

September 15, 2017

Mr. Matt Unger  
Superintendent of Schools  
Morgan County R-I School District  
701 North Oak Street  
Stover, MO 65078

Dear Mr. Unger:

The evaluation committee has reviewed all of the applications submitted for the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC)/Afterschool Program. We are pleased to inform you that your application has been approved for the next five years, beginning September 15, 2017, and extending to June 30, 2022.

Subsequent years funding is based on availability of funds and satisfactory compliance with grant requirements and performance and may be subject to additional criteria at the state and/or national level. Please remember that you have agreed to the terms and conditions as outlined in the application.

The first year of your grant award is for approved program activities beginning September 15, 2017 and concluding June 30, 2018. A Department of Elementary and Secondary Education (DESE) Afterschool program officer will be assigned to your program to work directly with the individual you identified in the application as the primary contact person responsible for management of this award.

These funds should be used for immediate programming and not for delayed implementation. If your program will not be providing services, or if implementation will be delayed, you must contact our office immediately.

Additionally, you are required to attend a two-day grantee meeting on October 17-18 at the Missouri AfterSchool Network Office, 1110 S. College Avenue, Columbia, MO. Additional information pertaining to this required meeting will be disseminated to the primary contact person currently identified on your application as soon as details are finalized.

Enclosed is the first page of your grant application with DESE's signature of approval and a copy of your budget. If you have determined not to proceed with the 21<sup>st</sup> Century Community Learning Center/Afterschool Program, please contact Cindy Heislen, director of extended learning at (573) 522-2627 of your forfeiture by Monday, October 2, 2017.

Congratulations and best wishes for the new school year.

**Missouri Department of Elementary & Secondary Education  
Office of Quality Schools  
Extended Learning - 21<sup>st</sup> Century Community Learning Centers**

**Pass-through entity (DESE):** A non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.

**Subrecipient (Grantee):** A non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program.

<b>Federal Funds Disclosure Information (Pass-Through Entity)</b>			
<b>Federal Award Identification Number (FAIN)</b>	FY16 S287C160025* FY17 S287C170025	<b>Name of Federal Awarding Agency</b>	U.S. Department of Education
<b>Federal Award Date</b>	7/01/2017 – 9/30/2018 (For State Agency Only)	<b>Name of Pass-Through Entity</b>	MO Department of Elementary & Secondary Education
<b>Federal Award Project Description</b>	21 <sup>st</sup> Century Community Learning Centers Program	<b>Contact Information of Awarding Official</b>	Kim Wolf (573-522-2627)
<b>CFDA Number &amp; Name</b>	84.287C, After School Learning Centers	<b>Revenue Code Number</b>	5459
<b>Research &amp; Development Award</b>	No	<b>Indirect Cost Rate for the Federal Award</b>	4.6% Restricted

<b>Federal Funds Disclosure Information – Contract Specific Information (Subrecipient)</b>	
<b>Subrecipient Name</b>	Morgan County R-I School District
<b>Subrecipient DUNS</b>	100042365
<b>Subrecipient Co./Dist. Code (LEA) or Subrecipient FEIN (CBO)</b>	071-091
<b>Subaward Period of Performance for this Contract Action (2017-18)</b>	7/01/2017 – 6/30/2018
<b>Total Amount of Funds Obligated by this Contract Action (2017-18)</b>	\$330,408
<b>Total Amount of Federal Funds Obligated to this Subrecipient by the Pass-Through Entity Including Current Obligation (Current Year through Year 5)**</b>	\$1,341,642
<b>Total Amount of Federal Award Committed to Subrecipient by Pass-Through Entity (Year 1 through Year 5)**</b>	\$1,341,642
<b>Subrecipient Indirect Cost Rate, if requested</b>	0%

Subrecipients must use the federal award in accordance with federal statutes, regulations, and the terms and conditions of the federal award. Please review the fiscal guidance for federal grant programs at: <http://dese.mo.gov/financial-admin-services/general-federal-guidance>.

The subrecipient must permit the pass-through entity and auditors to have access to the subrecipient's records and financial statements, as necessary.

The time frame for submission of Request for Reimbursements (RFR) is the 22<sup>nd</sup> - 25<sup>th</sup> of each month; all RFR submissions must be for reimbursement only. Reimbursement payments must be issued by the Department within 30 days upon receipt of RFR (if approved for payment).

Please note there is no 10% variance with this grant, all budget amendments to transfer money between budget categories (and for any salary or equipment changes) must be submitted for prior approval.

\*Due to carryover funds it is possible that subrecipients may receive reimbursement from FY16 awarded funds.

\*\*Contingent on receipt of federal funds and grant compliance; DESE may reduce amounts, as necessary.



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

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER GRANT APPLICATION

ORIGINAL

## INSTRUCTIONS

The issued date for the award is Friday, April 28, 2017.

The application is due no later than Tuesday, June 27, 2017 at 3:00 p.m. Central Time.

Print or type 21<sup>st</sup> 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, telephone number 573-522-2827, email [kw@deese.mo.gov](mailto:kw@deese.mo.gov).

## RETURN APPLICATION BY THE DUE DATE ABOVE TO:

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

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

Date of Award through June 30, 2018 (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)

*Matt Unger*

DATE

6-22-17

PRINTED NAME (Include Dr., Mr., Mrs., Ms., or Miss)

Matt Unger

TITLE

Superintendent

ORGANIZATION NAME

Morgan County R-I

COUNTY DIST CODE (LEA'S) or FEDERAL TAX ID NUMBER

071-091

(CROSS/BO)

MAILING ADDRESS

701 N. Oak St.

COUNTY

Morgan

CITY

Stover

STATE

MO

ZIP

65078

EMAIL ADDRESS

[matt.unger@mcr1.us](mailto:matt.unger@mcr1.us)

PHONE NO.

573.377.2217

EXT.

APPLICANT'S DUNS AND BRADSTREET (DUNS) NUMBER (By signing this application you acknowledge a current registration with SAM.GOV):

100042365

## DEPARTMENT USE ONLY

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:

*Robin Coffman*

TITLE

for Margaret M. Vandeven, Ph.D., Commissioner of Education

DATE

9/15/2017

TOTAL AMOUNT AWARDED:

\$339,408.00

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), 6<sup>th</sup> 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@deese.mo.gov](mailto:civilrights@deese.mo.gov).

**Projected Five Year Budget (include this page)**

**Application's Name: Morgan County R-1**

Directions: List the "accumulative" amount of funds for each year funds are being requested. In cases of multiple sites, Applicants shall add all sites and only list the accumulative amount on this page. (Refer to Section VII 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	\$223,288	\$223,288	\$223,288	\$223,288	\$223,288
Benefits	\$34,704	\$34,704	\$34,704	\$34,704	\$34,704
Travel and Transportation	\$11,666	\$11,602	\$11,602	\$11,602	\$11,602
Supplies	\$37,890	\$13,345	\$13,345	\$13,345	\$13,345
Equipment	\$14,125	\$0	\$0	\$0	\$0
Professional Development (educational training/conferences)	\$3,860	\$860	\$860	\$860	\$860
Purchased Services	\$4,875	\$8,375	\$8,375	\$8,375	\$8,375
<b>SUBTOTAL Direct Costs</b>	<b>\$330,408</b>	<b>\$292,174</b>	<b>\$292,174</b>	<b>\$292,174</b>	<b>\$292,174</b>
Indirect Costs (Do not include equipment category amount in this calculation, see Section VIII.)	Figured at % \$	Figured at % \$	Figured at % \$	Figured at % \$	Figured at % \$
<b>TOTAL</b>	<b>\$330,408</b>	<b>\$292,174</b>	<b>\$292,174</b>	<b>\$292,174</b>	<b>\$292,174</b>

DESE Approval *EB* *HW*

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:	<u>\$1,102</u>	<u>\$974</u>	<u>\$974</u>	<u>\$974</u>	<u>\$974</u>
Formula: Total cost of program per year divided by total number of students proposed to serve (see ATTACHMENT THREE).					



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

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER GRANT APPLICATION



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205 JEFFERSON STREET (7<sup>TH</sup> FLOOR)  
JEFFERSON CITY MO 65101

GRANT AWARD PERIOD

Date of Award through June 30, 2018 (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

6-22-17

PRINTED NAME (Include Dr., Mr., Mrs., Ms., or Miss)

Matt Unger

TITLE

Superintendent

ORGANIZATION NAME

Morgan County R-I

COUNTY DIST CODE (LEA'S) or FEDERAL TAX ID NUMBER

071-091

(CBO/FBO)

MAILING ADDRESS

701 N. Oak St.

COUNTY

Morgan

CITY

Stover

STATE

MO

ZIP

65078

EMAIL ADDRESS

matt.unger@mcr1.us

PHONE NO.

573.377.2217

EXT.

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100042365

DEPARTMENT USE ONLY

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:

TITLE

for Margaret M. Vandeven, Ph.D., Commissioner of Education

DATE

TOTAL AMOUNT AWARDED:

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EB

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**Program Summary (include this page)**

<b>Contact Information:</b> (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) Morgan County R-1 School District			
"PRIMARY" CONTACT PERSON Matt Unger		TITLE Superintendent	
DISTRICT OR ORGANIZATION NAME (FOR CONTACT PERSON) Morgan County R-1 School District			
MAILING ADDRESS (FOR CONTACT PERSON) 701 N. Oak St.		PHONE 573.377.2177	EXT
CITY Stover	STATE MO	ZIP 65078	
EMAIL (FOR CONTACT PERSON) <a href="mailto:matt.unger@mcr1.us">matt.unger@mcr1.us</a>			
PROGRAM DIRECTOR, IF DIFFERENT THAN CONTACT PERSON		EMAIL (FOR PROGRAM DIRECTOR, IF DIFFERENT)	
LEAD GRANT WRITER Teresa Ragan		GRANT WRITER'S ORGANIZATION N/A (Retired Educator)	
<b>Superintendent Information:</b> If the application is submitted jointly or has more than one superintendent of schools, this page must be copied for additional superintendent information.			
SUPERINTENDENT NAME Matt Unger		DISTRICT NAME Morgan County R-1	
MAILING ADDRESS 701 N. Oak St.		PHONE 573.377.2177	
CITY Stover	STATE MO	ZIP 65078	
EMAIL <a href="mailto:Matt.unger@mcr1.us">Matt.unger@mcr1.us</a>			
<b>Applicant is (please check one):</b> <input checked="" type="checkbox"/> Public School (LEA) <input type="checkbox"/> Charter School <input type="checkbox"/> Private School <input type="checkbox"/> CBO <input type="checkbox"/> FBO <input type="checkbox"/> For-Profit <input type="checkbox"/> Other, describe: _____			
Who will be providing daily program services? <input checked="" type="checkbox"/> Applicant <input type="checkbox"/> Other: _____ If other, please explain: _____			
Is the applicant a previous recipient of other 21 <sup>st</sup> CCLC funds? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, what date did/will award funding conclude: _____ (month/year).			

**Program Summary (cont.)(include this page)**

Copy this page if you have more than three sites.

