearly Continuation Report must be submitted each of the four continuation years. They are usually available in March/April and due back in April/May.

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

KIDS CARE CENTER (KCC)

This data system was designed to facilitate data reporting to meet federal and state requirements for the DESE afterschool grantees. Therefore, all applications that are awarded funds under this application must use this KCC system. It is available to any afterschool program free of charge. Due dates will be posted on the DESE Afterschool Portal.

In order to comply with federal reporting requirements, awardees will complete a reporting process through this KCC for each of the required federal terms (summer, if applicable, fall and spring).
The MOSIS ID number is required as the student identifier so that the Kids Care Center attendance and activity data can be matched to the MAP and discipline referral data in the DESE Missouri Comprehensive Data System (this is still under construction but it is imperative awardees use the correct MOSIS numbers for accurate student matching of records; for those not matching, grades and

MAP data retrieval and entry in KCC will be required for students attending 30+ days). Data entry will continue to be monitored on a monthly basis.

In an effort to collect state and federal reporting within KCC, the following required data elements must be collected and inputted into this KCC system for the 2019-2020 school year and all subsequent continuation years (it is possible that throughout the year, the DESE may need to add additional requirements for data entry into KCC as federal and/or state reporting requirements may change):

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

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

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

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

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

The DESE will monitor actual attendance levels in comparison to proposed attendance levels to help ensure program effectiveness. Programs who only meet 80% of regular student attendance levels will be placed in moderate risk; programs who only meet 50% of regular attendance levels will be placed in high risk. Regular attendance is define as students who attend 30 days or more. Budgets may be reduced based on previous year's attendance results.

Personnel/Staff: All staff information must be entered.

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

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

DESE Demographics: Free/Reduced Lunch, Title I, Limited English Proficient, Special Needs - this is done **once** each year (preferably after October 1 when new Free/Reduced Lunch data becomes available for all students regardless of attendance). This should be reflective of the students enrolled in the program and not necessarily the school's or district's demographics. This is reported as an aggregate number based on the students in the program. Any non-LEA subgrantee shall work with the districts in which the students attend to get this data.

Pre- and Post-Grades for Reading/Language Arts, Mathematics, and Science: You must input pre- and post-grades for summer, if applicable, fall and spring in reading/language arts, mathematics, and science into KCC for each student who attended 30 days or more in your program.

State Assessment (MAP): You must input MAP score data into KCC for each student who attended 30 days or more in your program for reading/language arts, mathematics, and science from the PRIOR school year. This information is usually available mid-end August for the PRIOR year and must then be inputted into KCC in the fall.

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

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

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

Awardees should be aware that additional details, instruction sheets, manuals, and trainings will be posted on the DESE Afterschool Portal under the Kids Care Center portion to assist with the KCC data entry and reporting process.

SECTION VIII: FINANCIAL GUIDANCE/REQUIREMENTS

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

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

AWARD PERIOD

Missouri 21st CCLC awards cannot exceed five years. The DESE intends to make first year awards through June 30, 2020 with (4) four subsequent one-year continuation options to successful grantees. Awards may be continued pending availability of funds, successful completion of all deliverables/requirements, attendance levels, quality of program and program performance, submission of complete and accurate reports, submission of an approved continuation form, and any additional information identified by the DESE.

The DESE anticipates notifying awardees in September, 2019. Applicants are cautioned to plan their first year budget according to this timeframe (summer 2019 programming should not be budgeted in year 1). The first year grant award period is from date of award to June 30, 2020. If awarded, the grant award is for immediate implementation of the afterschool program. The awardee may only charge to the award the costs resulting from obligations incurred **during** the awarded funding period (pre-award costs are not allowed, including grant writers).

Please note: Any awards that may be made during the five-year grant cycle are subject to any state and/or federal legislation, regulations, laws, and/or availability of funding at any time.

RENEWABILITY

As referenced in Section 4204 (j) of Title IV, Part B – 21st Century Community Learning Centers states: "Renewability of Awards – A State education agency *may* renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period."

Please note "renewability" is not the same as "continuation". Renewability could allow for current *successful* subgrantees to continue with their existing grant award (one-time offer) after the conclusion of year five (5) for a number of years as determined by DESE. However, Missouri has chosen not to make renewability available to current 21st CCLC subgrantees for the following reasons as determined by the Extended Learning Section of DESE:

- Renewability to current subgrantees may not always be possible for every existing cohort completing its five-year grant cycle (depending on available funds), thus, making it unfair/hardship for one or more cohorts at any given time to receive renewability when not all cohorts would probably have the opportunity
- Renewability could impede any further efforts in geographically distributing funds
- Renewability could limit or possibly eliminate grant competitions for extensive periods of time; therefore, hindering any new programs from competitively pursuing 21st CCLC funds and therefore most likely never starting a program
- Could further hamper funding to rural communities in need without a competitive application process if funding opportunities were not made available

AWARD/FUNDING AMOUNTS

By federal statute, the DESE cannot consider funding any application that requests less than $50,000 per year. Maximum awards will be no more than $400,000 per application, per year (pending availability of funds). Funds requested must be reasonable and necessary as well as appropriate to the number of students served. The DESE strongly encourages applicants to be cognizant of their sustainability efforts when requesting these funds.

Applicants will also demonstrate how the program will coordinate federal, state and local programs and make the most effective use of public resources.

For previous 21st CCLC grantees, prior performance and budget will be reviewed by the DESE when making award determinations. The DESE will take into consideration previous grantee performance, past activities, purchases, and any significant and/or unresolved compliance deliverables (including unresolved monitoring or audits) when determining funding of grant applications.

Applicants shall be aware that 21st CCLC awarded funds will diminish during the fourth and fifth years of the award if approved for continuation. **The DESE will diminish funds by 20% in year four based upon the average of awarded amounts for years one through three and by 40% in year five based upon the average of awarded amounts for years one through three.** In such cases, the awardee should demonstrate their plans to sustain and maintain these reduced levels of funding in their continuation reports for years four and five.

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

NON-LEA ORGANIZATIONAL CAPACITY

Any non-LEA applicant must provide evidence that it is financially stable and capable of, administering programs with similar levels of funding. Such evidence may include the following:

- Organizational history and structure, including length of existence, general information about the governing body, and previous Federal awards experience.
- Evidence of financial stability and capacity may include the following:
  - Summary schedule of audit findings from the most recent audit report, and/or
  - Financial statement that has been conducted within the last twelve months.

Cohort 8 grantees that are applying are exempt from this requirement and current grantees applying for other sites not currently funded.

Note: Any non-LEA awarded a grant must be financially stable to operate programming without relying solely on immediate grant reimbursement. Be mindful that the DESE reimburses for services and purchases, at least monthly, contingent upon successful completion and compliance of required deliverables and approval of properly and accurately submitted RFR forms.

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

AUDITS

Any subgrantee that expends $750,000 or more of total federal dollars during the fiscal year (note: all federal awards combined) must have a single or program-specific audit conducted for that year. Reference CFR Part 200.501

When procuring audit services, the objective is to obtain high-quality audits. In requesting proposals for audit services, the objectives and scope of the audit must be made clear and the subgrantee must request a copy of the audit organization's peer review report which the auditor is required to provide under GAGAS. Reference: 2 CFR Part 200.509

The auditee must prepare a schedule of expenditures of Federal awards for the period covered by the auditee's financial statements which must include the total Federal awards expended. The schedule should include the individual Federal programs separately or within a cluster of programs. Reference 2 CFR Part 200.510

At the completion of the audit, the auditee must prepare a summary schedule of prior audit findings, as well as, a corrective action plan to address each audit finding included in the current year auditor findings. Reference 2 CFR Part 200.511

Report Submission Requirements:
The audit must be completed and the data collection form and reporting package must be submitted by the auditee electronically to the Federal Audit Clearinghouse (FAC). LEAs must have their information submitted no later than December 31 (Reference Section 165.121, RSMo). All non-LEAs (community-based or faith-based entities awarded a grant) must have their information submitted no later than nine months from the end of their fiscal year (Reference 2 CFR Part 200.512).If the due date falls on a Saturday, Sunday or Federal holiday, the reporting package is due the next business day.

