

## REQUEST FOR PROPOSALS



### **21<sup>st</sup> Century Community Learning Centers STEAM Proposal (Grades 6-12)**

**Mississippi Department of Education  
Office of Federal Programs  
359 North West Street, Suite 111  
Jackson, Mississippi 39201**

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Date: February 6, 2019**

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## **PART 1. GENERAL INFORMATION**

### **1.1 Mississippi Board of Education**

The vision of the Mississippi Board of Education (SBE) is to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens. The mission of the SBE is to provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community. The educational priorities of the SBE are outlined in the following six goals.

#### **GOALS:**

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

### **1.2 Program Purpose and Goals**

The 21<sup>st</sup> Century Community Learning Centers (CCLC) Program was established by Congress as Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the *Every Student Succeeds Act, 2015*. The purpose of this proposal is to provide **STEAM** (Science, Technology, Engineering, Arts and Mathematics) opportunities for students during non-school hours or periods when school is not in session, such as before and after school or during summer recess, particularly for students who attend low-performing schools. 21<sup>st</sup> CCLC programs offer students a broad array of additional services, programs and activities that are designed to complement the regular academic program such as STEAM related youth development activities, arts, music, environmental literacy programs, and career and technical programs. 21<sup>st</sup> CCLC programs also offer families opportunities for active and meaningful engagement in their child’s education, including opportunities for literacy and related educational development.

The 21<sup>st</sup> CCLC Program’s goals are to:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; (SBE Goals 1, 2, 3, 4, 5, and 6)
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts,

music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; (SBE Goals 1, 2, 3, 4, 5, and 6) and

3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. (SBE Goals 2, 3, and 5)

The United States Department of Education has specified student outcomes and program implementation targets related to the goals of the program. Annually, the Mississippi Department of Education reports on the progress subgrantees are making toward meeting the targets. These targets can be found in the most recent Federal Performance plan at <http://www.ed.gov/programs/21stccclc/performance.html>.

### 1.3 Proposal Workshops

The Mississippi Department of Education (MDE) will be hosting an informational webinar session to review the proposal requirements on February 7, 2019 **at 10:00 a.m.** The registration link for the webinar is: <https://global.gotowebinar.com/join/notStarted.tmpl;jsessionid=5BD7F15CCB1119FA DA37A9FD2BE1D453?webinar=2977025985208260097>. The MDE will be hosting regional technical assistance workshops to assist potential applicants with furthering their understanding of the program and the proposal process. There is no cost for the workshops; however, registration is required. All workshops begin at 10:00 a.m. **Proposal workshop participation is not required to apply but is highly encouraged.**

February 11, 2019	Gulfport School District Technology Support Services 2014 Pass Road Gulfport, MS 39501
February 12, 2019	South Panola School District Parent Center 204 College Street Batesville, MS 38606
February 15, 2019	MDE-Central High School Building 4 <sup>th</sup> Floor Board Room 359 N West Street Jackson, MS 39201

## 1.4 Notice of Intent to Apply

All entities planning to apply should submit a Notice of Intent to Apply found at <https://mdek12.org/OFP/Title-IV-Part-B>. **The Notice of Intent to Apply should be received by the February 18, 2019 deadline.** The Notice of Intent to Apply is **not** required to apply but may be necessary to assist the MDE in planning purposes and preparation for proposal scoring. You may submit the form one of three ways:

1. Fax: 601-359-2587
2. Email: [21century@mdek12.org](mailto:21century@mdek12.org)
3. Mail: **Mississippi Department of Education  
21<sup>st</sup> Century Community Learning Centers Program  
Office of Federal Programs  
PO Box 771  
Jackson, MS 39205-0771**

### Requests for Information

Written questions concerning the Request for Proposal (RFP) should be **emailed** to:

Chris Norwood, 21<sup>st</sup> CCLC Coordinator  
Office of Federal Programs  
Mississippi Department of Education  
[21century@mdek12.org](mailto:21century@mdek12.org)

The deadline for submitting written questions by email is February 21, 2019 **at 5:00 p.m.** Copies of all questions submitted and responses will be posted to MDE's website <https://mdek12.org/PN/RFP> under the Public Notices section and will be available to the general public on February 25, 2019. Answers to written questions will be posted in the Frequently Asked Questions (FAQ) document. **No individual responses will be sent.**

Applicants shall acknowledge receipt of any amendment to the solicitation by signing and returning the **Acknowledgement of RFP Amendments** (Form 9) page 78 with the proposal, the acknowledgement must be received by the Mississippi Department of Education by the time and at the place specified for receipt of proposals.

## 1.5 Proposal Formatting and Submission Information

Developed by the MDE, this proposal information package contains all the forms and instructions necessary to apply for a subgrant under the 21<sup>st</sup> CCLC program. Please review the enclosed materials and carefully follow the instructions for completing the subgrant proposal. Before submission, review the proposal requirements to ensure that all sections and documents are complete. Please see the *Required Elements Checklist (Supplemental Form B)* page 47 for mandatory proposal components.

**This grant competition is highly competitive.** Applicants should ensure that all guidelines and requirements are met before submitting proposals. Please note that the MDE staff will not grant permission to applicants to change the criteria established in the proposal. This includes extending the date and time proposals are due.

**Submission and Delivery of Proposals**

**One (1)** original and **two (2)** copies of the sealed proposal must be received **by 5:00 p.m. on March 8, 2019** at the following address based upon the delivery method used:

**Hand Deliver Proposals to:**

Monique Corley  
Office of Procurement  
Mississippi Department of Education  
21<sup>st</sup> Century Community Learning Centers  
Central High School Building, Suite 307  
359 North West Street  
Jackson, MS 39201  
**(DO NOT OPEN)**

**Mail or Ship Proposals to:  
(FedEx, UPS, etc.)**

Monique Corley  
Office of Procurement  
Mississippi Department of Education  
21<sup>st</sup> Century Community Learning Centers  
359 North West Street  
Jackson, MS 39201  
**(DO NOT OPEN)**

## Responsibility of The Offeror

- Ensures that the competitive proposals are delivered to the Office of Procurement by the deadline and assumes all risks of delivery.
- At the time of receipt of the proposals, the proposals will be date stamped, and recorded in Suite 307, Office of Procurement of Central High School Building.
- Proposals and modifications received in the room after the time designated in the RFP will be considered **late** and will not be considered for award. Proposals must be received in the room designated in the RFP by the deadline to be considered.
- Incomplete proposals will not be evaluated and will not be returned for revisions. No faxed or emailed copies will be accepted.
- The proposal must be signed by an authorized official in an original signature to bind the offeror to the proposal provisions.

The MDE is required to enforce the established submission deadline to ensure fairness to all applicants. Faxed proposals are not acceptable and will not be reviewed by the MDE.