**SITE NAME:** Morgan County R-1

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
Morgan County R-1 Elementary	Morgan County R-1	071-091	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter	100% (CEP)	384
Morgan County R-1 High School	Morgan County R-1	071-091	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter	100% (CEP)	284
			<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		

**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 Summary** (include this page)

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

NAME OF SITE Morgan County R-1			
PROGRAM NAME Bulldogs' After BARK Program			
PHYSICAL SITE ADDRESS 701 N. Oak St.			
CITY Stover		STATE MO	ZIP 65078
SITE CONTACT PERSON, IF KNOWN			
SITE CONTACT EMAIL, IF KNOWN			
SITE CONTACT PHONE, IF KNOWN			
Total # of students proposed To be served: <u>300</u>  Of the total above, proposed number of regular attendees (30+ days): <u>150</u>  Of the total # of 30+ day regular attendees above, proposed # of attendees 60+ days: <u>75</u>	Grade levels to be Served <input type="checkbox"/> PK* <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	Total # of adult family members (of students proposed to serve) this site is proposing to serve:  <u>40</u>	<input checked="" type="checkbox"/> Rural <input type="checkbox"/> Urban <input type="checkbox"/> Suburban
			Percentage of limited English proficiency students at this site:  <u>0%</u>

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

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

**Site 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—after school ends (following last day of school-June 30), if applicable	Grand total during the entire year (July 1 – June 30)
First date of operation		09/05/2017		
Last date of operation		05/03/2018		
Total # hours/week		12		
Total # days/week		4		
Total # of weeks		32		32
Total # of days		128		128

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	7:30	8:10	40 min.	3:15	5:35	2 hr 20 min	3
Tuesday	7:30	8:10	40 min.	3:15	5:35	2 hr 20 min	3
Wednesday	7:30	8:10	40 min.	3:15	5:35	2 hr 20 min	3
Thursday	7:30	8:10	40 min.	3:15	5:35	2 hr 20 min	3
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 21 <sup>st</sup> CCLC grant funds)			
	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:

x	Reading or literacy	x	Tutoring services
x	Language Arts		Internship or apprenticeship programs
x	Mathematics education activities	x	Mentoring programs
x	Science education activities		Assistance to truant, suspended, or expelled students
x	Arts	x	Expanded library service hours
x	Music	x	Drug and violence prevention programs
	Counseling programs	x	Career readiness and awareness activities
x	Business education	x	STEM activities, including computer science
x	Remedial education activities	x	Nutrition/health education
x	Financial literacy programs		Environmental literacy programs
	Character education programs	x	Service-learning/community service
x	Entrepreneurial education programs		Services for individuals with disabilities
x	Credit recovery or attainment	x	Cultural programs
x	Telecommunications & technology education programs	x	Parenting skills programs that promote parental involvement and family literacy
x	Career and technical programs	x	Youth development activities
x	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?

**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.

The Morgan County R-1's 21CCLC program, referred to as Bulldogs After BARK (Being A Responsible Kid) is designed to provide a safe, supportive environment before and after school for all students. Its mission is to support the district's current theme of "Coming Together, Keeping Together, Working Together." This proposal is to serve 1-12 grade students. We are electing not to serve our Kdg or preschool students with this grant; the district is looking at other options for this youngest group of students. The design emphasizes three main areas: 1) career readiness as the primary motivator for academic success, 2) social and emotional learning to strengthen classroom and job readiness skills, and 3) physical and nutrition activities for developing and sustaining essential health and well-being. Key partnerships with Stover Youth Sports, City of Stover, Morgan County Health Center, Missouri Extension (4H), as well as support from other community agencies such as the local quilting club, library, local GED educator, and local bank will provide opportunities for service learning, youth development, cultural experiences, and a host of similar programs designed to complement our regular academic program, encourage parental involvement, and build community. In addition, we propose to offer snacks and an evening meal through the U.S. Department of Agriculture's reimbursement program via the Missouri Department of Health and Senior Services to our attending students; 100% of our student population qualifies for Free/Reduced Meals through our Community Eligibility Program designation. In addition, the 2016 Hunger Atlas statistics reflect that 26.6% of the population under the age of 18 in Morgan County deal with food uncertainty. Transportation will be provided each evening.

Stover is a rural community in mid-Missouri just north of Lake of the Ozarks. Once a bustling railroad town, the community has lost much of its local business and industry. The tourism generated at Lake of the Ozarks offers seasonal employment opportunities and results in a highly transient student population. Based upon the 2011-2015 Missouri Census Data Center American Community Survey profile report for Morgan County, it is estimated that 50.6% of children aged 6-17 live in families where all parents work. Of these workers, 95% commute an average of 22 minutes to work. Bulldogs After BARK would provide a location before and after school for these students, the means for students to reach higher achievement in academic areas, and a broad array of experiences to foster successful and healthy futures.

The design of the program is based on the district's current assessment component to identify struggling students for researched based interventions particularly in the areas of Reading/Language Arts, Math, and Science. These students are the priority targets for service through this grant. It is the intent of Morgan County R-1 to enhance our STEAM (Science, Technology, Engineering, Arts, and Mathematics) offerings to address these needs. A good amount of infrastructure is already in place; district funds have been used to implement a 1:1 ratio of technology to student in grades K-12, and students in grades 5-6 have engaged in Project Lead the Way this school year. Other design components of this program take into consideration

two new impactful community resources: a FEMA grant and a new state park trail. Morgan County R-1 is a recipient of a FEMA grant. As a result, bids are currently being sought for the construction of a community emergency shelter/gymnasium designed for the dual purposes of housing community members in the event of a disaster as well as providing space for community/school activities in the gymnasium. Additionally, the new Rock Island Trail, to be designated as a state park in January 2018, runs adjacent to downtown Stover. The City of Stover has expressed a desire to partner with the district to work together in making Stover a meaningful and significant rest-stop along this trail bringing business opportunities to the once vibrant downtown area. In the event the state does not accept the trail, the city would like to develop other collaborative events as outlined in their letter of commitment. With this in mind, interest surveys have been available to parents, students, and community members during the current school year. Regarding desired programming, 50% or more of our respondents expressed interest in mathematics and science activities, arts and ceramics, music, and recreational activities. Service learning and entrepreneurial education programs are desired by the district as a way to address college/career readiness and provide academic motivation among the students. Our program is unique in that we have an opportunity to join the resources from FEMA, the Rock Island Trail, and the 21CCLC grant to reconnect, build, and strengthen the community and school district in order to meet our collective goals. We feel this connection is key to addressing the needs of students and families living in a high poverty area.

Our vision is that school will be open for extended hours Monday-Thursday providing a safe, supportive environment for our students and community members who have worked together to create engaging learning activities. Families would be a welcome component; school would be an interactive, productive space outside of regular school hours. Parents and grandparents could use the walking track and exercise equipment inside the FEMA center alongside their children as part of a fitness class; families could engage in a host of activities within the floor space. Another example of a possible enrichment activity would include the community's rich tradition and history of quilting as senior citizens mentor our youth in this cultural art form. The school and community would work together in creating and supporting active, healthy lifestyles through the development of a "destination" rest-stop along the Rock Island Trail providing opportunities for service learning and entrepreneurship. Tutoring and remediation would be available for those who need additional academic support.

The expected outcomes for the Morgan County R-1 21 CCLC program include: Goal 1: Support or increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science. Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement. Goal 3: Enhance youth's college and career readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.

## Need for Program

## 1. Needs Assessment

The process to identify and develop the student and community needs assessment began in the fall of 2016 with staff members of the district and patrons/parents of the community. This initial committee, led by the Superintendent, met to review current data, strengths, and weaknesses of the district as part of a vision creation/goal setting process. Two staff members with previous 21CCLC experience pitched the idea that this grant could provide additional resources to address some of the identified weaknesses. The committee provided input regarding the contents of a needs survey to assess interest in a before and/or after school program, the need for transportation, the desire for a daily snack or meal, academic and enrichment preferences, and adult education. The Superintendent met with community business leaders and patrons to gather interest and support for this effort. Collective discussions led to the concept of a renewed commitment to strengthening the community through connecting two newly acquired resources (FEMA grant shelter, Rock Island Trail State Park) with a possible third, the 21CCLC grant. In this concept, these three resources will work together in building and sustaining a healthier, stronger community. The 21CCLC portion will focus on a broad array of academic enrichment opportunities, developing some unique experiences from the other two resources.

Once this concept was established, a final needs survey was created, and sent out electronically and in hardcopy when preferred. The survey has been available all year with reminders and stations set up to complete it during parent teacher conference and at other school events attended by community members. Results indicate that 78% of respondents are interested in a before/afterschool program and provide the district guidance on desired programming. Needs identified include: 1) Providing a safe environment before/after school for students, 2) Increasing student capacity for higher academic achievement as measured on state assessments, 3) Recruiting students and adults to the program and establishing consistent participation in order to facilitate successful, healthy lifestyles and community pride. This grant provides an opportunity to address these identified needs.

## 2. Specific Needs

According to *America After 3PM: After School Programs in Demand (October 2014)*, there are distinct differences in afterschool program participation and demand across income levels and ethnicity. Participation in and demand for afterschool programs are much higher among children from low income households compared to higher income households. Children from low-income households are more likely than their higher-income peers to participate in an afterschool program (20 percent versus 18 percent) and the demand for afterschool programs is much higher among low-income families than families that do not qualify for the Federal Free or Reduced Price Lunch Program (50 percent versus 34 percent). This information aligns with the responses from our needs survey which indicated that 78% of our families are interested in an after school program. 100% of our students qualify for free or reduced meals. While our student population is

not ethnically diverse, the low income status of our student population is consistent with this study.

Another finding from *America After 3PM: After School Programs in Demand* (October 2014), includes cost and lack of a safe way for their children to get to and come home from afterschool programs are among the barriers that low-income families report keep them from enrolling their children in an afterschool program. The lack of a safe way for their child to get to and come home from an afterschool program was cited as barrier to enrolling their child in a program by 54 percent of low-income households. Fifty-six percent of low-income households report that the cost of afterschool programs was a factor in their decision not to enroll their child in a program, compared to 48 percent of higher-income households. And, parents report that a very important factor in their decision not to enroll their child in an afterschool program is that afterschool programs are not available in their community. Results from our needs survey indicate that 72% of our families require transportation in order to participate. In addition, there currently is no large scale afterschool program available in our community. The table below further illustrates poverty related needs in our community:

Poverty Data for Morgan County and Comparison			
Indicator	Morgan County	Missouri/United States	Source
% Individuals <18 Food Uncertain	26.6%	20.9% Missouri	2016 Hunger Atlas-University of MO
Median Household Income	\$34,179	\$47,764	2016 Hunger Atlas-University of MO
Children in Poverty	33.5%	22.3% Missouri	US Census 2015
Child Abuse/Neglect	69.5	40.8	2013 Kids Count (per 1000)
Juvenile Crime	13.4%	29.6%	2015 Kids Count
Both Parents Working	50.6%	73.9%	MO Census Data 2011-2015
Obesity Rate	30.2%	31.1% Missouri	2016 Hunger Atlas-University of MO

The data tables below represent the most recent state assessment data for our students. Math and science are relatively weak compared to communication arts. The district would like address these issues through an enhanced and expanded version of our STEAM program through the 21CCLC grant. Predictions about future career growth center around STEAM areas, and students must be provided the opportunity to explore this content and career area.

