



21ST CENTURY COMMUNITY LEARNING CENTER GRANT APPLICATION

INSTRUCTIONS

The issued date for the application is Friday, April 23, 2021.

EMAIL the completed form by **Friday, June 4, 2021 at 1:00 p.m.** to: Office of Quality Schools/Extended Learning at exl@dese.mo.gov.

Or, MAIL the completed form by **Friday, June 4, 2021 at 1:00 p.m.** to: Missouri Department of Elementary and Secondary Education, Extended Learning, PO Box 480, Jefferson City, MO 65102. Print or type 21st Century Community Learning Center Grant (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 the Office of Quality Schools/Extended Learning at 573-522-2627 or email exl@dese.mo.gov.

GRANT AWARD PERIOD

Date of Award through June 30, 2022 (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 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
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TOTAL AMOUNT AWARDED:

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

PROGRAM SUMMARY

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-Local Education Agency (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 Charter School Private School CBO FBO

Other, describe:

Who will provide 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):

PROGRAM SUMMARY (CONTINUED)

Copy this page if you have more than two 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
			<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
			<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
			<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> 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
			<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
			<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		
			<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter		

*Must use data as reported to the DESE (see [Section IV of the Guidance](#) for details)

**Must use the February 2021 MOSIS cycle submission for January Membership and F&R Lunch State totals to determine the F&R Lunch percentage by building (see [Section IV of the Guidance](#) for details).

SITE SUMMARY

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.

NAME OF SITE

PROGRAM NAME

PHYSICAL SITE ADDRESS

CITY	STATE	ZIP
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SITE CONTACT PERSON, IF KNOWN

SITE CONTACT EMAIL, IF KNOWN

SITE CONTACT PHONE, IF KNOWN

Total number of students proposed to be served: Of the total above, proposed number of regular attendees (30+ days): Of the total number of 30+ day regular attendees above, proposed number of attendees: 45+ days for MS/JH site: 60+ days for elementary site: (N/A for HS site)	Grade levels to be Served <input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	Total number of adult family members (of students proposed to serve) this site is proposing to serve:	<input type="checkbox"/> Rural <input type="checkbox"/> Urban <input type="checkbox"/> Suburban
			Percentage of limited English proficiency students at this site you anticipate serving: <p align="center">%</p>

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 that did not meet 80 percent 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 did not meet 50 percent of regular attendance levels will be placed in high risk. Additionally, beginning in year two, budgets may be reduced based on previous year's attendance results.

SITE SUMMARY (CONTINUED)

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

- After school
 Before school
 Summer
 Weekends
 Holidays
 Breaks
 Other, specify:

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 number of hours/week				
Total number of days/week				
Total number of weeks				
Total number of days				

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

	BEFORE SCHOOL (TIMES OF OPERATION)			AFTERSCHOOL (TIMES OF OPERATION)			GRAND TOTAL # HOURS/DAY
	BEGINNING TIME	ENDING TIME	# HOURS BEFORE SCHOOL SUBTOTAL	BEGINNING TIME	ENDING TIME	# HOURS AFTER SCHOOL SUBTOTAL	
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							

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

C. 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 (CONTINUED)

D. Services that advance *student achievement*. Programs **must** provide a broad array of services, programs, and activities. **C** 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 and 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 (<i>Please list</i>):

E. 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 (CONTINUED)

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

- Snack Meal Both snack and meal Neither snack nor meal

G. 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:

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

- Quarterly Trimester Semester Other, describe:

I. 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

J. Will this site charge nominal parent fees during the five-years of the grant cycle, if awarded (approval and monitoring of these fees by DESE is required)?

- yes no

If yes:

How often will the fees be collected?

Describe the fee rate per family.

Estimate the amount of fees to be collected annually at this site.

Will this site be receiving subsidy dollars?

What is the 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.)

K. 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:

EXECUTIVE SUMMARY (TWO PAGES 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.

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 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; and
 - 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. Make certain that the scope of the needs assessment focuses on needs that the 21st CCLC program can address. Applicants must cite current data sources when identifying specific needs.