**To ensure your proposal is received by the deadline, please allow adequate time for parking and time to proceed through building security procedures.**

It is the responsibility of the applicant to ensure and verify that the proposal package, in its entirety, is received by the deadline. Due to the periodic disruptions to normal mail delivery, we strongly encourage the use of an alternative method (e.g., a commercial carrier such as Federal Express or UPS, U.S. Postal Service Express mail, a courier service or personal delivery) to deliver proposal packages to the MDE.

**Supplemental or revised proposal information, either from the applicant agency itself or another source(s), will not be accepted. A proposal package must contain every element intending to be submitted.** Applicants are encouraged to carefully review the procedures for submitting their materials. No changes or additions to a proposal will be accepted after the deadline.

Applicants are strongly encouraged to submit only the requested information. Readers will have limited time to evaluate proposals; and for that reason, their consideration of the proposal against the selection criteria will focus solely on the required sections of the proposal and the appendices. Supplementary materials such as videotapes, CD-ROMs, publications, press clippings, and testimonial letters will not be reviewed nor will they be returned to the applicant.

Before proposals are forwarded to the readers, MDE staff will review paper proposals for



formatting, assignment of priority points, and submission requirements. To be read and scored, all paper proposals must follow the formatting and proposal submission directions. Please be advised that **proposals that fail to contain any of the required elements will not be given to readers for scoring.** Please see the *Required Elements Checklist (Supplemental Form B)* page 47 for mandatory proposal components. Those applicants may reapply during a future 21<sup>st</sup> CCLC grant competition, if funding is available.

### **Conditions of Solicitation**

The MDE reserves the right to accept, reject, or negotiate submitted proposals based on the evaluation criteria contained in the RFP. The final decision to award a grant rests solely with the MDE.

The applicant should note the following:

1. The MDE will not be liable for any costs associated with the preparation of proposals incurred by the applicant;
2. The selection of an applicant is contingent upon favorable evaluation of the proposal; approval of the proposal by the review panel selected by MDE, and the State Board of Education approval;
3. The selection of an applicant is contingent upon successful negotiation of any changes to the proposal as required by MDE; and,
4. The MDE reserves the right to accept any proposal submitted for grant award, without negotiation. Therefore, applicants' initial proposal should include their most favorable terms.

Applicants will be required to assume full responsibility for meeting all specified requirements stated in the RFP.

### **Acceptance of Proposals**

MDE reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation of the RFP that does not affect the proposal, give one party an advantage or benefit over other parties, or adversely impact the interest of the MDE.

### **Rejection of Proposals**

Proposals that do not conform to the requirements of this RFP will be rejected by the Mississippi Department of Education. Proposals will be rejected for reasons that include, but are not limited to, the following:

- The proposal contains unauthorized amendments to the requirements outlined in the RFP.
- The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous.

- The proposal is not received by deadline.
- The proposal contains false or misleading statements or references.
- Proposals that do not meet and conform to all requirements as outlined in *Supplemental Form B, Required Elements Checklist* on page 47.
- The applicant has previously been cited with major and/or significant deficiencies by the MDE in one or more programs or included on the debarment list.
- Required forms with required original signatures are not included.
- DUNS number is unrestricted and not accessible.

### **Disposition of Proposals**

All proposals become the property of the State of Mississippi.

### **Complaint Policy**

When a complaint cannot be resolved at the subgrantee level, the complaint must be submitted in writing to the Mississippi Department of Education, Office of Federal Programs. Persons issuing verbal complaints will be asked to complete a written complaint prior to any official investigation.

Complaints should be sent to the 21<sup>st</sup> CCLC Coordinator, Office of Federal Programs. The mailing address is: Mississippi Department of Education, Office of Federal Programs, PO Box 771, Jackson, Mississippi 39205-0771. The office may also be contacted via telephone at (601) 359-3499.

### **Appeals Process**

In accordance with federal rules, MDE provides applicants or recipients with the opportunity for a hearing to appeal MDE's final action. (20 U.S.C. § 1231b-2, 34 C.F.R. §§ 76.401(a), 76.783) Specifically, the applicant or recipient must allege the MDE took any of the following actions that violate Federal or State law, regulations, rules or governing guidelines:

- 1) Failing to approve, or disapproving of, the Proposal or project in whole or in part.
- 2) Failing to provide the amount of funds in accordance with requirements of the statutes and regulations.

No other grounds for appeal will be accepted or considered.

To request a hearing, the applicant or subgrantee must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought within 30 days of the MDE's action (e.g., notification of any action under 1 and 2 above). The request must have an original signature of the authorized agent who signed the proposal. If that individual is not available, the request

must have the original signature of another individual who is authorized to sign official documents.

An original and two copies of the request for a hearing must be submitted by one of the following methods:

- 1) Certified mail with a return receipt required (within 30 days based on the postmark) to:  
Quentin Ransburg, Executive Director  
Office of Federal Programs  
Mississippi Department of Education  
PO Box 771  
Jackson, MS 39205
- 2) Hand-delivered to:  
Quentin Ransburg, Executive Director  
Office of Federal Programs  
Mississippi Department of Education  
Central High School Building  
359 North West Street, Suite 111  
Jackson, MS 39201

Within 30 days of receiving the hearing request, MDE will hold a hearing on the record to review its action. The applicant or subgrantee will receive notice of the hearing and have the opportunity to participate and be represented by counsel. The hearing will be conducted by an impartial hearing officer. During the hearing, the parties will have the opportunity to present and challenge evidence in an orderly fashion before an impartial decision maker. Within 10 days of completion of the hearing, the hearing officer, as the impartial decision maker, will issue a written ruling including findings of fact and reasons for the ruling. These timelines may be extended if all parties agree in writing.

MDE will rescind its action if it determines the action conflicts with Federal or State laws and regulations governing the 21<sup>st</sup> Century Community Learning Centers program. If after review, MDE does not rescind its action, the applicant or subgrantee may appeal to the Secretary of the US Department of Education within 20 days of being notified as a result.

MDE will make all records pertaining to any review or appeal of the applicant available at reasonable times and places to the applicant or recipient. This includes records of other applicants and subgrantees.