Academic Achievement Communication Arts (DESE MAP 2016)				
Grade	Below Basic	Basic	Proficient	Advanced
3 <sup>rd</sup>	13.2%	18.9%	50.9%	17.0%
4 <sup>th</sup>	18.3%	30.0%	43.3%	8.3%
5 <sup>th</sup>	22.2%	14.8%	46.3%	16.7%
6 <sup>th</sup>	29.4%	25.5%	37.3%	7.8%
7 <sup>th</sup>	34.6%	23.6%	27.3%	14.6%
8 <sup>th</sup>	19.0%	31.0%	39.7%	10.3%

Academic Achievement Math (DESE MAP 2016)				
Grade	Below Basic	Basic	Proficient	Advanced
3 <sup>rd</sup>	15.1%	28.3%	37.7%	18.9%
4 <sup>th</sup>	8.3%	51.7%	33.3%	6.7%
5 <sup>th</sup>	20.4%	31.5%	29.6%	18.5%
6 <sup>th</sup>	31.4%	54.9%	11.8%	2.0%
7 <sup>th</sup>	25.9%	31.5%	27.8%	14.8%
8 <sup>th</sup>	12.8%	57.5%	21.3%	8.5%

Academic Achievement Science (DESE MAP 2016)				
Grade	Below Basic	Basic	Proficient	Advanced
5 <sup>th</sup>	11.1%	53.7%	25.9%	9.3%
8 <sup>th</sup>	8.8%	54.4%	35.1%	1.8%

MCR1 EOC Achievement Proficiency (DESE 2016)				
	Algebra 1	Biology 1	Government	English 2
Percentage	59.6	56	45.6	61.5

Attendance rates indicate a commitment to school by our students and their families. Rates remain fairly constant at 95%. Discipline incidents for the most recent year include 36 total. Fighting, drug use, and disrespectful speech/conduct made up 55% of these incidents for grades 7-12. Drop out rates and ELL populations are both less than 1%. However in this district, those students who are not on track for graduation often choose home-schooling as an option to drop out status. A specific example is the 2013 freshmen class of 56 students which dwindled to a 2017 graduating class of 30 students. These students do not typically return to school. We would like to address their needs by providing opportunities for credit recovery or completion of a high school diploma via Missouri Options.

## Program Design-Program Plan

1. Bulldogs After BARK will focus on academics as way to learn the necessary skills for a future career and successful life. Students will set goals, develop a plan to reach those goals, and continually reflect upon their progress towards meeting those goals. Students who have a purpose, identified as early as possible in school, or a specific goal for themselves, are more likely to exhibit the determination and stamina needed to be successful in life. For many students who do not have role models at home for this and other social/emotional skills, BARK will be a safe place for them to learn how to better interact with peers and adults. BARK will provide the needed components of an afterschool program including transportation, healthy meals and snacks, and caring competent adults. BARK will keep kids active through daily physical activity and opportunities to learn and participate in multiple sports and learning modalities. BARK will engage community partners to provide mentoring, service learning projects, career exploration, and healthy mind and body opportunities for students. In addition, BARK will provide opportunities for community members and businesses to interact with and positively impact our students. BARK will provide exploratory and cultural experiences to all students to see the variety of potential for their futures. BARK will strive to include families through a variety of meaningful family/student learning opportunities. The focus is the children and making their future better and brighter by positively impacting their minds, bodies, and family lives. Attachment Six-C lists the proposed activities designed with this in mind. Choices related to achieving their goals inherently motivates students to succeed.

MCR1 is a Professional Learning Community designee. The superintendent has assured that part of the regularly scheduled PLC time will be specifically designated to the BARK program at least monthly in order to integrate and reflect on evidenced-based practices and to provide staff with opportunity to further develop educational and related activities that will complement academic achievement, college and career readiness, and positive youth development of our students. This time will also be beneficial as a regular component of a cyclical evaluation of the program.

2. The targeted population is students who are most at risk academically and economically. These students are enrolled based on teacher recommendations due to academic and/or economic difficulties. Families can also request services. The program goal is to serve 300 students with 150 students attending at least 30 days. The attendance policy is that students who are in regular day attendance are expected to attend the afterschool program. Students who miss more than five afterschool sessions will be contacted by the program director to provide support to the family and determine the reason for the absences. If absences continue, the director will contact the family to determine if an alternate attendance plan is needed for the student. The director and the building principals will collaborate on plans for those students who, for various reasons, must periodically go directly home. For instance, some students may have regularly scheduled counseling or medical appointments. Others may have anger management issues that impede their ability

to deescalate in order to successfully participate on a given day. Students typically will engage in some tutoring/homework help, physical activity, and enrichment program each day as shown in the attached sample schedule.

3. As a new program, parental input, student interest, teacher suggestions, and community support have been instrumental in the design of this program. Parent, student, and teacher input has been solicited formally through our needs assessment. Informal discussions in community meetings or at community events have further increased community/parental support for the 21CCLC program as they have proposed various courses for enrichment and skill development. Regular feedback from participants in the program will be critical during this first year. Formally, surveys can be used to assess whether needs/expectations are being met. Discussion, observations, and anecdotal notes can be used for informal assessment. Additionally, our advisory council includes parents and students as members. A continuous cycle of planning, implementing, evaluating, and modification will ensure that our program develops and gains momentum.
4. See attached schedules in ATTACHMENT SIX-A.
5. Bulldogs After BARK was developed in active collaboration with the principals and staff of the district. Since MCR1 is the lead administrative agency of this proposal, any and all data related to the 21CCLC program is inherently accessible to the director. Part of the program director's responsibility is to ensure active collaboration, alignment between the district curriculum and goals of the grant, and sharing of assessment results. The director will maintain open communication with the regular day school staff. The program will be housed in district buildings and the office will be centrally located to provide easier access for all students and staff to BARK resources. The majority of teachers are also regular day teachers. As a result, the built in PLC time dedicated to the BARK program will provide formal opportunity to discuss student issues or program placement recommendations with grade level teachers. This also allows for ease of curriculum alignment with regular day programming since teachers are well aware of the scope and sequence. BARK teachers who are not regular day teachers will work under the direction of regular day teachers in order to know what is being taught, when assessments will be given, and how to best manage behavior for specific students. Additionally, they may be mentored by the director as needed.
6. As previously stated, the designated PLC time allows for collaboration between staff members regarding a variety of program related issues included serving students' individual needs. Employees of the 21CCLC program who are also district employees understand the issues related to IEP compliance and will ensure that all modifications or accommodations are implemented in the BARK program. Our ELL population is less than 1%, but an ELL plan is in place for the district that will be followed as necessary. Outreach to our homeless and transient population through the help our district counselors will ensure those students are aware of and have access to the program, including breakfast and an evening meal. Transportation is provided for all students, minimizing this barrier particularly for our working parents and those lacking personal transportation. All buildings are handicapped accessible and well secured.
7. The activities included in this grant proposal meet the measures of effectiveness outlined in the application. The need for before/after school programs is documented objectively in our needs assessment: 78% of our parents indicated their children would attend. As established set of

performance measures will be used to ensure that the program provides high quality academic enrichment opportunities and are reflected as the objectives under the three main goals of this grant listed in Attachment 6-B. As part of the continual evaluation/improvement model, these objectives will be measured through the annual Youth Program Quality Assessment thereby providing the district with quantitative data regarding improvement in these areas. Other performance measure will include attendance data reflecting participation increase, as well as local and state assessment data regarding student achievement in the areas of communication arts, math, and science. Teacher and students will continue to use the program Study Island and Northwest Evaluation for remediation and skill development. These software programs are current resources of the district. We propose to add the Anywhere Learning System software for our secondary students.

8. Proposed family events/nights include:

- STEM Night
- Robot Wars
- BARK Theater Presents
- Civics/Citizenship in Action (coordinated with City of Stover)
- Bulldogs After BARK 5K OR Parent vs. Child Contest (Basketball, Volleyball, etc)
- Student Showcase
- Master Chef Jr.
- Family Book Swap

Proposed on-going adult family member classes include:

- 4H programs focusing on family activity, wellness, and nutrition information
- Hunter's Education to allow parents and children to participate together
- Welding classes to provide basic skills for home/farm repair
- Quilting classes to continue the traditional art form of the community
- The Citizens-Farmers Bank proposed to offer classes in money management, real world finance, and banking services
- Structured physical fitness activities with the Morgan County Health Center or Stover Youth Sports

Proposed parent/family engagement strategies include:

- Social Media and Website use to involve parents in tagging and sharing posts, messaging pertinent information, etc.
- District Notification System for making phone calls, sending emails, and messaging activity and enrollment information
- Newsletters for showcasing student success and sharing information
- Guest speakers for classes and programs
- Inviting adult family members to participate in selected enrichment activities with students (Banking, Quilting, Hunter's Ed, physical fitness, etc)
- Serve as judges for various student contests
- Serve on the advisory council
- Props and costume creation for BARK Theater Presents
- Fundraising for the program

# ATTACHMENT SIX-A

## Bulldogs After BARK Program

### Proposed Schedule

Time	Monday	Tuesday	Wednesday	Thursday
7:30-8:10 AM	Homework Help/Tutoring Open Library	Homework Help/Tutoring Open Library	Homework Help/Tutoring Open Library	Homework Help/Tutoring Open Library
3:15-3:30 PM	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement
3:30-4:15 PM	Small Group Tutoring, Homework Help, or Academic Enrichment Session I Choice	Small Group Tutoring, Homework Help, or Academic Enrichment Session I Choice	Small Group Tutoring, Homework Help, or Academic Enrichment Session I Choice	Small Group Tutoring, Homework Help, or Academic Enrichment Session I Choice
4:15-5:10 PM	Academic Enrichment Session II Choice	Academic Enrichment Session II Choice	Academic Enrichment Session II Choice	Academic Enrichment Session II Choice
5:10-5:35 PM	Goal Setting/Reflection Afterschool Supper	Goal Setting/Reflection Afterschool Supper	Goal Setting/Reflection Afterschool Supper	Goal Setting/Reflection Afterschool Supper
5:35 PM	Dismissal	Dismissal	Dismissal	Dismissal

## Program Design-Program Goals

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

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

- |                       |   |
|-----------------------|---|
| <b>Objective 1.1:</b> | At least 50% of youth per site will maintain and/or increase their grades in reading/communication arts during the school year as measured by pre-/post-grades entered into Kids Care Center. |
| <b>Objective 1.2:</b> | At least 50% of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.                       |
| <b>Objective 1.3:</b> | At least 50% of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.                    |
| <b>Objective 1.4:</b> | At least 70% of youth per site will report a medium to high level of reading efficacy as measured by items on the Youth Survey (average score of 3.5 or higher).                              |
| <b>Objective 1.5:</b> | At least 70% of youth per site will report a medium to high level of math efficacy as measured by items on the youth survey (average score of 3.5 or higher).                                 |
| <b>Objective 1.6:</b> | At least 70% of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions on the youth survey (total score of 3.0 or higher).             |

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

(you do not need to write to the specific objectives; just the Goal)

Enthusiastic collaboration between daytime teachers and 21 CCLC staff will ensure that any direct instruction or enrichment opportunity is a coordinated effort designed to support academic growth through application of skills via constructive learning activities. Manipulatives and training for this active learning will be provided. Daily communication arts time will be scheduled to assist at-risk students in completing reading logs, rehearse spelling words, and participate in small group reading interventions for those reading below grade level. Science exploration and applications through hands-on experiences will be developed and implemented. Examples of math in the real world will be provided as starting points for mathematics investigations. Courses offerings are designed to support "disguised" teaching of academic content. BARK will provide homework help and academic interventions for students with missing assignments daily. Opportunities for students to build their confidence and efficacy through mentoring and/or reading to younger students or with older reading buddies will be provided. Additionally, education for students and parents will include the meaning of STEAM and other recent educational acronyms so they can feel confident in their ability to discuss and understand these terms. A successful application of skills through constructive learning activities will contribute to higher levels of efficacy and interest in the areas of communication arts, math, and science. Budgeted items reflect those components necessary to implement the program.