- 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 who qualify for free and reduced price lunch in targeted schools;
 - percentage of students in below basic, basic, proficient and advanced on the most recent MAP results for reading, math and science;
 - percentage of juvenile crime, attendance, truancy, dropout, teen pregnancy or high school completion;
 - percentage of suspensions and expulsions;
 - 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.

PROGRAM DESIGN-PROGRAM PLAN (TWELVE PAGES MAXIMUM) DO NOT INCLUDE THIS PAGE.

In this section, applicants must explain their vision for the 21st CCLC program. The Program Design section of the narrative includes the majority of your plan. Applicants must explain exactly how the program operates on a day-to-day basis. It must include sufficient detail to show the plan is realistic and achievable, and it must provide an overall vision of your 21st CCLC program. Label these pages as **ATTACHMENT SIX-A**. For each of the following, state the number prior to your response for each:

1. Program Focus:

- 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 Missouri 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, and the program should 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**).
- Describe how the key proposed services, activities and programs are expected to improve student academic achievement as well as overall student success.
- How will the applicant integrate best practices, including research- or evidence-based practices, to provide educational activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students?
- Previous 21st CCLC funded/returning programs (Cohort 9) must clearly describe how they will expand and/or enhance their proposed program if serving the same site(s) (type N/A if not applicable).

2. Target Population and Attendance:

- 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.
- Describe the program's attendance policy.
- 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:

- Describe how and to what extent students and families were meaningfully involved in the planning and design of the program.
- Describe how students and families will have ongoing involvement in planning throughout the program.

4. Schedule: Provide a typical daily schedule, including start and end times, 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**). This will not count toward your **ATTACHMENT SIX-A** page maximum.**5. Active Collaboration and School Day Alignment:**

- Describe how the program was developed and will be carried out in active collaboration with student's LEAs (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.
- Describe how the applicant, LEA and any partner organization will work together to share and collect relevant data (i.e. grades, (Missouri Assessment Program (MAP), attendance/behavior data and any other data required by DESE that is necessary for federal and state reporting and evaluation of the program, in compliance with applicable laws relating to privacy and confidentiality.
- Describe how the program is aligned (school day linkage) with the state academic standards and any local academic standards (school and district standards/goals).

6. Student Needs:

- 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.
- 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 meet the measures of effectiveness described below:

- Activities are based on an assessment of objective data regarding the need for before and after school or summer programs and activities in the school and communities;

- Activities are based on an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- If appropriate, activities are based on evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards;
- Programs ensure the measurements 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
- Programs 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).

- Describe the proposed family academic enrichment activities (i.e. STEM night, family game night, literacy night or student showcase).
- Describe the proposed on-going classes for the adult family members of students attending the program that will help develop their skills (i.e. continuing education classes, ESL/ELL classes, literacy classes, finance/budgeting classes, computer classes, and active parenting/strengthening families).
- What strategies will you use to encourage parent/family engagement?

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 meeting during all five years of the grant period.

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 pages as **ATTACHMENT SIX-B**.

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/language 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 students to increase their achievement and sense of competence in each subject area. Include information about the students (age groups) and staff (how they were selected, qualified or supported) for each area. Please describe the percent improvements you anticipate 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 foster a sense of belonging, positive student-to-student and student-to-adult relationships, and give students an opportunity to have voice 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 student'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 program participants.

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

SERVICES/PROGRAMS/ACTIVITIES PLAN (COPY THIS PAGE FOR ADDITIONAL SPACE OR ADDITIONAL SITES)

In the spreadsheet below, provide a snapshot of the proposed regular/recurring services, programs and activities, subject area(s), equipment, if necessary. Include whether the services/activities are performed by the 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 (DAILY, WEEKLY, MONTHLY, SUMMER ONLY, ETC.)	WHICH GOAL NUMBER(S) DOES THIS ACTIVITY MEET AS STATED ON ATTACHMENT SIX-B
<i>Example: Kids in the Kitchen</i>	<i>math, nutrition, health, reading</i>	<i>No grant funded equipment needed/will use equipment located in middle school FACS Classroom.</i>	<i>4-H Extension Office</i>	<i>Once per week throughout the school year (Sept.-May)</i>	<i>Goal #1 Goal #3 Goal #2</i>

MANAGEMENT PLAN (EIGHT PAGES MAXIMUM) DO NOT INCLUDE THIS PAGE.