Audits, copies of signed board minutes approving the audit, and management letters should be submitted to DESE via the Tiered Monitoring System. The documents should be in Adobe searchable pdf format, version 11.0 or lower. The file description should be structured in the format "County District Code Document FY17" (i.e. 001090AuditFY17 or 001090BoardMinutesFY17) as an example.

The audit report should be uploaded as "Audit Documents (required fiscal audit)" and the board minutes, management letter and any corrective action plans would be "Audit Documents (supporting docs)" in the file upload dialog box for the appropriate fiscal year. The file upload box will also require adding the contact information for the auditor before the audit report can be uploaded. (As a refresher on how to upload audit documentation, use the "Documentation Upload Instructions" at https://dese.mo.gov/financial-admin-services/school-audits.

FINANCIAL RISK ASSESSED

According to 2 CFR 200.205 agencies must have a framework for evaluating risks posed by applicants before receiving Federal awards and may consider any items such as the following: (1) Financial stability; (2) Quality of management systems and ability to meet the management standards prescribed in Part 200; (3) History of performance. The applicant's record in managing Federal awards, if it is a

prior recipient of Federal awards, including timeliness of compliance with applicable reporting requirements, conformance to the terms and conditions of previous Federal awards and, if applicable, the extent to which any previously awarded amounts will be expended in accordance with grant guidelines prior to future awards; (4) Reports and findings from audits performed under Subpart F-Audit Requirements of Part 200 or the reports and findings of any other available audits; and (5) The applicant's ability to effectively implement statutory, regulatory, or other requirements imposed on non-Federal entities.

The DESE will assess risk on an annual basis for all currently funded grant recipients.

ITEMS 21ST CCLC FUNDS CANNOT BE USED FOR (NOT ALL INCLUSIVE)

1. Any supplanting of current items or funds *(e.g. using grant dollars to fund summer school classes previously offered and paid for by district or other funds; text books used by students during the regular day)*
2. Capital improvements/expenditures: Costs which add to the permanent value of property or appreciably prolong its intended life
3. School construction, renovation or repair
4. Permanent playground equipment
5. Entertainment; amusement, diversion, and social activities and any costs directly associated with such costs (i.e. tickets to shows/movies or sports events, meals, lodging, rentals, transportation, and gratuities)
6. Preparation of the proposal: costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly
7. Pre or Post-Award Costs: purchases made, services performed either before date of award or after conclusion of each award year
8. Purchases/services not related to or not approved for the awarded afterschool program
9. Game tables (i.e. fuse ball, ping-pong, air hockey, etc.)
10. Daily snacks
11. Inflatables (i.e. bounce houses)
12. Food for non-instructional purposes (see food policy on Afterschool Portal)
13. Incentives (student, staff, or families)
14. Gifts (students, staff, or families)
15. Student and/or child tuition fees, scholarships
16. Student stipends to attend program
17. Gift cards
18. Installation
19. Parking lots
20. Signs (i.e. marquee & electronic)
21. Fundraising with grant money or with grant purchased items (regardless of the purpose for which the funds will be used)**
22. Advertising not directly related to CCLC programming
23. Promotional or marketing items
24. Website creation/maintenance not directly related to CCLC programming
25. Purchase of vehicles, buses, & golf carts
26. Cell phones for personal use or cell phone data plans
27. Materials not age appropriate to the ages served in grant
28. Popcorn/sno-cone machines

QUESTIONABLE ITEMS (NOT ALL INCLUSIVE)

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

1. 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, etc.)
5. Smart boards
6. Servers
7. Excessive electronic purchases (i.e. computer carts, iPads, video equipment, digital cameras, video game consoles, etc.)
8. Large software packages
9. Food (see food policy on Afterschool Portal)
10. Necessary maintenance
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 trips
14. Out-of-state trips (based on geographic proximity)
15. Rental of building/facility *(may be considered on a case by case basis with prior written DESE approval)*
16. Purchase of trailers *(may be considered on a case by case basis with prior written DESE approval)*
17. Cannot be used for matching funds for other state or federal grants

INDIRECT COST

Indirect costs are based on your expenditures and not the amount of funds you are requesting. Capital Outlay/Equipment cannot be included in your indirect costs. A cost may not be allocated to a federal award as an indirect cost if any other cost incurred for the same purpose, in like circumstances, has been assigned to a Federal award as a direct cost (*Please Note: you do not have to request indirect costs for purposes of this application).*

Local Education Agency (LEA)*:*
Indirect cost rates for schools must **not** exceed the certified indirect cost rates as established with the School Finance Section of the DESE.

For purposes of this application, you must use the 2018-2019 Indirect Cost Calculation list and refer to the **restricted rates column** (*Please Note: you do not have to request indirect costs for purposes of this application).*

For the list of approved rates go to:

1. https://apps.dese.mo.gov/MCDS/home.aspx
2. Select Reports and Resources at the top/middle of the page
3. On the left hand navigational tree select Districts, Charters, & Schools
4. Select School Finance Data
5. Indirect Cost Rate for 2018-2019
6. Must use the restricted indirect cost rate

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

PROGRAM INCOME/FEES

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

All activities related to the collection, reporting, and expenditure of program fees are subject to audit and monitoring. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation, and penalties such as late pick-up fees.

Nominal subsidy (fees) from the Missouri Department of Health and Senior Services (DHSS) for 21st CCLC programs are also considered approved fees collected by the subgrantees as program income and are subject to the same requirements noted above; please note that the Extended Learning Section of DESE will accept the fee rates as determined and set forth by the DHSS for subsidy.

Subgrantees may not use program fees or materials, supplies and/or equipment purchased with grant funds to generate additional money. This includes making and selling t-shirts, baked goods, artwork, jewelry, etc. Fundraisers to generate additional income are not allowable.

FOOD/SNACKS/MEALS

Afterschool Hosted Meetings or Trainings:

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

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

For further information on unallowable food costs and required documentation go to: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants.

Snacks or meals for students:

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

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

REQUEST FOR REIMBURSEMENT REQUIREMENTS

The State of Missouri **does not make advanced payments to the awardee**. This is a REIMBURSEMENT only grant, meaning all subgrantees must initially expend their own funds prior to receiving reimbursement from the DESE.

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

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

Note: This program utilizes the ePeGS system for all public school districts currently; it is anticipated that it will be moving to ePeGS in the near future for all non-school districts (ePeGS is an electronic budget/payment system).

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

Awardees will be placed in moderate financial expenditure risk if no request for reimbursement has been submitted to the DESE by December 25. Awardees will be placed in high financial expenditure risk if no request for reimbursement has been submitted to the DESE by March 25.

FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT (FFATA)

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. FFATA requires that subgrantee data be reported for all new Federal grants funded at $25,000 or more with an award date on or after October 1, 2010. As such, you will be required to provide FFATA data no later than 15 days from date of award (form will be provided to you at time of award).