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

For all years

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

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

(you do not need to write to the specific objectives; just the Goal)

The Weikart Center's Youth Program Quality Assessment results will be used to provoke "evaluative thinking" designed to promote data driven continuous improvement. Part of our annual program evaluation cycle will include structured time for sharing these results with our stakeholders. To that end, our budget reflects costs associated with the dissemination, study, and reflection of the results to our staff, students, and parents. Our reports will be 1) examined for the Leading Indicators, 2) compared relatively to state averages, 3) used to note strengths as a springboard for discussion regarding the contributing factors for success, 4) used to note areas of improvement as a springboard for discussion regarding contributing factors of lower scores, 5) reflection and brainstorming on what steps can be taken for continued improvement. Notes and a summary of recommendation will be compiled by the 21 CCLC director and shared with the advisory council who will make recommendations in the form of an improvement plan to the executive committee. This plan will continue in a cyclical manner based on the annual results of the Program Quality Assessment. Addressing the leading indicators in this manner will ensure that our program remains focused on providing a safe and supportive environment, maintaining positive interactions between stakeholders, and creating meaningful opportunities for engagement.

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

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

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

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

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

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

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

(you do not need to write to the specific objectives; just the Goal)

Due to the high poverty count in our district, an evening meal and transportation will be offered each day of the program thereby enticing participation. In addition, our program utilizes community partners and works with other community agencies to provide an enriched, safe learning environment for our students. This permits student to interact with adults from various career fields. It also provides opportunities for students to foster and improve appropriate social interactions with others to further develop personal and social skills. It provides interest and incentive in being a part of the 21CCLC program due to the fact that these activities are the ones that can't be offered during the traditional school day. Consistent communication with parents regarding expectations for attendance will assist in getting students enrolled in the afterschool program. Interesting activities tied to attendance incentives help build a commitment to learning. Additionally, the focus on student planning and reflection throughout the program will assist students in committing to their learning in a tangible manner. Student input, choice, and accountability is part of the design as a way of building efficacy and self-confidence. Our budget reflects the costs associated with the use of our community partners, community agencies, and transportation.

## 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: Morgan County R-1**

Proposed Planned Services, Programs, and Activities	Subject Area(s) (i.e. math, science, reading/ language arts, STEAM, 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
<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>
Kids Cooking Up Great Things	math, nutrition, health, reading	No grant funded equipment needed/will use equipment located in FACS Classroom.	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
Pom and Cheer	health	No equipment needed	Grantee	Twice monthly	Goal #2 Goal #3
Hour of Code	reading, technology, STEAM	No equipment needed	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
Messy Art	Music, art, reading, math, STEAM	No equipment needed	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
Tunes and Croons	Music, reading, math, STEAM	No equipment needed	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3

First Lego League	STEAM	No equipment needed	Grantee	Once weekly	Goal #1 Goal #2 Goal #3
3D Printer Fun (STEAMfinity)	Math, reading, science, STEAM	3D Printer (cost share required for \$1000 and written DESE approval)	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
Save Our Planet! Alternate Energy Investigations (STEAMfinity)	Science, math, reading, STEAM	No equipment needed	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
Animation Studio (STEAMfinity)	Science, math, reading, social studies, STEAM	No equipment needed	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
Drone Exploration (STEAMfinity)	Science, math, reading, social studies, STEAM	No equipment needed	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
Electricity Works! (STEAMfinity)	Science, math, reading, STEAM	No equipment needed	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
3, 2, 1...Blast Off! (STEAMfinity)	Science, math, reading, STEAM	No equipment needed	Grantee	Twice monthly	Goal #1 Goal #2 Goal #3
Digital Media Club	STEAM	Apple Imac (cost share)	Grantee	Once per week	Goal #1 Goal #2 Goal #3
Family Fitness/Nutrition	Health, fitness, nutrition	Exercise bikes, elliptical, stairmaster (cost share)	Morgan County Health Center	Once per week	Goal #2 Goal #3
Sports Center (Basketball, Volleyball, Soccer, Football, etc)	Health, fitness, nutrition	No equipment needed	Stover Youth Sports	Daily on a 6 week rotation	Goal #2 Goal #3
Basic Stick Welding for adult family members	STEAM, technology, career education	No equipment needed	Grantee	Once weekly for one month	Goal #1 Goal #2 Goal #3
Hunter's Education (may also include adult family members)	Science, health/nutrition, career education	International Hunter Education Association (IHEA) training guns (cost share)	Grantee	Daily for 2 weeks in Fall Daily for 2 weeks in Spring	Goal #1 Goal #2 Goal #3

Credit Recovery/Missouri Options	Math, science, reading/language arts, social studies, technology, health, business	No equipment needed	Grantee	Daily for high school students	Goal #1 Goal #2 Goal #3
ACT Prep	Math, science, reading, language arts, college readiness	No equipment needed	Grantee	Daily for 3 weeks prior to test dates for high school students	Goal #1 Goal #2 Goal #3
Youth Book Club	Reading	No equipment needed	Morgan County Library staff	Twice weekly one week per month	Goal #1 Goal #2 Goal #3
Quilting I (may also include adult family members)	Math, social studies, career education, business education	No equipment needed	Stover Quality Quilting staff	Twice monthly during 1 <sup>st</sup> semester	Goal #1 Goal #2 Goal #3
Quilting II (may also include adult family members)	Math, social studies, career education, business education	No equipment needed	Stover Quality Quilting staff	Twice monthly during 2 <sup>nd</sup> semester	Goal #1 Goal #2 Goal #3
Banking 101 (may also include adult family members)	Math, business, personal finance	No equipment needed	The Citizens-Farmers Bank	Once per quarter	Goal #1 Goal #2 Goal #3
Tutoring	Math, science, reading, language arts, social studies	No equipment needed	Grantee	Daily	Goal #1 Goal #2 Goal #3
Homework Help	Math, science, reading, language arts, social studies	No equipment needed	Grantee	Daily	Goal #1 Goal #2 Goal #3
Open Library (AM/PM)	All areas as needed by students and families	No equipment needed	Grantee	Daily	Goal #1 Goal #2 Goal #3
4-H Programs/Activities (may also include adult family members)	STEAM, agriculture, healthy living, citizenship	No equipment needed	4-H Extension Office	Once per week	Goal #1 Goal #2 Goal #3
Citizens in Action (may also include adult family members)	Social studies, reading, math, science, music/arts	No equipment needed	Grantee and City of Stover	Twice monthly	Goal #1 Goal #2 Goal #3

## Management Plan

1. The Morgan County R-1 School District is serving as the lead fiscal agent for the 21 CCLC grant program. We have received and successfully managed our Federal Program Title I, IIA, IID, IV and V funds over the course of many years. We have also received Vocational Enhancement grants as well as several smaller grants to include a Missouri Preschool Program and Small Rural Schools grants. The Morgan County R-1 School District undergoes an annual audit and has received excellent results each time. There is a well-developed checks and balances already in place within the District to ensure proper appropriation of funds. All purchases must pass through a series of approvals and always have appropriate documentation, ie receipt and invoices before any funds are disbursed. It will be the Program Director's primary responsibility to ensure that all funds are managed in an appropriate way. The director will have the oversight of the District Superintendent on all purchase orders as is the process in our district. Once the grant is awarded, the Program Director will be hired. Immediately, the director will begin the process of developing the course schedule and hiring academic as well as enrichment instructors to begin the program in September. We currently have compiled names of staff and other potential teachers who may be interested in these positions. This will enable the director to move more quickly to secure needed personnel. The building principals will have flyers ready to disperse to their students upon notification of grant approval in order to give parents time to return and get their child enrolled for the program. The transportation department director already has a transportation plan in place with drop points selected from our parent survey. Upon confirmation from parents, students will be assigned to those routes. The building principal has rooms available for immediate use. The District will provide the use of technology, supplies, and instructional materials until those purchased with grant funds arrive. Upon notification, the Program Director will begin to purchase the remaining materials. Staff for the remediation and academic enrichment will be officially hired at the August Board meeting pending notification of grant approval. The timeline for full implementation will begin September 5, 2017. The milestone dates will occur with the KCC program as well as our own District oversight. The Program Director will report to our Board of Education monthly regarding attendance and participation in the program.
2. Serving as the lead administrative agency, we have the support and experience of our district's administrative staff to assure quality applicants will fill our positions. Recruiting quality staff will be a responsibility of our Program Director. Many of our remediation and enrichment instructors will already be on staff as certified teachers. They will have passed all background checks and have proper certification. Any new hires will go through the same application process as any other district employee and will have to meet any additional qualifications outlined in the grant. The Program Director is hired solely for the purpose of directing this grant and will have no other responsibilities thus ensuring that sufficient time will be available to administer the grant. To aid in retention of quality staff, the Program Director will be subjected to the mandatory trainings outlined in the grant application (Kids Care Center training, regional training, state training, A.R.E. Directors' Meeting, grantee required meetings) as appropriate. In

addition, the director shall complete a minimum of 20 hours of professional development that are aligned to the grant goals, technology instruction or FirstAid/CPR. It is expected that the director will share skills and information gained with instructors and volunteers as applicable during monthly 21CCLC faculty meetings. All professional development hours will be logged and kept in the KidsCare data base. Key staff include the following: Program Director-will administer the 21CCLC grant program. This person will coordinate required data collection and will be responsible for working with other staff to report all data as required by this grant. The director will also be responsible for working with partners and teachers in approving and/or developing curriculum for the program's courses and will provide assistance in aligning the curriculum to the state standards and district student learning objectives. The director will publish recruitment materials to encourage participation and a quarterly newsletter that will be distributed to parents and students. These materials will also be made available in electronic format on the district website. Additional responsibilities will include managing public relations to promote the program, assuring that staff associated with the grant are qualified as established by the 21CCLC grant applications, presiding at bi-monthly Executive Committee meetings and quarterly Advisory Council meetings, collecting data and reports for the purpose of evaluating the program, making recommendations for improvement of the program, serving as the chief financial officer of the grant, approving all purchases and expenditures in line with the grant, working with auditors to justify expenditures, coordinating professional development of grant funded staff members, and implementing grant funded activities within 20 business days of grant approval. This is a full time 40 hour per week salaried position.

Administrative Assistant to the Program Director-will work closely with the director to assure the correct data is collected and reported in a timely manner using the KidsCare data management tool. Responsibilities also include keeping track of grant funded inventory and an accurate account of expenditures, establishing a calendar for classes/courses, maintaining a 21CCLC grant page on the district's website, coordinating after school and field trip transportation, communicating regularly with the building principals, grant partners, and staff, maintaining records for staff compensation and professional development, writing receipts to reflect enrichment course fees, providing meal counts to head cook at the site, and serving as the primary contact person for parents and community members for issues related to the grant. The administrative assistant is a part time position with 20 hours per week and begins service within 30 days of the award.

Executive Committee-will be established to meet bi-monthly for the purpose of reviewing program operations, evaluate program data, and provide advice to program administrators relating to the goals and grant activities. Members will include the Program Director, Administrative Assistant, representatives from the community partners, and a principal from each building in the district. Membership has been selected based upon their interest in the success of our program and our hopes to expand in the future. The group will collaborate to further enhance the current sustainability plan by the end of the first year of the grant.

Academic/Remediation Tutors-At least one core area certified teacher will be present during 21CCLC programming to enable students to access remediation, tutoring, and homework help. Tutors will follow the procedures and curriculum set forth to promote success. Tutors will communicate weekly with the student's regular school day teacher regarding tutoring progress, need, and homework help. Generally, tutors will be members of the district's teaching staff and will receive hourly compensation for their work in the 21CCLC program.