### **Conflict of Interest**

Each subgrantee must maintain a written conflict of interest policy. The non-Federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with applicable Federal awarding agency policy. (2 C.F.R. § 200.112)

## 1.6 Timeline of Activities

The 21<sup>st</sup> CCLC program expects to recommend approval of new subgrantees at the May 2019 meeting of the State Board of Education (SBE). An award letter will be sent to subgrantees confirming the SBE’s action. All new subgrantees approved for funding by the SBE at that time must attend subsequent mandatory meetings for subgrantees. Non-attendance of required meetings may result in a hold on reimbursement requests. The award letter will include specific information on mandatory subgrantee meeting dates and times. Important dates and activities related to this round of proposals are:








**(Dates subject to change pending final congressional appropriations.)**

<b>Important Dates</b>	<b>Activity</b>
February 6, 2019	<b>RFP Issued – Email and Post to MDE Website</b>
February 7, 2019	Webinar on the Proposal Process – Procedures, Requirements, Needs Assessment, Budget and Required Documentation
February 18, 2019	Deadline for Notice of Intent to Apply
February 11-15, 2019	Regional Technical Assistance Workshops on the Proposal Process
February 21, 2019	Deadline for submitting questions
February 25, 2019	Questions will be posted to the MDE website
March 8, 2019; 5:00 p.m.	Proposals due
March 18-22, 2019	Evaluation of proposals
May 9, 2019	State Board of Education approval
May 10, 2019	Notification of awards (contingent on State Board approval)
May 17, 2019	Revisions due (if needed)
May 9, 2019	Authorization to expend, upon approval of revisions, if needed

## 1.7 Resources

The following is a list of resources that may provide additional information regarding afterschool programming and federal grants management.

	<a href="http://www.afterschoolalliance.org">http://www.afterschoolalliance.org</a>	<p>The nation's leading voice for afterschool, the Afterschool Alliance is an organization dedicated to raising awareness of the importance of afterschool programs and advocating for more afterschool investments.</p>
	<a href="https://naaweb.org/">https://naaweb.org/</a>	<p>The National Afterschool Association exist to inspire, connect, and equip those who work on behalf of children and youth during out-of-school time.</p>
	<a href="https://www.beyondthebell.org/">https://www.beyondthebell.org/</a>	<p>Beyond the Bell is a suite of professional development services, products, and practical tools designed to help afterschool program leaders and staff members create and sustain high-quality, effective afterschool and expanded learning programs.</p>
	<a href="https://www.consumerfinance.gov/practitioner-resources/youth-financial-education/">https://www.consumerfinance.gov/practitioner-resources/youth-financial-education/</a>	<p>Consumer Financial Protection Bureau supports teachers, administrators, and community leaders who help students build financial knowledge, skills, and habits. The tools and resources listed here show recommended policies and practices for K-12 financial education.</p>
	<a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>	<p>Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations</p>
	<a href="http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html">http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html</a>	<p>Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards</p>
	<a href="http://expandinglearning.org/">http://expandinglearning.org/</a>	<p>The Expanded Learning and Afterschool Project connects you with research, resources and best practices for building affordable and sustainable approaches to expanding learning in your community.</p>
	<a href="http://www.foundationsinc.org/">http://www.foundationsinc.org/</a>	<p>Foundations, Inc. is a nonprofit, 501(c)(3) organization committed to improving educational experiences for America's children and youth—throughout the day, everywhere they learn. Partnering with education and community leaders, Foundations supports those who enhance the lives and prospects of our most vulnerable children.</p>

	<a href="http://gflec.org/education/">http://gflec.org/education/</a>	<p>Developing education tools and programs based on research is a priority for GFLEC. In order to be most effective, education tools and programs need to incorporate research findings about financial literacy, financial capability, and financial education.</p>
	<a href="http://www.msafschool.org/">http://www.msafschool.org/</a>	<p>The Mississippi Afterschool Network works to better our state and its communities by connecting providers, parents, and policymakers with proven tools and resources to increase the quality of and access to high-quality programming.</p>
	<a href="http://mscee.org/">http://mscee.org/</a>	<p>The mission of the Mississippi Council on Economic Education (MCEE) is to increase economic and financial literacy in Mississippi by providing resources and training to public and private k-12 school teachers, empowering students to create a more prosperous future for themselves and Mississippi.</p>
	<a href="https://mdek12.org/OFP/Title-IV-Part-B">https://mdek12.org/OFP/Title-IV-Part-B</a>	<p>The Mississippi Department of Education's Title IV, Part B - 21st Century Community Learning Centers (21st CCLC) home page.</p>
	<a href="http://www.niost.org">http://www.niost.org</a>	<p>NIOST's mission is to ensure that all children, youth, and families have access to high quality programs, activities and opportunities.</p>
	<a href="http://stemreadyamerica.org/">http://stemreadyamerica.org/</a>	<p>STEM Ready America is a compendium from 40 authors presenting bold and persuasive evidence, as well as real-world examples of effective practices, programs, and partnerships on how science, technology, engineering and mathematics (STEM) knowledge and skills are preparing young people to be successful in school today and the workforce tomorrow.</p>
	<a href="https://www.y4y.ed.gov/">https://www.y4y.ed.gov/</a>	<p>You for Youth is an online Learning and Technical Assistance for 21st Century Community Learning Centers.</p>

## PART 2. PROPOSAL DETAILS

### 2.1 Eligibility Criteria

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

- Local school districts, also referred to as local educational agencies (LEAs)
- Charter schools,
- Indian tribe or tribal organizations,
- Educational consortia,
- Non-profit agencies,
- City or county government agencies,
- Faith and community-based organizations,
- Institutions of higher education, and
- For-profit corporations

A previously funded 21<sup>st</sup> CCLC program whose subgrant is ending in FY19 is eligible to apply for new grant funds. However, such programs should understand that they will follow the competitive process for determining new subgrant awards and no special consideration will be given for having received a prior subgrant. Any 21<sup>st</sup> CCLC subgrants that have been terminated by MDE for violations of non-compliance are not eligible to reapply for three (3) consecutive school years from the effective date of termination.

#### **DUNS Number Requirement**

**All applicants must have an active DUNS number that is unrestricted and accessible at [www.sam.gov](http://www.sam.gov).** A DUNS number is a unique nine-character number used to identify your organization. The federal government uses the DUNS number to track how federal money is allocated to organization. The federal government uses the DUNS number to track how federal money is allocated to organizations. Please visit <https://www.test.grants.gov/applicants/organization-registration/step-1-obtain-duns-number.html> for more information on how to obtain a DUNS number.

After receiving a DUNS number from the Dun & Bradstreet (D&B) website, your entity must follow the Step 2 and register with SAM.gov. Any person or organization that is debarred from receiving Federal funds is not eligible to apply for a 21<sup>st</sup> CCLC program subgrant. Please visit <https://www.test.grants.gov/web/grants/applicants/organization-registration/step-2-register-with-sam.html> for more information on how to register your DUNS number. Verification of the registration of the active DUNS must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, DUNS and Bradstreet letter, etc.) Please remember that your DUNS must be unrestricted and accessible to the public. Failure to follow both Step 1 and Step 2 to obtain and register your DUNS number will result in rejection of the proposal.

## 2.2 Official Subgrantee

Proposals may be submitted jointly by a variety of agencies and organizations. However, please note that the single official subgrant award recipient is the designated fiscal agent. Therefore, any grants awarded will be in the name of the fiscal agent. The designated fiscal agent must be identified on the cover page of the proposal.