This section describes your plan for effectively staffing and managing the proposal described in the Program Design section. Here you will describe your plans for who will create the academic and enrichment programs, who will manage the program, who will teach, and how communication will regularly occur with parents and the community.

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

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:
 - The roles and responsibilities of all key staff and any other full-time staff who will be paid by the grant.
 - How the applicants will ensure that the staff are qualified to work with students, through proper certification or licensure, experience/endorsements for subjects/ages taught, as applicable.
 - 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.
 - 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).
 - Explain how the program will provide ongoing staff development and training.
 - If applicable, describe how the program will encourage and use appropriately qualified volunteers.
 - If program is utilizing school administrators as staff in the afterschool program, describe their role in the program. Describe any costs associated and why it is necessary and reasonable to pay those costs. (See staff section of guidance for additional details.)

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 eight page narrative maximum.)
3. **Communication:**
 - Describe how and when the program staff will disseminate information about the program (including its location) to the community in a manner that is understandable and accessible.
 - Describe how staff will communicate with parents about their child's development, their 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 how 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**). Approval and monitoring of these fees by DESE is required.
 - 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 busing (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 procedures to check identifications, 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. Note if transportation costs are not requested in this application, but applicant must still describe the transportation plan and its safety measures. Specify if students will be picked up by parents, bused home and/or walking, and describe the safety plan taken for each method used (if students will be walking you must also thoroughly describe the area's walking routes and safety of such routes and times of day).

MANAGEMENT PLAN (CONTINUED)

PERSONNEL EXPERTISE SUMMARY

Complete for all **key** staff including, but not limited to, the Program Director/Coordinator and Site Director(s). Refer to [Section V of the Guidance](#) for 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?

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, nonprofit, 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
- 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, it is considered a vendor (purchased service), not a partner.

ORGANIZATION NAME	TYPE OF ORGANIZATION	CONTRIBUTION TYPE	ESTIMATED MONETARY VALUE (DOES NOT HAVE TO BE ACTUAL CASH)	PARTNER'S ROLE
<i>Example: City Department</i>	<i>Government</i>	<i>In-Kind: Staff will be provided at no cost.</i>	<i>\$25.00/hour x 2 hours x 1 staff x 9 times per year = \$450</i>	<i>Will provide programming once per month to the elementary students, including, drug awareness, fire safety, recycling, etc.</i>

PARTNER LETTERS OF COMMITMENT

Applications must also contain a minimum of two Letters of Commitment (NOT letters of support) clearly describe 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, it is considered a vendor (purchased service), not a partner.

At a minimum, all letters must include:

- 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
- 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

TITLE

PRINT NAME

DATE

PROGRAM EVALUATION (FOUR PAGES MAXIMUM) DO NOT INCLUDE THIS PAGE.

Each grant 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 2021-22 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 (KCC) 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 in 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:

- 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.
- 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 DESE annually). The plan should include target dates for sharing information, specify 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 must 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 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 9 grantees who 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**.
 - c. 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 12 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 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 one. 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. Complete the *Sustainability of Programs* document, labeled **ATTACHMENT TWELVE**.
5. Please note the following for completing budgets:
 - Refer back to [Section VIII of the Guidance](#) 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, the budget items are 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; busing transportation to/from home and center; professional development activity travel). **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, or are more feasibly replaced than repaired. Most computers, iPads, tablets, cameras, etc. fall under the supply category; however, because they are considered attractive or easily pilfered, they are subject to inventory management and control. IT software/systems that are less than \$1,000 per-user license cost would be considered a supply.
 - **Equipment Category:** Equipment means tangible personal property (including information technology systems) that have a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$1,000. Purchases of items greater than \$1,000 or items which have the potential to be shared with regular school day activities must have a cost share in place and obtain written approval from DESE prior to purchase (i.e. Smart Boards, 3D printer, fitness equipment, robotics, etc.). Please note, for IT systems or software, inventory is based on the per-user license cost and not the total cost.
 - All equipment purchased with this grant must be listed and maintained in equipment inventory records so DESE 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).
 - **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 of the Guidance](#) 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 buses 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) but cannot exceed total amount listed on the five year budget table on **ATTACHMENT ELEVEN-A**.