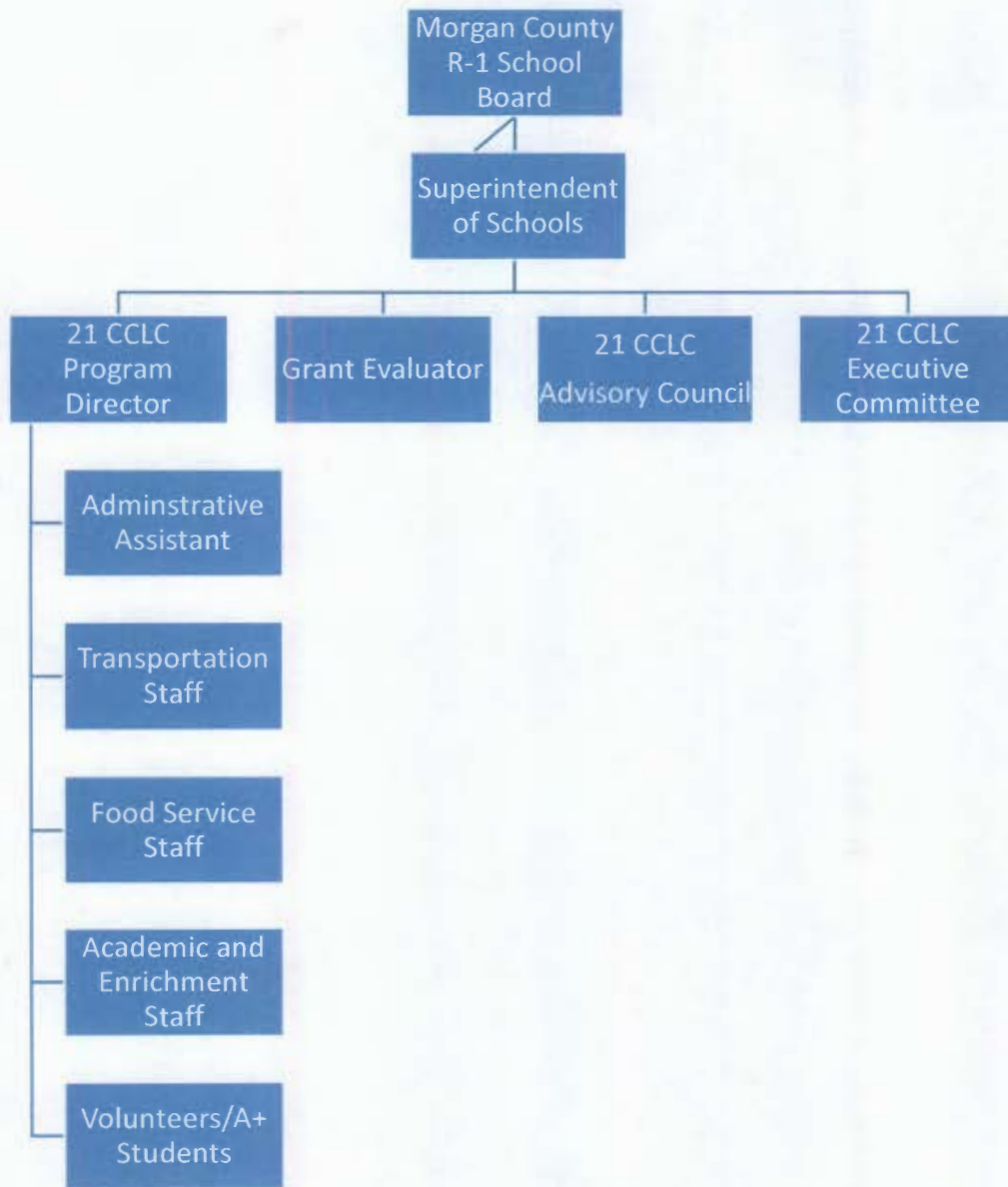
Enrichment Instructors-may be district teachers or community members who meet the qualifications specified in the grant and in accord with district policies. Responsibilities include preparing proposals for course aligned to state standards and/or local student learning objectives, attracting student participants, and promoting academic performance/confidence. Courses will be approved by the Program Director. All course will culminate with the demonstration of at least one skill or project and can run the duration of the year, but will total at least 8 hours of class time. Additional responsibilities include collecting all required data, providing appropriate supervision, and planning a variety of meaningful activities designed to engage students at a high level aligned to course proposals.

Volunteer Staff/A+ Tutors-in an effort to promote community and parental involvement in the 21CCLC program, volunteer staff will be used as appropriate. These people must meet the qualifications of this grant as well as the district. There will be no compensation. Volunteers may help provide supervision, academic, or behavioral support to students under the direct supervision of certificated staff. We will utilize our high school A+ students to serve as volunteers as well. Due to the increase in graduation requirements, it is getting harder for these students to find time during the school day to complete their A+ tutoring requirements. This program will allow our high school students after-school time to complete these tutoring requirements.

3. Morgan County R-1 will disseminate information upon receiving approval of the grant through a variety of media to include student notes home to all district students, the local newspaper, local radio, district website, social media, as well as notification through our email system. The Program Director will publish a quarterly newsletter to be sent home and posted on the district website. A monthly calendar will be published and shared electronically as well as traditionally on paper in print to showcase all remediation and enrichment activities. Disseminating information in a variety of ways increases the chances that all of our students and parents will have access to this information. In order to meet the needs of individual students, communication between day staff and 21CCLC staff must be frequent. Communication will be facilitated by the Program Director and will include discussions of assessment results, effect of instructional strategies, and behavior that may be impeding the success of the student. Currently, teachers district wide communicate with parents with a 4 week progress report. We would like for grant staff to follow the same time frame to maintain this consistency in regards to progress reporting with our parents. The district's benchmark assessments will allow staff to further target struggling students and allow us to recruit students based on their results as well as grade card performance. To ensure parents are kept up-to-date of parent

education offerings, these will be included in the quarterly newsletters, the monthly calendar, and on the 21CCLC page of the district website. Finally, parents will be requested to attend at least one parent meeting per semester conducted by the Program Director. Beyond sharing information with parent, this meeting could showcase student success, be a culminating activity for an enrichment class, or a family learning event.

4. The Morgan County R-1 21CCLC program is equally accessible to all students targeted for services, regardless of their ability to pay. Morgan County R-1 is currently recognized as 100% Free/Reduced through the Community Eligibility Program (CEP). Therefore, no fees will be collected for any part of this program. In the event we are non-renewed as a CEP designee, a sliding scale will be utilized. The district's current CEP designation expires June 2018.
5. The Advisory Council will be established and will meet quarterly for the purpose of providing an avenue of dialogue for all those being served by the grant, the community and our community grant partners. This groups will provide us with information of how well our grant programs are going, what we may want to change, and any needs that have changed. They will also give feedback on ideas for a sustainability plan as well as needs for new grant classes and programs. Our advisory council will be led by the Program Director and will include two students, two parents, a teacher, one school board member, Superintendent of Schools, and two patrons of Morgan County R-1 District.
6. Student safety is a priority of Morgan County R-1 School District. The same procedures used during the regular day program to ensure safety will be followed in the 21CCLC program. Students attend before and after school programming at their own building eliminating the need to transport between sites with few exceptions. Each building remains locked and visitors must buzz in for admittance. ID and parental contact is required prior to release to someone other than a known parent or older sibling. Safety drills are practiced on a regular schedule. Drivers do not let students off at unknown stops or with unknown persons. In the event that a child would be dropped alone, the driver stays with the student or returns the student to school for parent pickup.
7. Parents will provide transportation for their children desiring programming before school. Each site will open 40 minutes prior to the normal starting time to allow access to the library media centers and/or homework help or tutoring. Transportation will be provided to specific drop points within the district following the end of the extended day at 5:35. Although these are not the exact routes as provided at the end of the regular school day, the options provide convenience for working parents. These drops sites are located at various points in the northern, southern, eastern, and western parts of our district providing access to all of our students. Each of the locations provides a safe, sheltered, and lighted area for parents to meet the bus.



21CCLC Program Director

Morgan County R-I

## Job Description

**Qualifications:** Bachelor Degree in Education. Educational Administration Certificate preferred. Employees must meet employment requirements included in the 21 CCLC grant guidelines and also successfully pass a criminal background check. Employee must have outstanding leadership skills, the ability to manage an effective school program, and be able to foster a climate of collaboration between various stakeholders. Preferences will include experience working with children.

**Requirements (Essential Functions):** Each employee in this position must be able to concentrate, think, learn, read, and communicate verbally and in writing.

**Supervisor(s):** Superintendent

**Job Goal:** To work with supervisors, students, and parents to facilitate a smooth, positive operation of the 21CCLC program. As the chief administrative and financial officer of the program, the Program Director will be responsible for administration of the grant programming, monitoring the effectiveness of the program, and for providing assurance that activities defined in the 21CCLC grant are completed as defined in the application.

**General Expectations:**

Each employee of the Morgan County R-I School District has a responsibility to help the district reach its mission. To meet that responsibility, each employee is expected to be honest, dependable, punctual, ethical, and possess good moral character. Each employee should care most about the welfare of students and should model the characteristics of a productive member of society. Employees are expected to follow all Board Policies, display a positive attitude toward the district and specific responsibilities of the position, and exhibit professionalism and work well with other staff members.

**Specific Responsibilities:**

1. Hiring, supervising, and evaluating of all grant funded positions.
2. Maintaining the 21CCLC webpage on the district website.
3. Publishing the quarterly 21CCLC newsletter and other recruitment materials.
4. Approving grant funded curriculum and assuring alignment to the district curriculum, grant goals, Show-Me Standards, and state standards.
5. Presiding at the Executive and Advisory Committee meetings.
6. Collaborating with grant partners and evaluator.
7. Coordinate and assure appropriate data is collected and reported to KidsCare as required.
8. Completing all required 21CCLC reports with accuracy and in a timely manner.
9. Coordinating professional development for grant funded staff
10. Assuring all grant monies are spent according to the grant guidelines and district accounting procedures.
11. Coordinating outreach with school personnel, parents, the community, and media.
12. Managing public relations to promote the 21 CCLC program.
13. Making recommendations for improvement in the 21 CCLC program.

**Miscellaneous**

1. Other duties as assigned by the Superintendent.

**Evaluations:**

Each employee will be evaluated by his/her supervisor(s) on a regular basis according to evaluation procedures established by the Board of Education. Evaluations will be based on general expectations for all employees, and the specific responsibilities of the position being evaluated. Employees who fail to meet expectations will be given assistance and opportunity to improve, and must make every effort to improve and meet all expectations. Failure to improve and meet expectations may result in termination.

21 CCLC Administrative Asst.

## Morgan County R-I

## Job Description

**Qualifications:** High School Diploma or equivalent and training or experience with office skills, computers, and the use of productivity software including Microsoft Office. Employees must also successfully pass a criminal background check. Preferences will include experience working with children.

**Requirements (Essential Functions):** Each employee in this position must be able to concentrate, think, learn, read, and communicate verbally and in writing.

**Supervisor(s):** 21CCLC Program Director

**Job Goal:** To work with supervisors, staff, students, and parents to facilitate a smooth, positive operation of the 21CCLC program.

**General Expectations:**

Each employee of the Morgan County R-I School District has a responsibility to help the district reach its mission. To meet that responsibility, each employee is expected to be honest, dependable, punctual, ethical, and possess good moral character. Each employee should care most about the welfare of students and should model the characteristics of a productive member of society. Employees are expected to follow all Board Policies, display a positive attitude toward the district and specific responsibilities of the position, and exhibit professionalism and work well with other staff members.