## 2.3 Good Standing

Applicants that previously received a grant award must be in good standing with MDE to receive a grant award through this RFP. To be in good standing, applicants must have an active DUNS number, submitted all final evaluation reports and data as required, certified annual performance reporting (21APR) data, finalized all monitoring review corrective actions, submitted all requests for reimbursement of allowable expenditures following MDE's reimbursement process, and submitted the Year-End Budget Report. If an applicant is not in good standing, then its proposal will not proceed to Phase 2 of the proposal process.

## 2.4 Program Activities

Each eligible organization receiving an award will use the funds to carry out a broad array of evidence-based activities that advance student achievement and support student success **focusing on STEAM** (Science, Technology, Engineering, Arts, and Mathematics) in grades 6-12 including:

1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services (including those provided by senior citizen volunteers), that are **STEAM** focused and aligned with
  - a. the challenging State academic standards and any local academic standards; and
  - b. local curricula that are designed to improve student academic achievement;
2. Telecommunications and technology education programs;
3. Programs that build skills in science, technology, engineering, arts and mathematics (STEAM), including computer science and robotics, and that foster innovation in learning by supporting nontraditional education teaching methods;
  - a. Mathematics, science, computer science, engineering, robotics, and technology
  - b. Dance, media arts, visual arts, theatre and music education activities
4. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical



Education Act of 2006 (20 U.S.C. § 2301, *et seq.*) and the Workforce Innovation and Opportunity Act (29 U.S.C. § 3101, *et seq.*); and,

5. Expanded learning programs that provide students at least 300 additional program hours before, or after the traditional school day.

Applicants are also obligated under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act to ensure that their proposed community learning center program is accessible to persons with disabilities.

## **2.5 Absolute Priority**

The MDE awards subgrants only to applicants primarily serving students who attend schools with a high concentration of low-income students and families. For this proposal, a high concentration of low-income students and families is defined as a poverty percentage (i.e., the percentage of students eligible for free or reduced-price meals) of 40% or greater as determined by school enrollment or the participating attendance area.

## **2.6 Competitive Priority**

Competitive priority points will be awarded by MDE to those applicants that meet the criteria. For a complete list of competitive priority points please see Supplemental Form A on page 46. These criteria and point allotment will be awarded by adding additional points to Proposals demonstrating these criteria, but **only** after the proposal has met the minimum quality score of **80**.

Please note that a **joint or co-proposal (Priority 1)** is not merely a partnership. In addition, an organization contracted to provide services is not considered a joint or co-applicant. To be considered as a joint or co-applicant, there must be evidence of the following:

1. The LEA and at least one other organization collaborated extensively in the planning and design of the program;
2. Each co-applicant organization has substantial roles to play in the delivery of services;
3. All co-applicant organizations share grant resources to carry out their roles;
4. All co-applicants have significant and ongoing involvement in the management and oversight of the program; and,
5. An agreement among the co-applicants and the fiscal agent has been signed that specifically states that the fiscal agent cannot act as 'flow-through' for grant funds and does not subgrant to other recipients. For example, applicants are not permitted to subgrant a significant portion of their award to a single entity.

All applicants must complete the 21<sup>st</sup> CCLC FY19 *Competitive Priority Worksheet* (Form

5) on page 74. Proposals that meet the criteria above will receive points as indicated for each criterion met.

Awards are determined based on rank (highest score first) and available funding. Therefore, a score of **80 or higher** does not guarantee funding.

## **2.7 Grant Period**

A subgrant award is made available for an approved project period up to three (3) years contingent upon the availability of continued funding, evidence of progress as documented in the annual evaluation report, increased student achievement as documented in the required common data elements, and adherence to the annual *Specific Program Assurances* (Form 2) on page 64. A subgrantee approved by the SBE may not charge expenses to its 21<sup>st</sup> CCLC grant before the beginning of the grant period.

21<sup>st</sup> CCLC Programs must become operational within 30 days of receiving the MDE award notification or within eight (8) weeks from the first day of school, whichever is later.

## **2.8 Award Amounts**

Funds are subject to appropriations by the federal government. Grants for single eligible organizations and consortia will range from \$50,000 - \$250,000 per year.

Recipients will receive funding at 100% for the first two years of the program. Subsequently, recipients will receive 80% of their original funding in year three (3) **pending congressional appropriations**. In no event will grant funds be reduced to a level of less than \$50,000 pending congressional appropriations.

When determining the amount to be requested, applicants are required to consider the needs of the community and the number of students to be served, as well as contributions of partners in the community. All applicants must submit budgets and sustainability plans based upon the reduced funding level for year three of the subgrant.

Please note fiscal agents are permitted to submit more than one (1) proposal; however, each fiscal agent is limited to one (1) subgrant award for this competition but may receive up to two (2) subgrant awards if there is an insufficient number of eligible proposals to allocate the total funding. The MDE will allocate funding based on the scores and will continue funding proposals per fiscal agent until funding is exhausted. If funding is not exhausted after allocating one subgrant per fiscal agent, then the MDE will allocate a second subgrant to a fiscal agent based upon the scores and continue funding to subsequent proposals until funding is exhausted.

**The Mississippi Department of Education reserves the right to negotiate grant award amounts with all Grantees.** Funding to eligible organizations is subject to State Board of Education approval.

## 2.9 Sustainability

Matching funds, which include state, federal, private, and other alternative funding, are not required to apply for a 21<sup>st</sup> CCLC program subgrant; however, a formal sustainability plan is a requirement of the 21<sup>st</sup> CCLC program. For this proposal, a sustainability plan is the applicant's plan for continuation of the 21<sup>st</sup> CCLC program after federal funding ends. In addition, subgrantees will be required to submit an updated sustainability plan to include mission/goal, and how you will use your advisory committee to build support in their annual evaluation reports.

Community partners and organizations can be critical links to sustaining 21<sup>st</sup> CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine how best to leverage resources within the community for long term continuation of the program. As a part of the Sustainability Plan, applicants must submit the Summary of Partners Table (Form 7) on page 76.

## 2.10 Carryover Procedure

The MDE will collect all unobligated 21<sup>st</sup> CCLC funds at the end of the initial grant period and redistribute them to other participating subgrantees, provided that each subgrantee receives at least \$50,000 annually if the subgrantee is making substantial progress, which is measured by multiple measures of success (i.e. student achievement), in implementing its 21<sup>st</sup> CCLC program.

## 2.11 Use of Funds

As stated in section 2.4 funds are used for **STEAM** program implementation, as well as for operating expenses such as:

- Personnel and personnel benefits;
- Staff development and training;
- Consultants, subcontractors and evaluators; and
- Classroom equipment, materials, and supplies.

Funds may also be used for an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day.