MissouriBUYS

MissouriBUYS is the State of Missouri eProcurement System. All entities who receive a payment from the State must be registered in MissouriBUYS as the State of Missouri will no longer accept the Vendor/ACH Application Form. You control the contract information, banking information,
All non-LEA's must register through the MissouriBUYS system, if awarded. MissouriBUYS is a web-based statewide eProcurement system implemented by the State of Missouri. You will need to complete and upload a signed W-9 form (electronic signature is not accepted), a federal tax ID number (FEIN), and an ACH-EFT deposit information. Please note that all payments from the State of Missouri have the be deposited into the same bank account. The link to the MissouriBUYS website is: https://missouribuys.mo.gov/.

VENDOR SERVICES PORTAL

The State of Missouri Vendor Services Portal site provides deposit and contact information for any payment received from the State of Missouri. The link to the portal is: https://www.vendorservices.mo.gov/vendorservices/Portal/Default.aspx.

AUTHORIZED PERSONNEL

The grantee 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 grantee 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 grantee has knowingly employed individuals who are not eligible to work in the United States, the state shall have the right to cancel the grant immediately without penalty or recourse and suspend or debar the grantee from doing business with the state.

The grantee 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 application at any time, for the convenience of the State of Missouri, without penalty or recourse, by giving written notice to the grantee at least thirty (30) calendar days prior to the effective date of such termination. The grantee shall be entitled to receive compensation for services and/or supplies pursuant to the grant application prior to the effective date of termination.

SECTION IX: APPLICATION REVIEW AND AWARD PROCESS

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

Need for Program (ATTACHMENT FIVE).....15 Pts
Program Design (ATTACHMENT SIX-A, B, C).....60 Pts
Management Plan (ATTACHMENT SEVEN-A,B).....35 Pts
Partnerships (ATTACHMENT EIGHT-A, B).....15 Pts
Program Evaluation (ATTACHMENT NINE).....5 Pts
Adequacy of Resources (ATTACHMENT TEN).....15 Pts
Cost of Program (ATTACHMENT ELEVEN-A, B, C).....45 Pts
Sustainability of Program (ATTACHMENT TWELVE).....10 Pts
Competitive Priority (refer to Section IV).....11 Potential Bonus Pts
Deduction of Points (see section below).....15 Potential Deducted Pts

APPLICATION REVIEW PROCESS

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

According to 2 CFR 200.205 agencies must have a framework for evaluating risks posed by applicants before receiving Federal awards and may consider any items such as the following: (1) Financial

stability; (2) Quality of management systems and ability to meet the management standards prescribed in Part 200; (3) History of performance. The applicant's record in managing Federal awards, if it is a prior recipient of Federal awards, including timeliness of compliance with applicable reporting requirements, conformance to the terms and conditions of previous Federal awards and, if applicable, the extent to which any previously awarded amounts will be expended in accordance with grant guidelines prior to future awards; (4) Reports and findings from audits performed under Subpart F-Audit Requirements of Part 200 or the reports and findings of any other available audits; and (5) The applicant's ability to effectively implement statutory, regulatory, or other requirements imposed on non-Federal entities.

The DESE reserves the right to reduce up to 10 points to any previous or current grantee who failed to comply with grant requirements, including, previous grantee performance, past activities, purchases, and any significant and/or unresolved compliance, monitoring and/or auditing deliverables when determining funding of grant applications.

In accordance with ESSA regulations, to the extent practicable, the DESE shall distribute subgrant funds equitably among geographic areas within the State, including urban and rural communities. Therefore, the DESE reserves the right to decline awards to entities that currently maintain at least two other Missouri 21st CCLC awards.

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

NOTIFICATION OF FUNDING DECISION

Following review and recommendations by a peer review panel using the criteria and priorities described in this application, award recipients will be designated. The DESE anticipates notifying awardees in September, 2019. All applicants should refer to the website for a complete listing of awardees at: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/approved-programs.

APPLICATION AWARD APPEAL

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

SECTION X: APPLICATION AND ATTACHMENTS

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

- ☐ **Cover Page** **ATTACHMENT ONE** Signed (If submitted jointly, page must be copied and signed by all applicants.)
- ☐ **Program Summary** **ATTACHMENT TWO**
- ☐ **Site Summary** **ATTACHMENT THREE**
- ☐ **Executive Summary** **ATTACHMENT FOUR**
- ☐ **Need for Program** **ATTACHMENT FIVE**
- ☐ **Program Design** **ATTACHMENT SIX-A, B, AND C**
  - ☐ **Program Plan** **ATTACHMENT SIX-A**
  - ☐ **Program Goals** **ATTACHMENT SIX-B**
  - ☐ **Project Activity Plan** **ATTACHMENT SIX-C**
- ☐ **Management Plan** **ATTACHMENT SEVEN A AND B**
  - ☐ **Management Plan Narrative** **ATTACHMENT SEVEN-A**
    - ☐ **Organizational Chart** **ATTACHMENT SEVEN-A**
    - ☐ **Job Descriptions** **ATTACHMENT SEVEN-A**
    - ☐ **Fee scale, *if applicable*** **ATTACHMENT SEVEN-A**
    - ☐ **Personnel Expertise Summary** **ATTACHMENT SEVEN-B**
- ☐ **Partnerships** **ATTACHMENT EIGHT A AND B**
  - ☐ **Community Partner Chart** **ATTACHMENT EIGHT-A**
  - ☐ **Partner Letters of Commitment** **ATTACHMENT EIGHT-B**
- ☐ **Program Evaluation** **ATTACHMENT NINE**
- ☐ **Adequacy of Resources** **ATTACHMENT TEN**
- ☐ **Cost of Program** **ATTACHMENT ELEVEN**
  - ☐ **Projected Five Year Budget** **ATTACHMENT ELEVEN-A**
  - ☐ **Budget Summary Year One** **ATTACHMENT ELEVEN-B**
- ☐ **Budget Narrative for Year One and Two** **ATTACHMENT ELEVEN-C**
- ☐ **Sustainability of Programs** **ATTACHMENT TWELVE**
- ☐ **Statement of Assurances** **ATTACHMENT THIRTEEN**
  (If submitted jointly, page must be copied and signed by all applicants)

- ☐ **APPENDIX A** – Certification Regarding Plagiarism
- ☐ **APPENDIX B** – Licensing Determination-Copy of Licensure Certificate(s) or Exemption Letter(s)
- ☐ **APPENDIX C** – Active Collaboration and Academic Standards Alignment Assurance
- ☐ **APPENDIX D** – Evidence of previous successful experience (non-LEA's only), *if applicable*
- ☐ **APPENDIX E** – Competitive Priority, *if applicable*
- ☐ **APPENDIX F** – Private School Consultation

ATTACHMENT ONE

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

21ST CENTURY COMMUNITY LEARNING CENTER GRANT APPLICATION

INSTRUCTIONS

The issued date for the award is Friday, June 7, 2019.

The application is due no later than Friday, July 19, 2019 at 1:00 p.m. Central Time.

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

QUESTIONS contact: Kim Wolf, 573-522-2627, email exl@dese.mo.gov.