**Specific Responsibilities:****Communication**

1. Approving and recording daily notes from students to leave in a different manner than usual
2. Receive phone calls and ensure that messages are delivered to students and staff
3. Start preparing for 21CCLC program by sending home sign up brochures; collecting brochures and creating spreadsheets for enrollment and transportation

**Organization**

1. Perform a variety of secretarial duties; answering the phone; filing; copying
2. Printing out students schedules and keep a hard copy of student schedules for office use
3. Print out class rosters for teachers
4. Create, publish, and maintain a monthly program of events

**Collaboration**

1. Work closely with secretaries/principals to ensure the program runs smoothly, which includes the needs of staff/parents/students
2. Create, print out and email to newspaper information regarding the program
3. Keep the 21CCLC webpage current

**Reports/Records**

1. Document attendance and maintain KidsCare Database for all required records
2. Create, print and distribute progress at 4 week intervals
3. Maintain inventory of all grant purchased equipment and non-consumable supplies
4. Collect and maintain financial reimbursement requests from grant partners
5. Maintain a professional development record for all grant staff

**Miscellaneous**

1. Other duties as assigned by the Program Director.

**Evaluations:**

Each employee will be evaluated by his/her supervisor(s) on a regular basis according to evaluation procedures established by the Board of Education. Evaluations will be based on general expectations for all employees, and the specific responsibilities of the position being evaluated. Employees who fail to meet expectations will be given assistance and opportunity to improve, and must make every effort to improve and meet all expectations. Failure to improve and meet expectations may result in termination.

**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: Program Director		
<input checked="" type="checkbox"/> Full-Time	<input type="checkbox"/> Part-Time	Average Hours per week with 21 <sup>st</sup> CCLC program: 40 hours
Will position be paid with 21 <sup>st</sup> CCLC grant funds? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Percentage paid with 21 <sup>st</sup> CCLC funds: 100%		
Brief description of qualifications needed for job: BS in Education degree; or 60 college semester hours with 12 of the hours in child-related courses; or 24 months' experience and 12 college semester hours in child-related courses.		
If known, provide name of person in this position:		
Is this person part of regular school day staff? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
What is their position during the regular school day?		
Position Title: Administrative Assistant		
<input checked="" type="checkbox"/> Full-Time	<input type="checkbox"/> Part-Time	Average Hours per week with 21 <sup>st</sup> CCLC program: 40 hours
Will position be paid with 21 <sup>st</sup> CCLC grant funds? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Percentage paid with 21 <sup>st</sup> CCLC funds: 100%		
Brief description of qualifications needed for job: Organizational skills and communication skills with experience in office operations and Microsoft Office (or similar).		
If known, provide name of person in this position:		
Is this person part of regular school day staff? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
What is their position during the regular school day?		
Position Title:		
Will position be paid with 21 <sup>st</sup> CCLC grant funds? <input type="checkbox"/> Yes <input type="checkbox"/> No		
<input type="checkbox"/> Full-Time	<input type="checkbox"/> Part-Time	Average Hours per week with 21 <sup>st</sup> CCLC program:
Percentage paid with 21 <sup>st</sup> 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? <input type="checkbox"/> Yes <input type="checkbox"/> 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, 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: An individual, agency, organization, or other entity that only provides a service or good and is not involved in planning and implementation is considered a vendor (purchased service), not a partner.

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>
Stover Youth Sports	Non-Profit	In-Kind: Staff and programming will be provided at no cost	Approximately \$20,000	Will provide strength, conditioning, flexibility, and sport specific skills for students grades 1-12 to promote healthy active lifestyles, team building, and sportsmanship.
Morgan County University of Missouri Extension	State Agency	In-Kind: Training provided to staff at no cost	Approximately \$6,000	Will provide training for staff to implement STEM, Healthy Living, and/or Citizenship programming 4 days a week using 4-H curriculum.

City of Stover	Government	In-Kind: Staff and programming will be provided at no cost	Unknown	Provide opportunities and support for students of to be Citizens in Action as described in the letter of commitment.
Morgan County Health Center	Government	In-Kind: Non-consumable supplies (exercise bands, pedometers,etc.)	\$3,800	Provide structured physical activities (Senior Activities, Yoga, weightlifting) nutrition, and tobacco cessation classes.

## 21<sup>st</sup> Century Community Learning Center Letter of Commitment

Thank you for your interest in the After Back 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:

Stover Youth Sports

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

Will provide strength, conditioning, Flexibility and sport specific skills for students grade 1-12 to promote team building, sportsmanship and healthy active lifestyle

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

Up to 4 day per week

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

at MCR1 approved locations including the gymnasium, ball field, and new community FEMA shelter when completed

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

Students and adults in MCR1 district and neighboring parma school students

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

\$20,000

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

No

[Signature]  
Authorized Signature of Organization

6-7-17  
Date



Morgan/Moniteau County  
University of Missouri Extension  
100 E. Newton, 4<sup>th</sup> Floor  
Versailles, MO. 65084  
Phone: (573) 378-5358  
Fax: (573) 378-4075  
Email: morganco@missouri.edu

June 14, 2017

To Whom It May Concern:

As the local Extension Center for the University of Missouri, we would like to make a commitment to collaborate with the Morgan County R1 School District to implement 4-H curriculum on their school campus during the after school program.

Services we will provide:

We will help with the selection, implementation and further development of the curriculum to be used in the 4-H after school program. Once the curriculum is established, we will provide professional training to the selected 4-H leaders and offer continuing support and guidance to them throughout the school year. We can also provide short course programs by Extension personnel.

When services will be provided:

The initial curriculum development will occur throughout the summer break, and training for the 4-H leaders will take place the beginning of August. We will continue to be present for the first few meetings to ensure that the leaders have received adequate training and are prepared for their commitment.

Where service will be provided:

The majority of our services will be provided on the school campus.

Who the service is provided to:

Services will be provided to the team leaders, volunteers and those in charge of curriculum development.

Service Value:

The estimated monetary value of the training and service hours provided is \$6,000.00. If the school is interested in providing a 4H afterschool club, dues of \$20 will need to be accessed.

Sincerely,

A handwritten signature in cursive script that reads 'Elaine Anderson'.

Elaine Anderson  
University of Missouri – Extension 4-H Youth Specialist  
andersonela@missouri.edu

University of Missouri, Lincoln University, U.S. Department of Agriculture and Local Extension Councils Cooperating

EQUAL OPPORTUNITY/ADA INSTITUTIONS

## 21<sup>st</sup> Century Community Learning Center Letter of Commitment

Thank you for your interest in the Bulldogs After BARK 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:**

City of Stover

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

The City of Stover will provide opportunities and support for the students of Morgan County R-I to develop a sense of pride in the community as well as offer opportunities for entrepreneurship in the Rock Island Trail in Stover.

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

The City of Stover will be available as needed. Programs for the students to be involved in, but not limited to, are: Easter Egg Roll, Laura Ingalls Wilder Day, Christmas Displays, Halloween in the Park, Rock Island Trail booths selling items as well as designing logos for the Rock Island Trail in Stover.

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

Programming will be provided at MCR-I and at the park as well as at the Rock Island Trail Head.

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

Students at MCR-I

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

The City of Stover will work with the students to provide a partnership in taking pride in their community as well as taking ownership in our community.

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

No

Brenda Stephens, Mayor  
Authorized Signature of Organization

6-22-2017  
Date

## 21<sup>st</sup> Century Community Learning Center Letter of Commitment

Thank you for your interest in the Bulldogs After BARK 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:**

Morgan County Health Center

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

Physical activity, nutrition + tobacco cessation classes in addition  
Senior activity classes, yoga, weightlifting

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

Ongoing after school nutrition + physical activity. Offering tobacco  
cessation + family nutrition once per semester, at a minimum.  
Staff from MCHC will conduct programs 2 days per week for the entire year.

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

On campus at MCHC in gym or classroom setting

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

Families and students of Morgan County R-I School  
district.

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

Resources + program materials provided by MCHC, includes nutrition  
education, exercise bands, recipes, pedometers + other health information  
\$ 3,800.00

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

No charge to students or families participating - only cost to program  
would be consumables such as program workbooks (est. \$1,250) and exercise equipment

*Quada Mote*  
**Authorized Signature of Organization**

10-22-17  
**Date**

## Program Evaluation

1. Results from local and state evaluation will be used to provoke “evaluative thinking” designed to promote data driven continuous improvement. Therefore, monitoring the program for effectiveness is listed as a goal in the job description of the Program Director. The specific responsibilities listed for this position have been selected to ensure that the appropriate data is collected to allow for frequent analysis of a variety of information to measure the effectiveness of the 21 CCLC program. Monthly collaboration between the Program Director and teachers regarding the data analysis will allow timely adjustments to the program in an effort to meet any goals in which progress is stalled. In order to obtain a beneficial annual external evaluation, a variety of data will be provided by the Program Director as required by this grant. This data will include the PQA; survey data from staff, teachers, parents, and youth; Kids Care Center Data, state and local assessment results, and other selected DESE and local data in order to complete a summary evaluation. Results of the annual external evaluation will be analyzed for strengths, gaps, and trends. Our report will be used to note strengths as a springboard for discussion regarding the contributing factors for success and used to note areas of improvement as a springboard for discussion regarding contributing factors for areas of concern. Reflection and brainstorming will provide avenues for refining, improving, and strengthening the program around researched based practices. A set of defined steps will be created for continued improvement. Site specific meetings will allow for more intimate and meaningful dialogue. Notes and a summary of recommendations will be compiled by our 21CCLC director and shared with the advisory council who will make recommendations in the form of an improvement plan to the executive committee. Both sites are expected to implement the improvement plan. This process will continue in a cyclical manner based on the annual results of the external evaluation. Addressing the external evaluation in this manner will ensure that our program remains focused on providing a safe and supportive environment in which students can excel. Site specific results will ensure accountability at each site.
2. Part of our annual program evaluation cycle will include structured time for sharing these results with our stakeholders. The annual report will be presented to the Board of Education, shared with the program and district staff, submitted to DESE, and published on the 21CCLC webpage of the MCRI website. The plan for disseminating evaluation finding and other reports associated with the grant is listed in the table that follows.

<b>Findings/Reports</b>	<b>Target Dates</b>	<b>Targeted Stakeholders</b>	<b>Method of Dissemination</b>
MAP/EOC to include disaggregated data, AYP, APR, and local assessment results	September annually	Program Director Principals Teachers	Meetings
Mid-Year Progress Report (KCC)	December annually	Advisory Council Program Director Program Staff	2 <sup>nd</sup> Qtr Meeting
PPICS APR Report (KCC)	July annually	Program Staff District Staff	KCC Website
Performance Monitoring and Evaluation	October annually	Program Staff District Staff Board of Education Community DESE	Advisory, Executive, and Board of Education Meeting
Required Surveys as listed in Grant	Feb/March annually	Program Staff District Staff Board of Education Community Parents Students	Published on webpage
Advisory Council Meeting agendas/minutes	Qtrly: September, December, March, June	Program Director, 2 students from each site, 1 parent from each site, 1 school board member, Superintendent, 2 patrons	Meetings, published on webpage
Executive Committee Meeting agendas/minutes	Bi-monthly: August, October, December, February, April, June	Program Director, Administrative Asst., Grant Evaluator, Community Partner reps, site principals	Meetings, published on webpage
Annual Grant Evaluation	May	Program Staff, District Staff, Board of Education, Community Partners, Parents, Students, DESE	Meetings, webpage, local paper, newsletter

Adequacy of Resources

1. Regarding prior experience in providing educational and related activities, the Morgan County R-1 School District has demonstrated the successful implementation of Federal Program Grants to include Title 1, Title IIA, IID, IV, V, Small Rural School, and Vocational Enhancement Grants. Competitive grants that are currently administered and evaluated with success include the Missouri Preschool Program, and a FEMA grant. The district expects to be a recipient of a Project Lead the Way grant and is awaiting final approval for that submission. MCR1 has been recognized as financially sound through annual audits.
2. The district plans to participate in two food assistance programs in order to provide participating students with healthy snacks/meals. The DESE Afterschool Snack program will be utilized to provide snacks each afternoon of the program. The Missouri Department of Health and Senior Services' Child and Adult Care Food program will be utilized to provide an evening meal each day. BARK will work locally with a variety of businesses, agencies, and individuals from our community to meet the needs of participants in the program. The district participates in the A+ program, and the 21CCLC program provides an opportunity for students enrolled in A+ to obtain their service hours credit outside of the regular school day. They may provide tutoring and/or mentoring in the programs offered through this grant.