Funds must be used in a manner consistent with all requirements of the statute and must be used only to supplement, not supplant, any federal, state, local, or non-federal funds for activities allowable under the 21<sup>st</sup> CCLC program. For example, an existing program may use funds to increase the number of students it serves, but it cannot use funds solely to serve the same population and to provide the same scope of services currently provided.

## **Budget Allocation Requirements**

All applicants' budgets must meet the following two (2) requirements:

1. A maximum of **20%** of each year's budget can be allocated for activities related to the administration of the 21<sup>st</sup> CCLC subgrant. Administrative expenses should be within **20%** of your annual budget, and indirect cost rates **are** considered administrative expenses for this calculation; and,
2. A maximum **3%** of each year's budget can be allocated for the external evaluator.

### **2.12 Fiscal Requirements**

This is a **reimbursement** only grant, meaning all subgrantees must initially expend their own funds prior to receiving reimbursement from the MDE. The MDE will not reimburse a subgrantee for expenditures that are not allowable under the 21<sup>st</sup> CCLC program or for expenditures that were not approved in the subgrantee's budget.

### **2.13 Program Income**

**Program income** is revenue generated as a direct result of the Federal award and that is in addition to the Federal funds provided by the state through its competitive subgrant proposal process. Program income for a grantee is revenue generated by the grantee's program as a direct result of the Federal award and that is in addition to the Federal funds provided by the Mississippi Department of Education which includes parent fees.

Program income generated **without written prior approval from the Mississippi Department of Education** must be deducted from the funds awarded under the Federal grant. (2 CFR §200.307 (b)) **If using program income, it must be placed in the proposal.**

The Uniform Guidance 2 CFR §200.307 governs the use of program income. Program income must be used for current costs unless the Mississippi Department of Education authorizes otherwise. Program income that the grantee did not anticipate at the time of the Federal award must be used to reduce the Federal award and grantee's contributions rather than to increase the funds committed to the project.

### **Entertainment Costs**

Federal funds generally may not be used for entertainment. This includes spending program funds **and program income**. Examples include but are not limited to the following:

- Amusement parks
- Park fees
- Ball games
- Purchasing gift cards
- Giving incentive awards

- Purchasing food

Specific costs that might otherwise be considered entertainment that have a programmatic purpose and are authorized in the approved budget for the Federal award or with prior written approval of the Federal agency are allowable.

## **Parent Fees**

The 21<sup>st</sup> CCLC program statute does not specifically prohibit the collection of parent fees; however, it is worth noting that parent fees are generally discouraged. This includes registration, weekly, and monthly fees charged for students attending the program. For grantees and subgrantees that collect parent fees, they should understand that the income generated by the fees is considered program income.

### **Considerations for the use of parent fees:**

1. Grantees must seek prior approval from the Mississippi Department of Education in order to allow subgrantees to charge parent fees;
2. In order to use program income for grant or subgrant activities, there must be a plan, approved by the Mississippi Department of Education, for how the generated program income will be used. The proposed plan should describe the purpose for the fees; a detailed plan for expending the generated income; and answer the who, what, when, where, how and why;
3. Parent fees should be nominal;
4. The fee should be the same for all students; and
5. **No child** can be excluded from the program even if the student's family is incapable of paying the nominal fee.

## **2.14 Responsibilities of a Fiscal Agent**

The following are some, but not all, of the expectations, roles, and responsibilities of a fiscal agent:

1. As the official subgrant recipient, ensure all awards must be adopted by the Local Board of Education for LEAs or the Board of Directors for non-LEAs.
2. Administer the subgrant from award to closeout in accordance with all applicable laws and regulations.
3. Serve as the organizational representative and point-of-contact for all business management aspects of the award agreement.
4. Apply appropriate management controls using management systems, checklists, and records, including, but not limited to:
  - i. Internal Controls
    - a. Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
  - ii. Operating Controls
    - a. Fiduciary procedural manuals; budgetary control
  - iii. Accounting Controls
    - a. Implement controls to ensure reliability of recorded financial data;

- b. Maintain appropriate level of transaction review and authorization;
  - c. Develop and implement proper procurement procedures and cash management procedures that are well defined; and,
  - d. Develop procedures that facilitate timely review and audit of financial activity.
- iv. Compliance Controls
    - a. Consider mechanisms to monitor and review compliance with subgrant terms (i.e., ensure grant funds are disbursed only to eligible recipients);
    - b. Ensure **all** expenditures and disbursements are consistent with the objectives of the subgrant award and comply with applicable federal, state, and local laws and regulations governing the program and use of funds (e.g., the Code of Federal Regulations (2 C.F.R. Part 200), EDGAR, and Regulatory and non-Regulatory Guidance)
  - v. Document Control System
    - a. Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.
5. Assemble appropriate staff resources and communicate all compliance requirements and resources of the subgrant.
  6. Keep abreast of changes in policies, procedures, or requirements and continue to advise program staff of subgrant requirements.
  7. Request any further “prior approvals” when identified.
  8. Submit subgrant reimbursement requests no later than the **10<sup>th</sup>** of every month.
    - i. Eligibility of Expenditures
      - a. Adhere to the list of eligible activities for which funds under the program may be spent, as well as allowable cost objectives in applicable cost principles; and
      - b. Ensure that transactions are made in a reasonable and prudent manner, are allowable and allocable, and avoid double charging and ensure that credits are applied appropriately.
  9. Prepare necessary reports:
    - i. Source Documentation
      - a. Appropriately support transactions entered into the subgrantee’s system
      - b. Documentation tracks each subgrant transaction and supports the validity of financial data reported; and,
      - c. Maintain separate funding lines for 21<sup>st</sup> CCLC funds.
    - ii. Audit Trail
      - a. The lowest level of detail the system should provide is documentation that supports all transactions (e.g., invoices, contracts, purchase orders);
      - b. The overall recordkeeping system should be able to trace financial statement balances through the subgrantee’s general ledger, cash books and other journals; and,
      - c. Amounts claimed on financial statements and reports accurately reflect the accounting books and records from which they were prepared.

10. Use feedback from site visits by the MDE to enhance the program, show organizational strength, and demonstrate commitment to the project.
11. Keep the MDE and the public aware and informed about grant project progress.
12. Evaluate the extent to which measurable project objectives are being met.
13. Liquidate all obligations incurred under the award within the set deadline.
14. Ensure and oversee the performance of final audits and resolution of findings.
15. Establish adequate system for records retention.

## **2.15 Audit**

The financial audit shall be conducted by a certified public accountant or by an accountant certified as qualified to audit local government accounts. The audits must be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with general accepted accounting principles (GAAP).

Please note that the subgrantee will, **if applicable**, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 200 Subpart F – Audit Requirements. Any non-federal entity that expends \$750,000 or more in a year in federal awards shall have a single or program specific audit conducted for that year in accordance with the provisions of 2 C.F.R. Part 200 Subpart F. If the non-federal entity did not expend \$750,000 or more in a year in federal awards, a letter **MUST** be provided stating that this requirement does not apply.