RETURN APPLICATION BY THE DUE DATE ABOVE TO:

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

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

GRANT AWARD PERIOD

Date of Award through June 30, 2020 (with four one-year continuation years)

ASSURANCES

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

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

DEPARTMENT USE ONLY

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:	
TITLE for Margaret M. Vandeven, Ph.D., Commissioner of Education	**DATE**
TOTAL AMOUNT AWARDED:	

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

ATTACHMENT TWO

Program Summary (include this page)

Contact Information: (If application is submitted jointly, this page must be copied for additional contact information.)		
APPLICANT'S NAME (NAME OF DISTRICT/ORGANIZATION/ENTITY, ETC. APPLYING FOR FUNDS)		
"PRIMARY" CONTACT PERSON	TITLE	EMAIL
MAILING ADDRESS (FOR CONTACT PERSON)	PHONE	EXT
CITY	STATE	ZIP
PROGRAM DIRECTOR (IF DIFFERENT THAN CONTACT PERSON)	EMAIL (FOR PROGRAM DIRECTOR, IF DIFFERENT)	
FISCAL CONTACT PERSON	EMAIL (FOR FISCAL CONTACT PERSON)	
LEAD GRANT WRITER	GRANT WRITER'S ORGANIZATION	
BOARD PRESIDENT (FOR NON-LEA APPLICANT'S)	BOARD PRESIDENT EMAIL (FOR NON-LEA APPLICANT'S)	

Superintendent Information: If the application is submitted jointly or has more than one school district proposed to be served, this page must be copied for additional superintendent information. If multiple districts are to be served, provide this information behind Attachment Two.		
SUPERINTENDENT NAME	DISTRICT NAME	
MAILING ADDRESS		PHONE
CITY	STATE	ZIP
EMAIL		

Applicant is (please check one): ☐ Public School (LEA) ☐ Charter School ☐ Private Schoo

☐ CBO ☐ FBO ☐ Other, describe:_____

Who will be providing daily program services?

☐ Applicant ☐ Other:_____

Does this applicant currently provide Afterschool services? ☐ Yes ☐ No
If yes, where?

Is the applicant a previous or current recipient of other 21st CCLC funds? ☐ Yes ☐ No

If yes, what date did/will award funding conclude :_____(month/year).

ATTACHMENT TWO (cont.)

Program Summary (cont.)(include this page)

Copy this page if you have more than three sites.

SITE NAME:

List all schools that will be sending students to this site (including your own school, if served). If more than three schools, copy page or make table bigger.	District Name	County/ District Code	School Type	*% Free or reduced lunch for this school building	**Actual schoolwide enrollment (not CCLC program enrollment) for this school building
			☐ Public ☐ Private ☐ Charter		
			☐ Public ☐ Private ☐ Charter		
			☐ Public ☐ Private ☐ Charter		

SITE NAME:

List all schools that will be sending students to this site (including your own school, if served). If more than three schools, copy page or make table bigger.	District Name	County/ District Code	School Type	*% Free or reduced lunch for this school building	**Actual schoolwide enrollment (not CCLC program enrollment) for this school building
			☐ Public ☐ Private ☐ Charter		
			☐ Public ☐ Private ☐ Charter		
			☐ Public ☐ Private ☐ Charter		

SITE NAME:

List all schools that will be sending students to this site (including your own school, if served). If more than three schools, copy page or make table bigger.	District Name	County/ District Code	School Type	*% Free or reduced lunch for this school building	**Actual schoolwide enrollment (not CCLC program enrollment) for this school building
			☐ Public ☐ Private ☐ Charter		
			☐ Public ☐ Private ☐ Charter		
			☐ Public ☐ Private ☐ Charter		

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

** Must use the February 2019 MOSIS cycle submission for January Membership and F&R Lunch State totals to determine the F&R Lunch percentage by building (see Section IV for details).

ATTACHMENT THREE

Site Summary (include this page)

Complete **ATTACHMENT THREE** for **each site**. The site is the physical location in which the program resides. You must include additional pages for more sites.

<table>
<tr><td colspan="4">NAME OF SITE</td></tr>
<tr><td colspan="4">PROGRAM NAME</td></tr>
<tr><td colspan="4">PHYSICAL SITE ADDRESS</td></tr>
<tr><td colspan="2">CITY</td><td>STATE</td><td>ZIP</td></tr>
<tr><td colspan="4">SITE CONTACT PERSON, IF KNOWN</td></tr>
<tr><td colspan="4">SITE CONTACT EMAIL, IF KNOWN</td></tr>
<tr><td colspan="4">SITE CONTACT PHONE, IF KNOWN</td></tr>
<tr><td rowspan="2">Total # of students proposed
To be served:_____

Of the total above, proposed number of regular attendees (30+ days): _____

Of the total # of 30+ day regular attendees above, proposed # of attendees:
45+ days for MS/JH site: _____
60+ days for elementary site: _____
(N/A for HS site)</td><td rowspan="2">Grade levels to be Served

☐ PK ☐K ☐1 ☐2 ☐3

☐4 ☐5 ☐6 ☐7 ☐8

☐9 ☐10 ☐11 ☐12</td><td rowspan="2">Total # of adult family members (of students proposed to serve) this site is proposing to serve:

_____</td><td>☐ Rural

☐ Urban

☐ Suburban</td></tr>
<tr><td>Percentage of limited English proficiency students at this site you anticipate serving:

_____%</td></tr>
</table>

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

Programs who only meet 80% of regular student attendance levels (based on proposed number of students served 30+ days or more in the application) will be placed in moderate risk; programs who only meet 50% of regular attendance levels will be placed in high risk. Additionally, beginning in year two, budgets may be reduced based on previous year's attendance results.

ATTACHMENT THREE (cont.)

Site Summary (cont.) (include this page)

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

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

☐ Other (specify:_____)

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

	Summer–prior to school start (July 1-start of school*), if applicable* Years 2-5	Regular school year (i.e. August 17-May 16)	Summer–afterschool ends (following last day of school-June 30), *if applicable*	Grand total during the entire year (July 1 – June 30)
First date of operation				
Last date of operation				
Total # hours/week				
Total # days/week				
Total # of weeks				
Total # of days				

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

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

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

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

	Summer (Times of Operation) (only include hours provided by 21st CCLC grant funds)				If summer is located at a different grant site, indicate below the site name in which the summer services will take place:
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Site Summary (cont.)(include this page)

E. Services that advance *student achievement*. Programs must provide a broad array of services, programs and activities. Check all that apply for this site:

☐	Reading or literacy	☐	Tutoring services
☐	Language Arts	☐	Internship or apprenticeship programs
☐	Mathematics education activities	☐	Mentoring programs
☐	Science education activities	☐	Assistance to truant, suspended, or expelled students
☐	Arts	☐	Expanded library service hours
☐	Music	☐	Drug and violence prevention programs
☐	Counseling programs	☐	Career readiness and awareness activities
☐	Business education	☐	STEM activities, including computer science
☐	Remedial education activities	☐	Nutrition/health education
☐	Financial literacy programs	☐	Environmental literacy programs
☐	Character education programs	☐	Service-learning/community service
☐	Entrepreneurial education programs	☐	Services for individuals with disabilities
☐	Credit recovery or attainment	☐	Cultural programs
☐	Telecommunications & technology education programs	☐	Parenting skills programs that promote parental involvement and family literacy
☐	Career and technical programs	☐	Youth development activities
☐	Partnering with in-demand fields of the local workforce or build career competencies and career readiness	☐	Activities for English learners that emphasize language skills and academic achievement
☐		☐	Other *(Please list)*:

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

If no, what is its geographic proximity to such school?

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

If no, explain how this location is a safe and easily accessible facility.