## Projected Five Year Budget (include this page)

Application's Name: Morgan County R-1

Directions: List the "accumulative" amount of funds for each year funds are being requested. In cases of multiple sites, Applicants shall add all sites and only list the accumulative amount on this page. (Refer to Section 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	\$223,288	\$223,288	\$223,288	\$223,288	\$223,288
Benefits	\$34,704	\$34,704	\$34,704	\$34,704	\$34,704
Travel and Transportation	\$11,666	\$11,602	\$11,602	\$11,602	\$11,602
Supplies	\$37,890	\$13,345	\$13,345	\$13,345	\$13,345
Equipment	\$14,125	\$0	\$0	\$0	\$0
Professional Development (educational training/conferences)	\$3,860	\$860	\$860	\$860	\$860
Purchased Services	\$4,875	\$8,375	\$8,375	\$8,375	\$8,375
<b>SUBTOTAL Direct Costs</b>	<b>\$330,408</b>	<b>\$292,174</b>	<b>\$292,174</b>	<b>\$292,174</b>	<b>\$292,174</b>
<b>Indirect Costs</b> (Do not include equipment category amount in this calculation, see Section VIII.)	Figured at % \$	Figured at % \$	Figured at % \$	Figured at % \$	Figured at % \$
<b>TOTAL</b>	<b>\$330,408</b>	<b>\$292,174</b>	<b>\$292,174</b>	<b>\$292,174</b>	<b>\$292,174</b>

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:	<u>\$1,102</u>	<u>\$974</u>	<u>\$974</u>	<u>\$974</u>	<u>\$974</u>

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

## Budget Summary Year One 2017-2018 (include this page)

Site Name: Morgan County R-1

Directions: Provide a <b>detailed</b> itemized budget for <b>EACH</b> site. In cases of multiple sites, copy pages for each site. <b>If additional space is needed, this page may be copied as needed with subtotals.</b> (See ATTACHMENT ELEVEN for additional directions for completing this itemized budget.)			
BUDGET CATEGORY	BUDGET CALCULATION	EXPLANATION/PURPOSE OF ITEM OR SERVICE	TOTAL PRICE
<b>Salaries</b> (list by each title/role)	<i>Example: 2 site directors x 15 hours @ \$20/hour for 44 weeks.</i>		Round to nearest dollar
Program Director	1 x 40 hrs @ \$31.25/hr x 40 wks	Coordinate/direct all program activities	50,000
Admin. Assistant	1 x 40 hrs. @ \$15.50/hr x 36 wks	Attendance, Clerical, Office Assistance	22,320
Teachers/Staff	10 x 384 hrs x \$28/hr	Instruction/tutoring/enrichment	107,520
Bus Drivers	4 x \$37.50/route x 128 days	Transportation	19,200
Librarian	1 x 86 hrs @ \$28/hr	Extended Library hours	2,408
Head Cook	1 x 4 hrs @ \$16/hr x 130 days	Plan menus, food prep, serve, clean up, clerical tasks	8,320
Cook	2 x 4 hrs @ \$13/hr x 130 days	Food prep, serve, clean up	13,520
<b>Subtotal (Salaries)*</b>			<b>\$223,288</b> ✓
<b>Benefits (list by each title/role)</b>	<i>Example: site directors at 10.95% each</i>		
Program Director	50,000 x 15.95%	Benefits	7,975
Admin. Assistant	22,320 x 14.51%	Benefits	3,239
Teachers/Staff	107,520 x 15.95%	Benefits	17,150
Bus Drivers	19,200 x 14.51%	Benefits	2,786
Librarian	2,408 x 15.95%	Benefits	385
Cooks	21,840 x 14.51%	Benefits	3169
<b>Subtotal (Benefits)*</b>			<b>\$34,704</b> ✓
<b>Travel and Transportation</b>	<i>Example: 3 busses @ \$35/day x 74 days</i>		
Bus Routes	360 miles x .25/mile x 128 days	Fuel/maintenance for 4 bus routes	11,520
Required Conferences	Kansas City 125 miles x .40 Lake Ozark 40 miles x .40	MOSAC2 (\$50) MAACCE (\$16)	66
Optional Conferences for director	200 miles x .40/miles	To attend optional conferences related to programming in mid Missouri region	80
<b>Subtotal (Travel &amp; Tran.)*</b>			<b>\$11,666</b> ✓
<b>Supplies</b>	<i>Example: Consumable supplies \$300/teacher x 3 teachers</i>		
Consumable Supplies	\$300/teacher x 10 teachers	Tutoring/Enrichment Supplies	3,000
Office Supplies	Consumable supplies \$500 for site	Parental Communication, Office supplies to implement grant	500
4H Curriculum	\$500/per 3 areas listed →	STEM, Citizenship, Healthy Living	1,500
Anywhere Learning System (ALS)	20 licenses x 600 each (1 time fee)	Perpetual licenses for credit recovery/MO Options	12,000
Laptops	10 X \$300	For credit recovery/MO Options/STEM ed.	3,000
Desktops	10 x \$600	For credit recovery/MO Options/STEM ed.	6,000

Stick Welders	4 x \$600	For Adult Welding	2,400
Stemfinity Kits	6 areas x \$900	STEAM education	5,400
Green Screen Kit	1 for Digital Media Club	For STEAM education, Digital Media Club	145
Video Camera	1 for Digital Media Club	For STEAM education, Digital Media Club	500
Editing Software	For Digital Media Clug	For STEAM education, Digital Media Club	500
First Lego League	Robot Set-\$470, Challenge-\$75	STEAM education	545
Family Events	8 x \$300/event	Parent Involvement	2,400
<b>Subtotal (Supplies)*</b>			<b>\$37,890</b>

\*If you have % 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.

<b>Equipment</b> (specify #s of each piece and prices per item type unless priced as a unit)	<i>Example: 2 computers @ \$850 each</i>		
Hunter's Ed Training guns	5 piece set (cost share @ 75% of 2100)	For use in Hunter's Ed	1,575
MakerBot Education Bundle: 3 year	1 bundle of 3D Printers, supplies, support (cost share @ 75% of 8099)	STEAM education	6,075
Apple Imac	1 desktop for digital media (cost share @ 75% of 2300)	STEAM Education	1,725
Exercise Equipment	2 stationary bikes, 1 elliptical, 1 stairmaster (cost share @ 50% of 9500)	Family Physical Fitness with Morgan County Health Center and Stover Youth Sports	4,750
<b>Subtotal (Equipment)*</b>			<b>\$14,125</b> ✓
<b>Professional Development</b> (education/training, conferences) (break out by each Professional Development Activity/training)	<i>Example: MO School Age Community Conference \$250 x 3 people</i>		
New Program Director Training- Required**	Training for 1 program director	Estimate for registration	150
State Conference (MOSAC2 and/or MAACCE)-Required		MOSAC- \$300 MAACCE- \$260	560
Anywhere Learning System	PD for software use	1 day, 1 trainer on site	2,500
CPR Training	\$10 x 15 staff	For grant funded staff	150
Optional PD for Director	20 hours recommended	Estimate for additional PD	500
<b>Subtotal (Prof. Dev.)*</b>			<b>\$3,860</b> ✓
<b>Purchased Services</b>	<i>Example: Evaluator \$2000 per year</i>		
Quality Improvement Resources (budget \$1,900/site or \$2,350 for K-12 single site)-Required		PQA	2,350
Methods Training (budget \$300/grant)-Required		Intro to Active Participatory Approach workshop	300
Evaluator (\$2,000/first site plus \$200 for each additional site)-Required		Grant evaluation	2000
First Lego League	Registration for team	STEM education	225
<b>Subtotal (Purchased Services)*</b>			<b>\$4,875</b> ✓
<b>SUBTOTAL</b> (Direct Costs)			<b>\$330,408</b>
<b>INDIRECT COSTS</b> (Do not include equipment category amount in this calculation. See Section VIII)	Calculated at %		\$
<b>GRAND TOTAL</b> (Direct + Indirect)			<b>\$330,408</b> ✓

## Budget Summary Year TWO 2018-2019 (include this page)

Site Name: Morgan County R-1

Directions: Provide a <b>detailed</b> itemized budget for <b>EACH</b> 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
<b>Salaries</b> (list by each title/role)	Example: 2 site directors x15 hours @ \$20/hour for 44 weeks.		Round to nearest dollar
Program Director	1x40 hrs @ \$31.25/hr x 40 wks	Coordinate/direct all program activities	50,000
Admin. Assistant	1x40 hrs. @ \$15.50/hr x 36 wks	Attendance, Clerical, Office Assistance	22,320
Teachers/Staff	10 x 384 hrs x \$28/hr	Instruction/tutoring/enrichment	107,520
Bus Drivers	4 x \$37.50/route x 128 days	Transportation	19,200
Librarian	1 x 86 hrs @ \$28/hr	Extended Library hours	2,408
Head Cook	1 x 4 hrs @ \$16/hr x 130 days	Plan menus, food prep, serve, clean up, clerical tasks	8,320
Cook	2 x 4 hrs @ \$13/hr x 130 days	Food prep, serve, clean up	13,520
<b>Subtotal (Salaries)*</b>			<b>\$223,288</b>
<b>Benefits</b> (list by each title/role)	Example: site directors at 10.95% each		
Program Director	50,000 x 15.95%	Benefits	7,975
Admin. Assistant	22,320 x 14.51%	Benefits	3,239
Teachers/Staff	107,520 x 15.95%	Benefits	17,150
Bus Drivers	19,200 x 14.51%	Benefits	2,786
Librarian	2,408 x 15.95%	Benefits	385
Cooks	21,840 x 14.51%	Benefits	3169
<b>Subtotal (Benefits)*</b>			<b>\$34,704</b>
<b>Travel and Transportation</b>	Example: 3 busses @ \$35/day x 74 days		
Bus Routes	360 miles x .25/mile x 128 days	Fuel/maintenance for 4 bus routes	11,520
Required Conferences	Kansas City 125 miles x .40 Lake Ozark 40 miles x .40	MOSAC2 (\$50) MAACCE (\$16)	66
MASN Conference	Lake Ozark 40 miles x .40	Afterschool Celebration	16
<b>Subtotal (Travel &amp; Tran.)*</b>			<b>\$11,602</b>
<b>Supplies</b>	Example: Consumable supplies \$300/teacher x 3 teachers		
Consumable Supplies	\$300/teacher x 10 teachers	Tutoring/Enrichment Supplies	3,000
Office Supplies	Consumable supplies \$500 for site	Parental Communication, Office supplies to implement grant	500
4H Curriculum	\$500/per 3 areas listed →	STEM, Citizenship, Healthy Living	1,500
Stemfinity Kits	6 areas x \$900	STEM education	5,400
First Lego League	Robot Set-\$470, Challenge-\$75	STEM education	545
Family Events	8 x \$300/event	Parent Involvement	2,400
<b>Subtotal (Supplies)*</b>			<b>\$13,345</b>
*If you have % 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.			