## **2.16 Program Reports and Evaluation**

Subgrantees will be required to prepare and submit a formative evaluation report and an end-of-year evaluation report no each year by the MDE designated due date. The evaluation report is an integral element of the program’s ongoing planning, design, and implementation. An effective report that evaluates specific targets will enable the subgrantee to make informed decisions about changes that the program may need. In addition, subgrantees are required to provide data through the U.S. Department of Education’s 21<sup>st</sup> CCLC data collection system (21 APR).

Each grantee must undergo a periodic evaluation to assess progress toward achieving its goal of providing high-quality opportunities for academic enrichment. Grantees must evaluate the academic progress of children participating in the 21<sup>st</sup> CCLC Programs annually. The evaluation must be based on the factors included in the *Measures of Effectiveness* (20 U.S.C. § 7175(b)). All grantee programs or activities shall:

- Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
- Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic achievement opportunities;

- If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
- Ensure that measures of student success align with the regular academic program and the academic needs of participating students and include performance indicators and measures; and,
- Collect the data necessary for the measures of student success.

The results of the evaluation must be:

- Used to refine, improve, and strengthen the program and to refine the performance measures;
- Made available to the public upon request; and,
- Used by MDE to determine whether a subgrant is eligible to be renewed.

## **2.17 Equitable Participation of Private, Non-Public School Students**

A public school or other public or private entity that is awarded a subgrant must provide equitable services to eligible private, non-public school students and their families. In designing a program that meets this requirement, subgrantees must provide comparable opportunities for the participation of both private and public-school students who reside in the area served by the subgrant.

Subgrantees must conduct timely and meaningful consultation with non-public school officials during the design and development of the 21<sup>st</sup> CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Meaningful consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in ESSA programs. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. The goal of all parties should be to reach an agreement on how to provide equitable and effective programs for eligible private school children. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. For detailed information regarding services to eligible private school children, please visit Section 8501 of the *Every Student Succeeds Act* at <https://www2.ed.gov/documents/essa-act-of-1965.pdf>.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school subgrantees must provide equitable access to the program for all public-school students and their families who reside in the specific geographic area to be



served by the proposed program. Applicants must complete and submit the *Private School Consultation Form* (Form 3) on page 72.

## **2.18 Proposal Review and Selection Process**

### ***Phase 1 – Review of Proposal Components***

Proposals are reviewed to determine if all the formatting and submission requirements are met. **If any proposal fails to meet the established *Required Elements Checklist*, it will not proceed to Phase 2 of the proposal process and the proposal will be disqualified.** Please see *Supplemental Form B* on page 47 for the *Required Elements Checklist*. *Those applicants not meeting the “Required Elements” may reapply during future 21<sup>st</sup> CCLC proposal rounds, if available.*

### ***Phase 2 – Reader Review and Scoring***

A Peer Review Committee authorized by the MDE will evaluate and score each proposal based on the quality of the proposed STEAM activities and the evidence provided to demonstrate the capacity of the applicant to implement the proposed program. These readers are comprised of expert grant readers from various professions and backgrounds.

Each proposal will be evaluated using the criteria beginning on page 27. The review committee will score proposals to be funded by the Mississippi Department of Education’s Office of Federal Programs.

Five readers will evaluate each proposal using the 21<sup>st</sup> CCLC Proposal Scoring Rubric. A reader may award up to 100 points for each proposal. As discussed in the competitive priority section, a proposal must receive a minimum total quality score of **80** before it can be considered eligible for further competitive priority points and funding. If applicable, competitive priority points will be added and verified by 21<sup>st</sup> CCLC MDE program staff. The MDE program staff will rank the sum of the combined scores (quality and priority points) from highest to lowest. Finally, the MDE will allocate funding based upon the combined scores and will continue funding to subsequent proposals until funding is exhausted or all eligible programs receive funding.

In the unlikely event there are two or more programs with identical combined scores (quality and priority points), the applicant with the higher quality score will be ranked higher. If a tie exists at this point, the applicant with the highest “Program Plan” score will be ranked higher.

Please note that fiscal agents are permitted to submit more than one proposal; however, each fiscal agent is limited to one subgrant award for this competition but may receive up to two subgrant awards if there is an insufficient number of eligible proposals to allocate the total funding. The MDE will allocate funding based upon the scores and will continue funding proposals according to one subgrant per fiscal agent until funding is exhausted. If funding is not exhausted after allocating one subgrant per fiscal agent, then

the MDE will allocate a second subgrant to a fiscal agent based upon the scores and continue funding to subsequent proposals until funding is exhausted.

The MDE reserves the right to reject any proposals and to negotiate with the best offerors to address issues other than those described in the proposal.

After the selection process, applicants that were not recommended to the SBE for funding may receive copies of the readers' comments and feedback from Phase 2 upon Public Records Request only.

## **PART 3: PROPOSAL AND SCORING**

This section covers the criteria an applicant must address when submitting a proposal. The proposal is the organization's program operating plan, not simply a proposal. The stated plan must be implemented with fidelity upon SBE approval. When completing the proposal, please remember that subgrantees will not be permitted to change the program's scope (i.e., type of services and target population) that is originally outlined in the proposal, scored by reviewers during the proposal review process, and approved by the SBE. This is designed to provide basic fairness to applicants for competitive subgrants.

### **Program Abstract**

In accordance with federal statute, each applicant is required to inform the community of its intent to apply in response to this RFP. As part of the abstract, applicants must describe how the community was given notice of the applicant's intent to apply and how the proposal will be available to the community following its submittal. The detailed description must outline the platforms used to ensure reasonable dissemination of applicant's intent to apply as well as the process used to make the proposal available. Applicants must secure and maintain documentation for monitoring purposes to support compliance with this requirement including any public notices, comments received, and other supporting documentation as applicable. Additionally, include a **one paragraph narrative** that provides a concise and clear overview of the proposed STEAM-focused 21<sup>st</sup> CCLC program. The narrative should include, at a minimum, the reason that the need exists, the way the program will operate to meet the need of the targeted population, and the intended outcomes of the proposed STEAM program.

### **3.1 Needs Assessment (20 Total Points)**

#### **Guidance for Conducting a Needs Assessment:**

A needs assessment is the process of gathering information from all stakeholders to guide program development and implementation. It is one of the essential tasks in planning to apply for this grant and must be completed prior to the start of the writing process. A thorough assessment is useful to determine the absence of academic support services as well as align the 21<sup>st</sup> CCLC program with existing programs and the current academic goals and plans of the target schools. A needs assessment will help to identify both the needs of the students and their families and the gaps in services. To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps, but ensure coordination between existing programs and services proposed through the proposal. To ensure the most effective use of public resources, the applicant must demonstrate how the proposed program will coordinate federal, state and local programs. The applicant should identify federal, state and local programs that will be combined or coordinated with the proposed program to increase the maximum benefit for students being served. However, 21<sup>st</sup> CCLC funds must be used only to supplement federal, state, local and other non-federal resources and not to replace those that would have been available in the absence of 21<sup>st</sup> CCLC funds.