PROJECTED FIVE YEAR BUDGET

Applicant's Name:

INSTRUCTIONS

List the cumulative amount of funds for each year funds are requested. In cases of multiple sites, applicants shall add all sites and only list the cumulative amount on this page. (Refer to [Section VIII of the Guidance](#) 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)
Certificated Salaries	\$	\$	\$	\$	\$
Non-certificated Salaries	\$	\$	\$	\$	\$
Benefits	\$	\$	\$	\$	\$
Transportation	\$	\$	\$	\$	\$
Supplies	\$	\$	\$	\$	\$
Equipment	\$	\$	\$	\$	\$
Professional Development	\$	\$	\$	\$	\$
Purchased Services	\$	\$	\$	\$	\$
SUBTOTAL Direct Costs (all costs above)	\$	\$	\$	\$	\$
Quality Improvement Resources (Purchased Services)	\$	\$	\$	\$	\$
SUBTOTAL DIRECT COSTS	\$	\$	\$	\$	\$
Indirect Costs (Do not include equipment category amount in this calculation.)	Figured at %	Figured at %	Figured at %	Figured at %	Figured at %
GRAND TOTAL PER YEAR: You cannot exceed this total requested per year, if awarded.	\$	\$	\$	\$	\$

DESE Approval: Supervisor Accounting Specialist

Reminder: DESE will base the final diminishing calculations on the average of years one-three *awarded* budgets. Applicants should not reduce their own funds on chart above as it could cause a double reduction.

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**).

Itemized Budget

Grantee Name

Provide a **detailed itemized budget for the 2021-22 grant year. Items must be allocable, reasonable and necessary. Failure to detail items will delay continuation process.** If additional space is needed, copy this page; however, no substitute page designs or reformatting is allowed. Each page must be totaled, with the grand total only provided on the first page. **DO NOT** list leveraged funds on itemized budget.

BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	TOTAL PRICE
Certificated Salaries (list by each title/role)	<i>Example: 15 hours at \$20/hour for 44 weeks.</i>	<i>Example: Staffing needed to operate afterschool site based on number of students proposed.</i>	<i>Example: Total Price</i>
Subtotal (Salaries)*			\$
Non-certificated Salaries (list by each title/role)	<i>Example: 15 hours at \$10/hour for 44 weeks.</i>	<i>Example: Staffing needed to operate afterschool site based on number of students proposed.</i>	<i>Example: Total Price</i>
Subtotal (Non-certificated Salaries)*			\$
Benefits (list by each title/role)	<i>Example: 10.95% each</i>	<i>Example: Required federal/state withholdings</i>	<i>Example: Total Price</i>
Subtotal (Benefits)*			\$
Transportation	<i>Example: 3 busses at \$35/day x 74 days</i>	<i>Example: Daily Transportation</i>	<i>Example: Total Price</i>
Subtotal (Travel & Transportation)*			\$
Supplies	<i>Example: Consumable supplies \$300/teacher x 3 teachers</i>	<i>Example: Supplies for hands-on enrichment activities</i>	<i>Example: Total Price</i>
Subtotal (Supplies)*			\$

*If you have additional pages beyond the first two pages, 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 you may leave the box blank.