<b>Equipment</b> (specify #s of each piece and prices per item type unless priced as a unit)	Example: 2 computers @ \$850 each		
<b>Subtotal (Equipment)*</b>			
<b>Professional Development</b> (education/training, conferences) (break out by each Professional Development Activity/training)	Example: MO School Age Community Conference \$250 x 3 people		
<b>New Program Director Training- Required**</b>			
<b>State Conference (MOSAC2 and/or MAACCE)-Required</b>		MOSAC- \$300 MAACCE- \$260	560
Celebration of Afterschool	1 x \$150	For Program Director	150
CPR Training	\$10 x 15 staff	For grant funded staff	150
<b>Subtotal (Prof. Dev.)*</b>			<b>\$860</b>
<b>Purchased Services</b>	Example: Evaluator \$2000 per year		
<b>Quality Improvement Resources</b> (budget \$1,900/site or \$2,350 for K-12 single site)-Required		PQA	2,350
<b>Methods Training</b> (budget \$300/grant)-Required			300
<b>Evaluator</b> (\$2,000/first site plus \$200 for each additional site)-Required		Grant evaluation	2000
<b>Anywhere Learning System Powerpack</b>	For year 2 (Year 1 complimentary)	Support and Maintenance	3,500
<b>First Lego League</b>	Team Registration	STEM education	225
<b>Subtotal (Purchased Services)*</b>			<b>\$8,375</b>
<b>SUBTOTAL</b> (Direct Costs)			<b>\$292,174</b>
<b>INDIRECT COSTS</b> (Do not include equipment category amount in this calculation. See Section VIII)	Calculated at %		\$
<b>GRAND TOTAL</b> (Direct + Indirect)			<b>\$292,174</b>

\*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 7 program directors and/or current Cohort 8 or 9 program directors do not have to attend.

## Budget Narrative

1. Funds received under the 21CCLC grant will be used solely for the Bulldogs After BARK program. Morgan County R-1 has received other federal and state grant monies and understands the need to be able to identify these funds specifically. An established checks and balances system is in place to ensure proper appropriation of funds which includes the use of budget requests, purchase order approvals, and reconciliation against the budget. There will be unique budget codes assigned to the 21CCLC grant program to ensure proper tracking of all purchases and reimbursements. The district participates in an annual audit. This audit will assess compliance within our program. Historically, MCR1 has received excellent audit results.
2. Funds received under the 21 CCLC grant will supplement and not supplant other federal, state, and local funds. The BARK program is a new initiative and although planning includes coordinating services with such programs at the current A+ program, it is designed as a supplementary component and not a supplanted one. The district does not currently have a large scale after school program.
3. The number of anticipated regularly attending students to be served aligns to the proposed budget in the following ways:
  - Staff salaries and mandated benefits are adequate to maintain at 1:15 student ratio.
  - Daily transportation is provided for our rural community; four routes for a total of 360 miles per day are proposed to cover our large geographical area in a reasonable timeframe.
  - Food service allocations permit BARK to offer snacks and meals daily and includes 2 additional days for food service staff orientation to assure safe food handling, use of the kitchen, etc.
  - Professional development and associated travel expenses for staff reflect required training per the grant and opportunities for quality improvement of the program.
  - Curriculum and training for use of new curriculum (4H, Anywhere Learning System) is included to reflect the interests and results of our needs assessment.
  - Supplies, manipulatives and equipment are budgeted to establish and maintain a variety of STEAM activities to ensure engaging and active learning experiences.
  - Access to computers for credit recovery, programming and coding opportunities for robotics and other STEAM programs is reflected in the budget.
  - Funds for exercise equipment with a 50% district cost share is included to implement fitness activities for families via the Morgan County Health Center and Stover Youth Sports. Other equipment for programming is budgeted at a 75% cost share; the district is funding the other 25%.
  - Funds for educational opportunities for families is included.
4. Salary costs budgeted for years one and two are necessary to be comparable to what first year teachers would make per hour at MCR1. The additional length of the day for our regular day teachers who also teach after school can be taxing; the salary can be an

incentive to gain teachers for the program. Support staff salaries are also included in order to foster an effective program designed to meet the needs of our students. Grant funded staff, along with community partners and supporters, will permit a student ratio of less than 1:15 for the proposal to serve 150 regularly attending students grades 1-12. No district administrators are being funded by this grant.

5. The costs reflected in the budget are reasonable, allocable, and necessary for this district and community. Transportation costs are necessary as many of the families required this service in order to participate. The amount of professional development and purchased services are necessary to train staff and provide staff development activities to meet the needs of students and to provide quality after school programming. The budgeted supply monies further provide for the type of engaging learning activities required to attract and maintain interest in the program. The purpose of requested funds for years one and two are as follows: **Transportation**-Transportation for the district was calculated based on needs survey results, the number of proposed participants, the size of the geographic area, and drop points preferred by parents. The rate for transportation is calculated at 4 buses traveling a total of 360 miles per day at .25/mile for 128 days for a total of \$11,520. **Supplies**- Consumable supplies have been limited to \$300 per teacher (\$20 per student) for any additional needs of implementing those tutoring/remediation/enrichment courses that can be taught using some or all of what the district currently has available as resources. However, specific curriculum needs for fresh and innovative programming, 4H programming, STEM programming, credit recovery, and family events have been budgeted to implement these grant components. Additional computers (laptops/desktops) have been requested due to licensing requirements on stand alone units for credit recovery. Our current 1:1 initiative allows students to take their device home. Grant funded computers will remain at school. **Equipment**-Equipment has been budgeted for meeting the needs of the enrichment offerings which are investigative and hands-on. Budgeted equipment items are reflected in year one. Cost share is reflected in the budget. Other needed equipment is already available in the buildings. **Professional Development**-Required professional development is reflected in the budget. It also includes training for credit recovery software during year one of the grant. Additional training for the new director is requested in year one. An optional Missouri After School Network conference is budgeted for year two for the program director. **Purchased Services**-The budget reflects fees associated with registration for a First Lego League as part of our STEAM focus and education.
6. Other sources of funds to be used in support of this program include the DESE Afterschool Snack program to provide snacks each afternoon of the program. The Missouri Department of Health and Senior Services' Child and Adult Care Food program will be utilized to provide an evening meal each day. As a recent recipient of a FEMA grant, the community emergency shelter will also house a new gymnasium with an elevated walking trail. This resource will be used to implement many of the proposed 21CCLC activities. District funds will be used to purchase equipment to fill 4000 square feet of new construction exercise rooms in addition to the cost share noted in the budget. In-kind contributions of existing resources, facility use, administrative oversight,

custodial services, food services, use of busses, and technology equipment/support are estimated at a value of \$300,000.

Sustainability of Program

1. As with any new program, start-up costs are the most expensive. Sustaining the program beyond the first few years is key to creating a true community learning center. We have budgeted our equipment expenses and most costly supply items within our first two years to accommodate the diminishing funds in the subsequent years. Charging a participation fee is not a real option due to our 100% free and reduced meal rate. The Program Director will attend community meetings and functions in order to further establish and build support, strengthen connections, and increase the potential for sustainability through these various community organizations. Involving parents in selected enrichment activities is another strategy for creating a mindset of a true community learning center and support for our program.
2. A preliminary plan for sustaining the program beyond the granted award period would cut hours of the program, numbers of families served, and may result in a waiting list for services. However, the district has experienced a 16% growth over the past couple of years. This growth combined with the increase in the state's adequacy target have resulted in increased revenue of \$588,000 since 2015. The district's facility plan includes designated areas for the growth of the 21CCLC program. These resources would be beneficial in sustaining a revised afterschool program. In addition, opportunities for coordinating funds from federal, state, local, county, city, and district sources as well as corporations, community partners, and private foundations remain a significant possibility of funding.

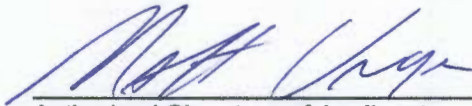
**STATEMENT OF ASSURANCES (include this page)**

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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications.

**ATTACHMENT THIRTEEN (cont.)**

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.



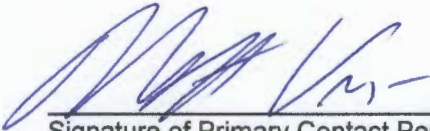
Authorized Signature of Applicant

6-22-17

Date

Matt Unger

Print Name



Signature of Primary Contact Person

6-22-17

Date

Matt Unger

Print Name

## 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:

Mark Hughes

Signature:

[Signature]

Title:

Superintendent

District/Organization:

Morgan County R-1

Date:

6-22-17

### **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 to the Department of Health and Senior Services and awaiting my determination. Note: If awarded, you may not begin programming until documentation is provided to the DESE.

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



**Missouri Department of Health and Senior Services**

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010  
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466

Randall W. Williams, MD, FACOG  
Director



Eric R. Greitens  
Governor

May 26, 2017

Morgan County R-1 School District  
Matt Unger  
701 N. Oak St.  
Stover, MO 65078

RE: Facility Number/DVN – 002660240

Dear Matt Unger:

This is in response to information you submitted to determine if state requirements apply to Morgan County R-1 21<sup>st</sup> CCLC located at 701 N. Oak St. in Stover, Missouri.

After reviewing the information, the Section for Child Care Regulation agrees that this program is exempt from state licensure and is not required to be inspected by the Department of Health and Senior Services. This decision is based upon Missouri statutes, section 210.201 (2), which exempt school systems from such requirements.

If you have any questions or need to discuss this issue further, please feel free to contact Section for Child Care Regulation at 573-751-2450.

Sincerely,

Sue Porting, Administrator  
Section for Child Care Regulation

c: Central District Office Section for Child Care Regulation

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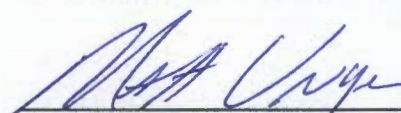
AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER: Services provided on a nondiscriminatory basis.

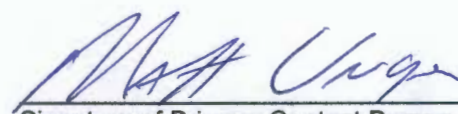
# Active Collaboration and Academic Standards Alignment Assurance

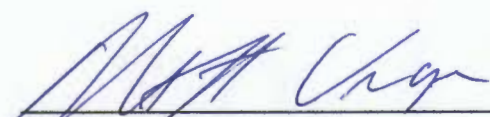
(include this page)

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; and
- ii. In alignment with the challenging State academic standards and any local academic standards.

 6-22-17  
 Authorized Signature of Applicant Date  
Matt Unger  
 Print Name  
Supt.  
 Title

 6-22-17  
 Signature of Primary Contact Person Date  
Matt Unger  
 Print Name  
Supt.  
 Title

 6-22-17  
 Signature of Superintendent Date  
Matt Unger  
 Print Name  
Supt.  
 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 applicant is an LEA, it is possible that the authorized signature above will be the same as the superintendent and they will sign twice).

## 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 21<sup>st</sup> 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? Morgan County

- B. Application proposes to target services to students who attend a focus and/or priority 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 focus, priority school(s), or identified by the LEA to be in need of intervention and support.

District	School	Focus, Priority, or, 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 focus or priority 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.

This is a new program for MCR1. As such, the described activities have not systematically occurred for district students or community members within district boundaries. Transportation is an extreme hardship due to the high poverty rate. In fact, 72% of our survey respondents indicate a need for transportation in order to access services. This grant provides accessibility to these students.