A needs assessment provides a complete description of the community and school(s) to be served by citing factors that impact the educational outcomes of the identified students. This information should come from the local school district, local school and/or community-based data and will assist in determining the program's mission. These factors may include, but are not limited to the following:

- Poverty rates in the communities to be served;
- Percentage or rapid growth of English learners;
- Percentage of Title I students;
- Number of schools identified having Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement designations;
- Literacy and math scores;
- Educational levels for the identified students and their families;
- Mississippi Assessment data, End of Course and End of Grade scores;
- College and Career Ready Performance Index report and data;
- School Improvement Plans;
- Grade retention data;
- Drop-out data results;
- School truancy rate;
- Juvenile crime rates;
- Violent and drug-related offenses;
- Short-term suspension/discipline rates;
- Long-term suspensions or expulsion data;
- Attendance data;

- Survey results, including parent feedback, that support program needs;
- Interviews with stakeholders; and
- Other demographic data.

In summary, the needs assessment should identify why the proposed program is necessary for the community. The goals, objectives, and services described in the proposal should be closely tied to the outcomes of the thorough needs assessment.

### **3.1.1 The Process (4 Points)**

Prepare a concise narrative that details the process used by the program to consult with the stakeholders, including public school officials and private schools serving students within the proposed targeted schools' geographic area(s) as well as parents, to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities.

The process described must include when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center proposal. In addition to the narrative, applicants must complete and submit the *Private Schools Consultation Form* (Form 3) on page 72.

### **3.1.2 Specific Needs (10 Points)**

Provide detailed and concrete data citing the specific academic achievement (reading, math, science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the subgrant award. Applicants must specifically identify the student target population (i.e., targeted schools, grade levels, number of students, academic or behavioral criteria) and clearly define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement. Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services. Applicants must cite data sources when identifying specific deficiencies and needs.

### **3.1.3 Program Focus (6 Points)**

Provide specific information outlining the focus of the program as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified needs gathered in the data collection and analysis process. Be advised that no 21<sup>st</sup> CCLC program can target a

population that excludes participants based on disability, gender, race, or ethnicity.

## **3.2 Budget (10 Total Points)**

### ***3.2.1 Budget Overview, Narrative, and Summary (10 Points)***

**All applicants** must submit a ***Budget Overview and Budget Narrative*** for the first year of funding and a ***Budget Summary*** for years one (1) through three (3). Please note the Budget Narrative is not needed for years two (2) and three (3).

### ***3.2.2 Wages***

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21<sup>st</sup> CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21<sup>st</sup> CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant agency. Services are to be provided outside of the regular school day or during periods when school is not in session; therefore, we do not consider the program a continuation of an educator's regular day.

### ***3.2.3 Non-LEA Applicants Only***

Non-LEA applicants **must also provide a statement** in the narrative as to whether there is any pending litigation against the organization, and if such litigation exists, attach an opinion of counsel as to whether the pending litigation may impair the organization's ability to effectively implement or administer their proposed program. Likewise, non-LEA applicants **must provide a statement** in the narrative as to whether the organization or any of the organization's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled *nolo contendere* to any felony, and if so provide an explanation with relevant details.

### ***3.2.4 Supplement, not Supplant***

As general guidance in completing this section of the proposal, it is important to understand that subgrantees must use program funds to **supplement**, not supplant, other federal, state, local, or other non-federal funds or existing out-of-school programs. Therefore, 21<sup>st</sup> CCLC funds cannot be used to replace existing programs, activities, or services, unless that funding has been eliminated or drastically reduced. Funds must be used for new populations, new programs, new services, or any combination thereof. Funds must be used to increase services offered by the program. Applicants are not permitted to propose a budget more than that allowed by the Funding Request Worksheet. The budget and program narratives must align. Regardless of the size of the grant, proposed costs must be **reasonable, necessary, and allocable** to carry out the program's purpose and objectives.

### ***3.2.5 Allowable Expenses***

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Applicants must list all budgetary costs based upon the narrative components and program design and ensure that the budget includes a line item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. It is advisable to consult with the financial office of the applying agency prior to submitting the proposal.

Successful applicants may use grant funds for allowable costs only during the grant award period. For example, a subgrantee may enter into a contract with a service occurring within the grant award period. However, the contracted service may not commence until the grant award period beings. **Any costs occurring outside the grant award period are solely the responsibility of the subgrantee and will not be reimbursed by the MDE.**

#### ***Examples of Allowable Expenditures***

- Salaries: For 21<sup>st</sup> CCLC program director, program managers, and site coordinators (reasonable and consistent with the demographic area and/or adhere to the applicant agency's policies and procedures on salary determination)
- Tutors and paraprofessionals
- Contractors
- Independent evaluator
- National criminal background checks
- Supplies and materials required for the 21<sup>st</sup> CCLC program
- Computer hardware and software required for the 21<sup>st</sup> CCLC program
- Travel to required 21<sup>st</sup> CCLC trainings, conferences, and workshops
- Transporting students home following 21<sup>st</sup> CCLC activities
- Rent (Lease agreement must be provided)
- Utilities (charged to indirect costs)
- Parent involvement activity costs (including meeting supplies and cost of guest speakers)
- Educational field trips: Must have the ability to improve students' grades, local and state scores (Mississippi Assessment Program), and/or bring awareness to college and careers. Lesson plans and academic outcome measures are required. Examples: Mississippi Science Museum – Science; JSU – college awareness; WLBT—career awareness
- Advertisement: Only for the recruitment of personnel required for the performance of a federal award and the procurement of goods and services for the performance of a federal award

### ***Examples of Unallowable Expenditures***

- Preparation of the proposal: Costs to develop, prepare, and/or write the 21<sup>st</sup> CCLC
  - Proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
- Pre-award costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Entertainment, refreshments, and snacks: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are non-allowable expenditures.
- Unapproved out-of-state or overnight field trips, including retreats and lock-ins
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Advertisements, promotional or marketing items
- Decorative items
- Purchase of facilities or vehicles (e.g., buses, vans, or cars)
- Land acquisition
- Capital improvements, permanent renovations
- Supplanting federal, state, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing district or other funds)
- Direct charges for items or services that the indirect cost rate covers
- Dues to organizations, federations or societies for personal benefit
- Any costs not allowable for federal programs per 2 C.F.R. Part 200 which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

**NOTE: This is NOT an all-inclusive list of unallowable expenses.** If you have questions about unallowable expenses, please e-mail your questions to [21century@mdek12.org](mailto:21century@mdek12.org).