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

Site Summary (cont.)(include this page)

G. Which of the following will you provide at this site?

☐ Snack ☐ Meal ☐ Both snack and meal ☐ Neither snack nor meal

H. What grade scale is used by the schools you will serve at this site?

☐ A-F ☐ Check+, Check, Check - ☐ Excellent, Satisfactory, Unsatisfactory

☐ Mastery, Near Mastery, Remediation ☐ Other, please describe:

I. When are students' grades reported for the schools served at this site?

☐ Quarterly ☐ Trimester ☐ Semester ☐ Other, describe

J. If you are serving elementary students at this site, what grade level does the school(s) begin taking Science grades?

☐ 1st grade ☐ 2nd grade ☐ 3rd grade ☐ 4th grade ☐ 5th grade ☐ N/A

K. Will this site charge nominal parent fees during the five-years of the grant cycle, if awarded?
☐ yes ☐ no

If yes:

How often will the fees be collected?

Describe the fee rate per family?

Estimated amount of fees to be collected annually at this site?

Will this site be receiving subsidy dollars?

Purpose for which these fees collected will be expended (must be spent on allowable activities and for purposes of the 21st CCLC program)

(Also complete the assurance statement included in ATTACHMENT SEVEN-A number 4.)

L. Will volunteers serve at this site? ☐ yes ☐ no If yes, describe how applicant will encourage and use appropriately qualified persons to serve as the volunteers:

ATTACHMENT FOUR

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

ATTACHMENT FIVE

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

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

1. **Needs Assessment**
   A needs assessment is the process of gathering information from all stakeholders in order to measure the degree of need for services provided by a 21st CCLC program and guide program development and implementation. It will help to identify both the needs of the students and their families and the gaps in services. A needs assessment provides a description of the community and school(s) to be served by citing factors that impact the educational outcomes of the identified students.
   - Prepare a concise narrative that details the process used by the stakeholders to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. The process described must include the following:
     - when the development began,
     - who led and participated in the data/information collection effort,
     - how the various data sources were gathered, analyzed, and developed into a defined set of agreed upon needs that form the basis of the 21st CCLC application.

2. **Specific Needs**
   Document the needs of the students and their families to be served for the afterschool, before and after school, or non-school day program you are proposing to develop as a part of this 21st CCLC program, making certain that the scope of the needs assessment undertaken focuses on needs that a 21st CCLC program can address. Applicants must cite current data sources when identifying specific needs.

   a. Specifically describe the needs of the students and families to be served (i.e., targeted schools, grade levels, number of students, academic, socioeconomic or behavioral criteria). Provide current and specific data that demonstrates the need for the proposed program. Factors may include, but are not limited to the following:
      - percentage of students in poverty (percentage qualifying for free and reduced price lunch) in targeted schools;
      - deficits in academic achievement in each school (percentage of students in below basic, basic, proficient, and advanced on the most recent MAP results for reading, math, and science);
      - rates of juvenile crime; attendance rates, truancy rates, dropout rates, or high school completion rates;
      - suspensions and expulsions;
      - teen pregnancy rates;
      - the percentage of rapid growth of limited English proficient students and adults;
      - information on the percentage of working parents who might benefit from the program;
      - health-related factors;
      - family-related factors; and
      - other community factors

ATTACHMENT SIX-A

Program Design-Program Plan (fifteen pages maximum-do not include this page)

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

1. **Program Focus:**
   a. Describe the key proposed services, activities, and programs and how such activities will address the needs identified in the needs assessment.

      An applicant shall design and implement its activities based on the three required core academic areas, reading, math, and science (subjects are MO specific) and a broad array of enrichment activities and services. Activities should also include those targeted to the families of the students served by the afterschool program that provide opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

      Applicant should use **ATTACHMENT SIX-C** to enter the proposed services, programs, and activities by site (These pages do not count toward the 12-page maximum for **ATTACHMENT SIX-A**).

   b. Describe how the key proposed services, activities, and programs are expected to improve student academic achievement as well as overall student success.

   c. How will the applicant integrate best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students proposed to be served?

   d. Previous 21st CCLC funded/returning programs (Cohort 8) must clearly describe how they will expand and/or enhance their proposed program from the previously awarded cohort 8 program if serving the same site(s) (type N/A if not applicable).

2. **Target Population and Attendance**:
   a. Describe the recruitment plan and strategies that will be used to ensure the targeted students identified in the needs assessment enroll and participate in the program.

   b. Describe the program's attendance policy.

   c. Describe how you will ensure that each enrolled student will be given the opportunity to attend academic and enrichment activities on a regular basis (students must be offered a broad array of services, programs, and activities).

3. **Planning and Design:**
   a. Describe how and to what extent the students and families have been meaningfully involved in the planning and design of the program.

   b. Describe how students and families will have ongoing, meaningful involvement in planning throughout the duration of the program.

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

5. **Active Collaboration & School Day Alignment:**
   a. Describe how the program was developed and will be carried out in active collaboration with the schools the students attend (including through the sharing of relevant data among the schools), all participants of the applicant, and any partner organizations, in compliance with applicable laws relating to privacy and confidentiality. You must complete the assurance labeled **APPENDIX C,** as well.

   b. Describe how the applicant, LEA/schools, and any partner organization will work together to share and collect relevant data (i.e. grades, MAP State Assessment, attendance/behavior data, and any other data required by the DESE necessary for federal and state reporting and evaluation of the program, in compliance with applicable laws relating to privacy and confidentiality.

   c. Describe how the program is aligned (school day linkage) with the challenging State academic standards and any local academic standards (school and district standards/goals).

6. **Student Needs:**
   a. Explain how 21st CCLC staff will vary their approaches to help meet the needs of students and how and when 21st CCLC staff will collaborate with regular school day teachers to address students' needs.

   b. Describe how the program will overcome barriers to equitable participation to meet the needs of special populations and/or students with special needs?

7. **Measures of Effectiveness:** Describe how the proposed activities will meet the measures of effectiveness described below:
   - Are based upon an assessment of objective data regarding the need for before and after school or summer programs and activities in the school and communities;
   - Are based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
   - If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards;
   - Ensure the measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and
   - Collect the data necessary for the measures of student success described above.

8. **Family Engagement**:
   These services or activities should be based on the needs assessment (i.e. parent/guardian surveys, and/or demographic trends to determine what the families need and want).

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

   b. Describe the proposed on-going classes for the adult family members of students attending the program that will help develop their own skills (i.e. continuing education classes, ESL/ELL

classes, literacy classes, finance/budgeting classes, computer classes, active parenting/strengthening families, etc.).

c. What strategies will you use to encourage parent/family engagement?

ATTACHMENT SIX-B

Program Design-Program Goals (three pages maximum-do not include this page)

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

In this section, applicants must explain how their program design and budget will help meet *each* of the three goals listed below – applicants do not need to write to each specific objective under each goal (refer to Section VI for more information). Label these narrative pages as **ATTACHMENT SIX-A**.

Repeat each goal and letter of the question below (do not include the objectives on the narrative pages).

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

Objective 1.1: The afterschool grantee will score satisfactory or above on the reading/language arts rubric.
Objective 1.2: The afterschool grantee will score satisfactory or above on the math rubric.
Objective 1.3: The afterschool grantee will score satisfactory or above on the science rubric.

A. List each subject area separately (Reading, Math, and Science) and describe what activities will be offered to the youth to increase their achievement and sense of competence in each subject area. Include information about the youth (age groups) and staff (how selected, qualified, supported) for each area. Also, please describe the changes you anticipate seeing at the end of the year in each subject.

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

Objective 2.1: The afterschool site(s) will score satisfactory or above on the program quality rubric.
Objective 2.2: The afterschool sites(s) will score satisfactory or above on the broad array rubric.
Objective 2.3: The afterschool site(s) will score satisfactory or above on the school day alignment rubric.
Objective 2.4: The afterschool grantee will score satisfactory or above on the family engagement rubric.