Equipment (specify numbers of each piece and prices per item type unless priced as a unit) Note: Equipment should also be listed in Program Activity Plan.	<i>Example: 2 computers at \$850 each</i>	<i>Example: Provide STEM activities as listed in the project activity plan</i>	<i>Example: Total Price</i>
Subtotal (Equipment)*			\$
Professional Development (education/training, conferences, and associated travel) (break out by each Professional Development Activity/training)	<i>Example: MO School Age Community Conference \$250 x 3 people</i>	<i>Example: Required state conference</i>	<i>Example: Total Price</i>
Grantee Meeting New Directors/Coordinators ONLY (budget \$150 registration fee per person)- <i>Required</i>			
State Conference (MOSAC2 PDI and/or MAACCE)- <i>One Required</i>			
Other (list separately)			
Subtotal (Professional Development)*			\$
Purchased Services	<i>Example: Evaluator \$2000 per year</i>	<i>Example: Required per grant</i>	<i>Example: Total Price</i>
Subtotal (Purchased Services)*			\$
SUBTOTAL DIRECT COSTS (all costs above)			\$
Quality Improvement Resources (Purchased Services)	Calculated at 5% (of Subtotal Direct Costs line above)		\$
SUBTOTAL DIRECT COSTS			\$
INDIRECT COSTS-if applicable (Do not include equipment category amount in this calculation.)	Calculated at %		\$
GRAND TOTAL (Subtotal of Direct Costs + Indirect Costs)			\$
*If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.			

BUDGET NARRATIVE (SIX PAGES MAXIMUM) DO NOT INCLUDE THIS PAGE.

In this section, applicants are to explain how the proposed budget is reasonable for 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 prior to your response to each.

1. Describe how you 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:
 - 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.
 - *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 provide a reason why 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 as this would be considered supplanting).
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 describe in detail how they intend to continue their programs beyond year five or renewal year four of the grant. Applicants should be aware that funding will diminish during year four by 20 percent and year five by 40 percent. Grantees should maintain their programs at the same levels as years one–three. Remember 21st CCLC funding is not guaranteed money and at any time funding from our state could be cut for a number of reasons.

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

1. A preliminary plan describing how the program will sustain at the same levels as years one–three when program funding is reduced in years four and five.
2. A preliminary plan describing how the program will continue beyond the award period (you can't just say "our sustainability plan is to look for more funds"). Applicants should demonstrate a well thought out and systematic plan for sustainability. The plan shall include:
 - Plans for maintaining important components of a high-quality program (i.e. transportation, staff retention, volunteer participation, resources and academic enrichment activities).
 - Applicants may address whether or not in-kind contributions are planned. Sustainability resources may include, but are not limited to, coordination of funds from federal, state, city, county or school district sources as well as from corporations, community or private foundations. Any fees collected during the five-year grant cycle may NOT be saved for sustainability purposes after the five-year grant period.
 - They should 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.

Programs with proven effectiveness are those that are most likely to be sustained after the state funding ends. Information and material on sustainability can be found at, the following sites:

- <http://www.afterschoolalliance.org/>
- Beyond the Bell at American Institute for Research <http://beyondthebell.org>

STATEMENT OF ASSURANCES

By signing these assurances, the applicant hereby assures DESE that:

- The program will take place in a safe and easily accessible facility.
- The proposed program was developed and will be carried out:
 - 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
 - In alignment with the challenging State academic standards and any local academic standards.
- The LEA agrees to collect and share education achievement data annually of all students enrolled in the 21st CCLC program (i.e. grades, state assessment/MAP, and teacher surveys), attendance/behavior data, and any other data requested by DESE that is necessary for federal and state reporting and evaluation of the program.
- 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.
- 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.
- The applicant includes a preliminary plan for continuation of the program after federal funding ends.
- The applicant will consult with officials of public/nonpublic schools on an ongoing basis in a meaningful and timely manner, and provide public/nonpublic participants genuine access to equitable services. The applicant will ensure that equitable participation of public/nonpublic participants (if any) will be provided.
- 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 1) 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.
- Programs will offer services no less than four days per week and no less than 12 hours per week.
- The applicant meets the absolute priorities to be eligible to apply and receive funds as stated in [Section IV of the Guidance](#).
- 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.
- Awardees will annually evaluate program to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment. The results will be made public in a form and language that is easily understood and accessible.
- The applicant agrees to cooperate with technical assistance teams and site visits each year.
- Program activities will meet the measures of effectiveness.
- The program will provide academic enrichment activities to students in low-performing schools to help them meet the state academic standards in the core content subjects of at least reading/language arts, mathematics and science (subjects are Missouri specific).
- Students will be offered a broad array of additional services, programs and activities.
- The 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.
- The applicant agrees to keep records and provide information to DESE as required.
- Awardees will use the KCC web-based management system as stated in [Section VII of the Guidance](#).
- Progress will be measured and reported to DESE to demonstrate academic achievement (i.e, attendance, grades, MAP/state assessment, behavior) and for federal and state reporting via KCC and any other reporting means as identified by DESE.
- If the applicant is a community/faith-based organization, the school district administration signing this assurance agrees that a partnership between the school district(s) in which the students attend and the applicant has been made with agreement that the school will provide the necessary data as specified within these assurances. Please note: it is mandatory for the schools provide this data.
- Generally accepted cost accounting methods will be utilized to ensure funds are not used to support activities that do not conform to this application.
- All applicants awarded a 21st CCLC grant by DESE must ensure that records directly associated with the program's funding are available for viewing by members of the public upon request.
- The applicant has inquired with the Department of Health and Senior Services (DHSS) for licensing determination of all sites (see [Section V of the Guidance](#)).
- Awardees agree to follow all requirements as outlined in the application and any additional requirements authorized by DESE.
- The applicant will administer the 21st CCLC project in accordance with all applicable statutes, regulations, program plans and applications.

ASSURANCES

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 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 APPLICATION	TITLE
PRINT NAME	DATE
<hr/>	
SIGNATURE OF PRIMARY CONTACT PERSON	TITLE
PRINT NAME	DATE

CERTIFICATION REGARDING PLAGIARISM

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 DESE during a current grant competition, then at the discretion of DESE, DESE has the right to remove the application for funding consideration because of the occurrence of cause.

SIGNATURE		PRINT NAME	
TITLE	DISTRICT/ORGANIZATION	DATE	

DETERMINATION OF LICENSURE

(See [Section V of the Guidance](#), 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 DHSS and am currently awaiting determination.

[DHSS DC-20 Form](#)

DATE DC-20 WAS SUBMITTED TO DHSS

ACTIVE COLLABORATION AND ACADEMIC STANDARDS ALIGNMENT ASSURANCE

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:

- 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
- In alignment with the state academic standards and any local academic standards (Reference 4204 (b)(2)(D)(ii)).

Additionally, the school district(s) being served by this 21st CCLC program further agree to share federally required education achievement data annually for all students enrolled in this 21st CCLC program (see Statement of Assurances- **Attachment Thirteen**).

AUTHORIZED SIGNATURE OF APPLICATION	TITLE
PRINT NAME	DATE
<hr/>	
SIGNATURE OF PRIMARY CONTACT PERSON	TITLE
PRINT NAME	DATE
<hr/>	
SIGNATURE OF SUPERINTENDENT*	SCHOOL DISTRICT NAME
PRINT NAME	DATE

* From district in which the students served by this program attend, if more than one superintendent/district, make copies of form for all signatures. If the applicant is an LEA, it is possible 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 of the Guidance](#), Financial Requirements, for more information)

Previous 21st CCLC Cohort 9 grantees are exempt from this requirement.

(Be sure to label such attachments as APPENDIX D)

COMPETITIVE PRIORITY

Complete this form only if you are applying for competitive priority points. Refer to [Extended Learning Grants](#) page to determine eligibility. 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 of the Guidance](#)) 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 of the Guidance](#) 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 of the Guidance](#), Private Schools Consultation, for more information)

No private schools in the area(s) to be served

(Be sure to label such attachments as APPENDIX F)