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

B. How will the afterschool staff ensure consistency of curriculum and coordination (but not replication) of content with the regular school day? What content will be coordinated? How often will content be coordinated? Who will be involved in deciding the coordination of curriculum?

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

D. Based on your response to ATTACHMENT SIX-A – number 8, what are the expected outcomes for the youth and families attending the family academic enrichment activities (8a) and the skill development classes for the adult family members of students attending the program (8b)?

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: The afterschool grantee will score satisfactory or above on the program attendance rubric.
Objective 3.2: The afterschool grantee will score satisfactory or above on personal and social skills rubric.
Objective 3.3: The afterschool grantee will score satisfactory or above on the commitment to learning rubric.

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

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

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

ATTACHMENT SIX-C

Services/Programs/Activities Plan

(Copy this page for additional space or additional sites)

The spreadsheet below should provide a snapshot of the proposed regular/recurring services, programs and activities (not one time), subject area(s), equipment, if necessary, and whether it is performed by grantee or outside agency, to demonstrate how you will implement them to achieve the goals and objectives. You must include the academic enrichment activities in the required core subjects of math, reading/language arts, and science as well as the proposed broad array of additional services, programs and activities.

SITE NAME:

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

Management Plan (eight pages maximum for narrative-do not include this page)

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

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

1. **Adequacy of Management Plan:** Describe the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget. You should include clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

2. **Quality of program staff**:
   Describe the following:
   a. The role and responsibility of all key staff and any other full-time staff that will be paid by the grant.
   b. How the applicants will ensure that the staff who will be working with students are qualified to do so, through proper certification or licensure, experience/endorsements for subjects/ages taught, as applicable
   c. Applicants should give specific details to explain that program leaders have sufficient time to accomplish tasks and grant requirements, especially if they are not full-time,
   d. Staff recruitment and retention strategies (if using school day teachers must explain how teacher burnout will be avoided and/or will not present a problem in the afterschool program),
   e. Explain how the program will provide ongoing staff development and training.
   f. If applicable, describe how the program will encourage and use appropriately qualified volunteers.
   g. If program is utilizing school administrators as staff in the afterschool program, describe their role in the program and any costs associated and why it is necessary and reasonable to pay, (see staff section of guidance for additional details)
   h. Complete **ATTACHMENT SEVEN-B**.

   Behind **ATTACHMENT SEVEN-A** insert a copy of an organizational chart and copies of each job description for all key staff (These attachments do not count toward the 8-page narrative maximum).

3. **Communication:**
   a. Describe how and when the program will disseminate information about the program (including its location) to the community in a manner that is understandable and accessible.

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

4. **Fees:** If your program charges parent fees, provide an assurance that the program will be equally accessible to all students targeted for services, regardless of their ability to pay and that the program will not prohibit any family from participating due to their financial situation. Programs who charge fees must offer a sliding fee scale and scholarships for those who cannot afford the program (Include a copy of the scale as **ATTACHMENT SEVEN-A**).

Provide a list of which sites will charge fees, how often fees will be collected, estimated amount of fees to be charged, and how you propose to expend the fees collected on allowable activities for purposes of the program by the end of year five of the grant? If your program does not charge fees answer this item as N/A.

5. **Student Safety**: Describe the safety plan of students in your program. This must include the safety process for: receiving students into the program, checking students out of the program either through parent pickup or bussing (if students will be walking thoroughly describe the area and walking routes and safety of such routes and times of day for walking), transitioning between activities, releasing students from activity rooms to parent pickup area, how all staff and any volunteers will be informed of the safety measures and checking of identification procedures, etc.

6. **Transportation**: Describe how students will travel safely to and from the center and home, whether or not the program takes place in a school building or other facility. If transportation costs are not being requested in this application indicate such, but applicant must still describe the transportation plan and describe how it is safe. Specify if students will be picked up by parents, bussed home and/or walking and describe the safety plan taken for each method utilized (if students will be walking you must also thoroughly describe the area's walking routes and safety of such routes and times of day for walking).

Management Plan (cont.) (include this page)

PERSONNEL EXPERTISE SUMMARY

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

Grantees must notify the DESE of any changes in key program staff.

Position Title:	
☐ Full-Time ☐ Part-Time	Average Hours per week with 21st CCLC program:
Will position be paid with 21st CCLC grant funds? ☐ Yes ☐ No	
Percentage paid with 21st CCLC funds:_____%	
Brief description of qualifications needed for job:	
If known, provide name of person in this position:	
Is this person part of regular school day staff? ☐ Yes ☐ No	
What is their position during the regular school day?	
Position Title:	
Will position be paid with 21st CCLC grant funds? ☐ Yes ☐ No	
☐ Full-Time ☐ Part-Time	Average Hours per week with 21st CCLC program:
Percentage paid with 21st CCLC funds:_____%	
Brief description of qualifications needed for job:	
If known, provide name of person in this position:	
Is this person part of regular school day staff? ☐ Yes ☐ No	
What is their position during the regular school day?	
Position Title:	
Will position be paid with 21st CCLC grant funds? ☐ Yes ☐ No	
☐ Full-Time ☐ Part-Time	Average Hours per week with 21st CCLC program:
Percentage paid with 21st CCLC funds:_____%	
Brief description of qualifications needed for job:	
If known, provide name of person in this position:	
Is this person part of regular school day staff? ☐ Yes ☐ No	
What is their position during the regular school day?	

ATTACHMENT EIGHT-A

Partnerships

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

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

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

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

Note: If an individual, entity, organization, etc. is paid for a majority of their service or good that is considered a vendor (purchased service), not a partner.

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

ATTACHMENT EIGHT-B

Partner Letters of Commitment

Applications must also contain a minimum of two Letters of Commitment (NOT letters of support) clearly delineating their specific contribution(s) to the program. Place copies of partners' Letters of Commitment directly behind the Community Partners page **ATTACHMENT EIGHT-B**.

If an individual, entity, organization, etc. is paid for a majority of their service or good that is considered a vendor (purchased service), not a partner.

At a minimum, all letters must include the following:

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

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

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

21st Century Community Learning Center
Letter of Commitment

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

Name of partnering organization:

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

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

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

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

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

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

_____ _____

Authorized Signature of Organization **Date**

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

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

For the 2019-2020 program year (and each grant year thereafter), grantees must select a certified evaluator from the list of individuals completing the certification process. For the external evaluation, the certified evaluator will meet with the program director and key personnel to review the PQA, survey data, Kids Care Center data, and other selected DESE data to complete a Guided Reflection (evaluation) highlighting strengths, gaps, and other trends. Programs with multiple sites will submit one report that summarizes the data and trends for all sites.

Applicants will not pick an evaluator at this time, awardees will select from the approved certified evaluator list around February of each year. It is the awardees responsibility to contract directly with the certified evaluator.

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

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

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

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

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

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

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

1. Describe the applicant's prior experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.

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

3. **(Non-LEA's Only)** Any non-LEA applicant must provide evidence that it is financially stable and capable of, administering programs with similar levels of funding. **Cohort 8 grantees that are applying are exempt from this requirement.**

    a. Describe the organizational history and structure, including length of existence, general information about the governing body and previous Federal award experience, if any.
    b. Describe how the organization is financially stable and capable of managing these funds and attach such evidence as **APPENDIX D**.

    Evidence of financial stability and capacity may include the following:
    - Summary schedule of audit findings from the most recent audit report, and/or
    - Financial statement that has been conducted within the last twelve months.

    Note: Any non-LEA awarded a grant must be financially stable to operate program without relying solely on immediate grant reimbursement. Be mindful that the DESE reimburses for services and purchases, at least monthly, contingent upon successful completion and compliance of required deliverables and approval of properly and accurately submitted RFR forms.

Cost of Program - (do not include this page)

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

- Refer back to Section VIII for a listing of what funds can and can't be used for.

- Do not use acronyms for budget items. If items are not clearly spelled out, or if there is any confusion as to what they stand for, such budget items may be at risk of not being approved for funding.

- Be realistic when developing your budgets. They will be reviewed based on the number of students to be served to demonstrate the most cost effective use of these funds.

- Minor budget amendments (in line with program design, intent, goals, etc.) may be submitted for prior approval throughout year one. When completing renewal applications, budgets may need to change for year two, in which case, applicants must describe reason for change at time of renewal for each budget change.

- All budget items should pertain to a specific budget category provided on the budget pages.

- **Salaries and Benefits** - provide details by each title/role in the program.

- **Travel and Transportation** - specify by each type of transportation and travel (i.e. field trip transportation; bussing transportation to/from home and center; professional development activity travel; etc.). **If you are requesting a field trip you must state where the trip is to and why you are taking the trip (You may need to attach an additional page with this information).**

- **Supplies Category** - supplies (and materials) are items which are either consumed in nature, have a useful life of less than one year, cost less than $1,000 per unit, and/or are more feasibly replaced than repaired. Most computers, iPads, tablets, cameras, etc. fall under the supply category; however, since they are considered attractive or easily pilfered, they are subject to inventory management and control.

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

  All equipment purchased with this grant must be listed and maintained in equipment inventory records so the Department can validate its use for 21ST CCLC Programs (this includes any items budgeted under materials/supplies that are considered attractive or easily pilfered/walk-away items; i.e. iPads, computers, cameras, etc.).

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

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

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

- The following is an example of how to complete the itemized justification page:

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

  Unacceptable example: $7770 for 3 busses for student transportation

Guidance for Applications

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

ATTACHMENT ELEVEN-A

Projected Five Year Budget (include this page)

Application's Name:

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

BUDGET CATEGORY	YEAR ONE Dollars Requested (round to nearest dollar)	YEAR TWO Dollars Estimated (round to nearest dollar)	YEAR THREE Dollars Estimated (round to nearest dollar)	YEAR FOUR Dollars Estimated (round to nearest dollar)	YEAR FIVE Dollars Estimated (round to nearest dollar)
Salaries	$	$	$	$	$
Benefits	$	$	$	$	$
Travel and Transportation	$	$	$	$	$
Supplies	$	$	$	$	$
Equipment	$	$	$	$	$
Professional Development (educational training/conferences)	$	$	$	$	$
Purchased Services	$	$	$	$	$
SUBTOTAL Direct Costs	$	$	$	$	$
Indirect Costs (Do not include equipment category amount in this calculation, see Section VIII.)	Figured at % $	Figured at % $	Figured at % $	Figured at % $	Figured at % $
TOTAL PER YEAR: You cannot exceed this total requested per year, if awarded	$	$	$	$	$

DESE Approval _____ _____

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

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

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

Formula: Total cost of program per year divided by total number of students proposed to serve (see **ATTACHMENT THREE**).

ATTACHMENT ELEVEN-B

Budget Summary Year One 2019-2020 (include this page)

Site Name:

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

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	TOTAL PRICE
Salaries **(list by each title/role)**	*Example: 2 site directors x15 hours @ $20/hour for 44 weeks.*		Round to nearest dollar
Subtotal (Salaries)*			**$**
Benefits (list by each title/role)	*Example: site directors at 10.95% each*		
Subtotal (Benefits)*			**$**
Travel and Transportation	*Example: 3 busses @ $35/day x 74 days*		
Subtotal (Travel & Tran.)*			**$**
Supplies	*Example: Consumable supplies $300/teacher x 3 teachers*		
Subtotal (Supplies)*			**$**

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

Equipment **(specify #s of each piece and prices per item type unless priced as a unit)**	*Example: 2 computers @ $850 each*		
			240
			250
			260
			270
Subtotal (Equipment)*			$ 1,020
Professional Development **(education/training, conferences)** (break out by each Professional Development Activity/training)	*Example: MO School Age Community Conference $250 x 3 people*		
New Program Director Training- *Required* **			280
State Conference (MOSAC2 and/or MAACCE)-*Required*			290
Other (list separately)			300
			310
			320
Subtotal (Prof. Dev.)*			$ 1,500
Purchased Services	*Example: Evaluator $2000 per year*		
Quality Improvement Resources (budget 5% of total direct costs)-*Required*			330
Other (list separately)			340
			350
			360
			370
			380
Subtotal (Purchased Services)*			$ 2,130
SUBTOTAL DIRECT COSTS			$ 1,000
INDIRECT COSTS **(Do not include equipment category amount in this calculation. See Section VIII)**	**Calculated at %**		$ 390
GRAND TOTAL **(Direct + Indirect)**			$ 40,000

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

****Previous Cohort 8 program directors and/or current Cohort 9 or 10 program directors do not have to attend.**

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

In this section, applicants are to explain how the proposed budget is reasonable to the scope of the grant for each site. You are advised that costs should be allocated, and will be judged, against the scope of the program, its anticipated benefits, and the number of regularly attending students (30+ attendance days).

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

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

2. Describe how 21st CCLC funds will supplement and NOT supplant other federal, state, and local funds.

3. Describe how the proposed number of regularly attending students to be served, listed in **ATTACHMENT THREE,** aligns to the proposed budget.

4. Salary Costs:
   a. Describe how the salary costs are necessary, reasonable, and allocable year one, to the number of proposed regularly attending students to be served and overall program design.

   b. *If applicable,* if you list an administrator/superintendent and/or principal as receiving a salary or stipend, describe why it is necessary and provide an assurance they are not being compensated from another source of funds during the same time or that it is not considered a part of their duties in their full time position as an administrator/superintendent or principal.

5. Describe the purpose of the requested funds for year one, and how the costs are reasonable, necessary, and allocable, to the overall program design for each individual category listed below.

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

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

6. *If applicable,* for year one, describe other sources of cash and/or in-kind contributions that will be combined with 21st CCLC grant funds; include dollar value and type of contribution.

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

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

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

1. A preliminary plan describing how the program will sustain at the same levels as years one through three when program funding is reduced in years four and five.

2. A preliminary plan describing how the program will sustain beyond the award period (it is not adequate to say "our sustainability plan is to look for more funds"). Applicants will demonstrate a well thought out and systematic plan for sustainability.

   The plan shall include:
   - Plans for maintaining important components of a high-quality program (such as: transportation, staff retention [including volunteer participation], resources, academic enrichment activities, etc.).
   - Applicants may address whether or not in-kind contributions will be planned. Sustainability resources may include, but not be limited to, coordination of funds from federal, state, city, county, or school district sources as well as from corporations, community, or private foundations. Reminder that any fees collected during the five year grant cycle may NOT be saved for sustainability purposes after the five-year grant period.
   - Plans will also address the roles of any partners that have been specified in this application beyond the award period, if applicable.

Guidance for Applications

It is vital that you plan beyond the five-year award period. The purpose of the diminishing of funds in years four and five is to assist you in planning for long-term sustainability. You must plan beyond the fifth year and have a strong sustainability plan in place. Think outside the box!

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

Information and material on sustainability can be found at, but should not be limited to, the following site:
- Afterschool Alliance (www.afterschoolalliance.org)
-Beyond the Bell at American Institute for Research (www.beyondthebell.org)

STATEMENT OF ASSURANCES (include this page)

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

A. The program will take place in a safe and easily accessible facility.
B. The proposed program was developed and will be carried out:
   i. In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality; and
   ii. In alignment with the challenging State academic standards and any local academic standards.
C. The local education agency (school and district in which 21st CCLC program students attend during the regular school day) agrees to collect and share education achievement data (i.e. grades, state assessment/MAP), attendance/behavior data, and any other data requested by the DESE that will be necessary for federal and state reporting and evaluation of the program.
D. Funds under the program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and in no case supplant Federal, State, local, or non-federal funds.
E. The community was given prior notice of the applicant's intent to submit an application and that the application will be available for public review after submission of the application.
F. The applicant includes a preliminary plan for continuation of the program after federal funding ends.
G. The applicant will consult with officials of public/non-public schools on an ongoing basis in a meaningful and timely manner, and provide public/non-public participants genuine access to equitable services. The applicant will ensure that equitable participation of public/non-public participants (if any) will be provided.
H. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. If such practices are offered by the organization, they may not be offered as a part of the program receiving assistance. Awardees must use generally applicable cost accounting procedures to ensure that funds will not be used to support religious practices, 2) the governance of the award program shall operate independently from religious practices of the organization, and 3) the program activities are not held in conjunction with religious instruction, worship, or prayer.
I. Programs will offer services no less than four (4) days per week and no less than twelve (12) hours per week.
J. The applicant meets the absolute priorities to be eligible to apply and receive funds as stated in Section IV.
K. A student transportation plan indicating the options provided to students to ensure that all students eligible and/or interested in the 21st CCLC program are able to attend and participate, as well as, how the students will travel safely to and from the center and home.
L. Awardees will annually evaluate program to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment; results will be made public in a form and language that is easily understood.
M. The applicant will agree to cooperate with technical assistance teams and site visits each year.
N. Program activities will meet the measures of effectiveness.
O. Program will provide academic enrichment activities to students in low-performing schools to help them meet the challenging State academic standards in the core content subjects of at least, but not limited to, reading/language arts, mathematics, and science (subjects are Missouri specific).
P. Students will be offered a broad array of additional services, programs, and activities.
Q. Program will offer families of students served by the program opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
R. The applicant agrees to keep records and provide information to the DESE as required.
S. Awardees will use the KCC web-based management system as stated in Section VII.
T. Progress will be measured and reported to the DESE to demonstrate academic achievement (i.e, attendance, grades, MAP/State Assessment, behavior, etc.) and for federal and state reporting via KCC and any other reporting means as identified by the DESE.
U. Generally accepted cost accounting methods will be utilized to ensure funds are not used to support activities that do not conform to this application.
V. All applicants awarded a 21st CCLC grant by the DESE must ensure that records directly associated with the program's funding are available for viewing by members of the public upon request.
W. The applicant has inquired with DHSS for licensing determination of all sites (see Section V).
X. Awardees agree to follow all requirements as outlined in the application and any additional requirements authorized by the DESE.
Y. The applicant will administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications.

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

_____ _____
Authorized Signature of Applicant Date

_____
Print Name

_____ _____
Signature of Primary Contact Person Date

_____
Print Name

APPENDIX A

CERTIFICATION REGARDING PLAGIARISM

(include this page)

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

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

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

Name:_____

Signature: _____

Title: _____

District/Organization: _____

Date: _____

APPENDIX B

Determination of Licensure

(Include this page)

(See Section V, Application Details and Requirements, for more information)

Check the box below that best fits your situation:

☐ I am currently licensed. If yes, attach your certificate(s) and label as Appendix B. You must have a certificate for each site.

☐ I have an exempt letter. If yes, attach the exemption letter and label as Appendix B. You must have a letter for each site.

☐ Neither of the above applies; I have submitted the DC-20 form and required information to the Department of Health and Senior Services on _____ (date) and am currently awaiting determination.

Link to DC-20 form: http://health.mo.gov/safety/childcare/pdf/DC-20.pdf

APPENDIX C

Active Collaboration and Academic Standards Alignment Assurance

(Include this page)

By signing and submitting this assurance form, the undersigned certify to the best of their knowledge and belief that the proposed program was developed and will be carried out:

i. In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality (Reference 4204 (b)(2)(D)(i)); and

ii. In alignment with the challenging State academic standards and any local academic standards (Reference 4204 (b)(2)(D)(ii);.

_____ _____
Authorized Signature of Applicant Date

_____
Print Name

_____
Title

_____ _____
Signature of Primary Contact Person Date

_____
Print Name

_____
Title

_____ _____
Signature of Superintendent Date

_____
Print Name

_____
School District Name

(From district in which the students served by this program attend, if more than one superintendent/district, make copies of form for all signatures. If the able that the authorized signature above will be the same as the superintendent and they will sign twice).

Replace this page with evidence of financial stability for

Non-LEA applications

(See Section VIII, Financial Requirements, for more information)

Previous 21st CCLC Cohort 8 grantees exempt from this requirement

(Be sure to label such attachments as APPENDIX D)

APPENDIX E

Competitive Priority

Complete this form only if you are applying for competitive priority points. Refer to the following site to determine eligibility: https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants. You do not have to apply for all points; answer "no" for those you are not applying for.

A. Application proposes to serve students at a site in a county that does not currently have an afterschool program funded by 21st CCLC funds. In order to receive the additional points, the applicant's agency must also have an established domicile within the same county (maximum 5 points).

☐ Yes ☐ No

If yes, what county do you propose to serve? _____

B. Application proposes to target services to students who attend a comprehensive and/or targeted school OR other schools determined by the LEA to be in need of intervention and support to improve student academic achievement and other outcomes AND enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal activities, or who lack strong positive role models, as well as, the families of these students (maximum 2 points).

☐ Yes ☐ No

i. If yes, list the district, school(s), and whether they are listed as a comprehensive, targeted school(s), or identified by the LEA to be in need of intervention and support.

District	School	Comprehensive, or Targeted LEA Identified School

ii. Describe how you will target students who may be at risk for academic failure, dropping out of school, involvement in criminal activities, or who lack strong positive role models, as well as, the families of these students?

iii. *If applicable*. If the proposed school is not a comprehensive or targeted school, describe how the LEA determined that the identified school was in need of intervention and support to improve student academic achievement and other outcomes.

C. Application is submitted jointly (see Section IV) by eligible entities consisting of at least one LEA receiving funds under Title I, Part A and at least one other eligible entity (see Section IV for additional information to be eligible for these points)(maximum 2 points).

☐ Yes ☐ No

i. If yes, all pages requiring signatures have been copied and signed by each agency, entity, or organization. ☐ Yes ☐ No

ii. Who will serve as the fiscal agent? _____

iii. How will the LEA and other eligible entity collaborate in the sharing, planning, and designing of the program?

iv. What roles will each co-applicant play in the delivery of the services?

v. How will the co-applicants share grant resources in order to carry out their roles?

vi. How will the co-applicants ensure that there is significant and ongoing involvement in the management and oversight of the program by all entities?

D. Application proposes activities that are, as of the date of the submission of the application, not accessible to students who would be served; or would expand accessibility to high-quality services that may be available in the community (maximum 2 points).

☐ Yes ☐ No

i. If yes, describe the activities proposed in the application that are not currently accessible to the students who would be served or the activities that would expand accessibility to high-quality services available in the community to the students who would be served.

Replace this page with evidence of Private School Consultation

(See Section V, Private Schools Consultation, for more information)

If no private schools in the area(s) to be served, check here: ☐

(Be sure to label such attachments as APPENDIX F)