All budget requests must be made in accordance with the use of funds for the 21<sup>st</sup> CCLC program and must meet the requirements in EDGAR and 2 C.F.R. Part 200.



### **3.3 Program Plan and Implementation (60 Total Points)**

#### ***3.3.1 Program Plan (20 Points)***

As part of the proposed program plan, applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21<sup>st</sup> CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students. The applicant must provide evidence of best practices, including research or evidence-based practices that will be used to conduct educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for the students to be served by the proposed STEAM 21<sup>st</sup> CCLC program.

The applicant must provide a narrative with a complete plan explaining how the program will operate, will address the needs identified in the needs assessment process, and align activities with the Mississippi College and Career Readiness Standards. The plan should also provide a clear, concise description of how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/district improvement plans.

The program plan must also address how the program will increase a family's support for student learning and ensure family members of participating students will be actively engaged in their children's education. Describe the services that will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals, including opportunities for literacy and related educational development for the families of the children served by the program. To build partnerships with the families they serve, programs should provide activities and services that are linked to student learning.

As part of the program plan, the applicant should continue with a complete plan that utilizes specific goals, strategies and action steps that outline objectives, activities and a timeframe. Applicants must define at least one goal that addresses each of the following categories – Student Academic Achievement, Youth Development, and Family Engagement. Applicants must have a minimum of 3 total goals and at least 2 objectives per goal. All objectives must be measurable (include measurement instruments), performance-based (or participation for one Family Engagement objective), challenging, and able to be assessed throughout the program year (formative assessment). Applicants must provide examples illustrating how identified strategies align with the Mississippi College and Career Readiness Standards and are evidence-based and proven effective. This section provides complete details to address these requirements:

- a. **Goals (Global Outcomes):** Program goals should be realistic and directly aligned with the needs or gaps identified in the prior section. Goals must be numbered (i.e., “1,” “2,” “3,”). Programs must define at least one goal that addresses each of the following categories – Student Academic Achievement, Youth Development, and Family Engagement.
- b. **Measurable Objectives & Measurement Tools (Specific Outcomes):** For each goal, the applicant must include specific objectives with accompanying performance measures that are quantitative and challenging, yet achievable (e.g., “*80% of regularly participating students (i.e. students who attend at least 40% of operational days-30 days or more) will show improvement in reading comprehension abilities, as demonstrated by measures of significant growth on standardized testing (annual), short-cycle assessments, and report card grades.*”). Each objective must be performance based and must be able to be continuously measured throughout the year. However, for the Family Engagement goal(s), it must include one objective that is performance based that is linked to student learning, and one objective that is parent participation based focused on improving parent involvement. Objectives must be numbered using a two-number system per the example table below. The first number will be the same as the goal to which the objective belongs, and the second number will be the unique number for that objective within the goal (e.g., “1.1,” “1.2,” “2.1,” “2.2,” “2.3,”). **All goals must have at least two measurable objectives. These measurable objectives will be monitored, and continued funding is likely to be dependent on achieving the objectives as proven by data.**
- c. **Activities & Timeframe:** Activities are even more specific than objectives. They explain who will do what, when, where, and for how long. Applicants must include specific activities that will clearly allow the program to progress towards the stated objective(s). An applicant shall design and implement its activities based on research or evaluation that provides evidence that the strategies are proven effective in improving student performance. Following each activity, the applicant must indicate the timeframe that each activity will be occurring (e.g., “daily throughout year,” “monthly throughout year,” “weekly during third nine-weeks,” and “daily during summer session”).

The table submitted **must** look like this in **landscape** format:

**Sample Table:**

**Goals, Strategies, Actions Steps, Measurable Objectives, Measurement Tools, Activities, and Timeframe**

<b>Goals</b>	<b>Measurable Objectives</b>	<b>Measurement Tools</b>	<b>Activities</b>	<b>Timeframe</b>
<p><b>Example:</b> 1) Improve academic achievement</p>	<p><b>Examples:</b> 1.1) 50% of regularly participating students (attending the program 30 days or more) will demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Mississippi's content standards</p>	<p><b>Examples:</b> MAP Assessment, pre- and post-assessments, and report card grades.</p>	<p><b>Examples:</b> a) Homework Assistance  b) <i>Learning Today</i> reading computer based assessments/activities  c) Book Club  d) Individualized reading and tutoring</p>	<p><b>Examples:</b> a) Daily throughout the school year  b) Weekly throughout the project year  c) Weekly throughout the project year  d) Twice per week throughout the school year</p>
<p>2) Improve Student Attendance</p>	<p>2.1) 80% of students per site will meet or exceed the district's average school day attendance</p>	<p>Examples: School information system attendance records, discipline records, behavior charts</p>	<p>a) Small group discussion  b) Character education lessons  c) Peer mentoring  d) Social and emotional enrichment activities</p>	<p>a) Twice per week throughout the school year  b) Weekly throughout the project year  c) Weekly throughout the project year  d) Twice per week throughout the year</p>

3) Improve family partnerships	3.1) 75% of parents will improve understanding of child's academic progress	Examples: Parent evaluations, pre-post results of parent surveys	a) Student led conferences b) Family Math Night c) Family Newsletter d) Staff development to build communication strategies	a) Once per quarter b) Monthly throughout the project year c) Monthly throughout the project year d) Monthly throughout the project year
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### ***3.3.2 Quality Contact Time (5 Points)***

#### **Guidance**

Research has proven that brief periods of contact time in before- and after-school programs are not beneficial to students but show that there is a meaningful jump in the positive impact on student outcomes when participation increases from 30 to 90 days of participation. In determining the days and hours of operation, applicants should consider that positive outcomes for students are strongly linked to a higher number of days of participation in a quality program.

Provide a brief narrative that expands on the before- and after-school, summer or other non-school time activities listed in the table referenced above, focusing on the hours and days of service for students and families. Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members. To best serve the children of working families, centers should establish consistent and dependable hours of operation.

The applicant must clearly state the total number of hours per week each site will operate. **Each enrolled student** must be given the opportunity to attend academic and enrichment activities **a minimum of 9 hours each week** to provide a quality program that fosters maximum positive impact on students' development and learning. Travel time does not count towards the 9-hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

The applicant must attach a sample weekly schedule of activities for **each** component (i.e., before school, after school, summer) at each site.

### ***3.3.3 Recruitment and Retention (6 Points)***

In this section, describe in detail the criteria used for selecting 21<sup>st</sup> CCLC students. Programs must implement specific strategies that will be used to recruit targeted students for enrollment **and** retain them to achieve long term (i.e., at least 30 days) participation. The 21<sup>st</sup> CCLC program defines “regular participation” as those students

who attend a minimum of 30 days in a school year. Further, 21<sup>st</sup> CCLC programs are not drop-in programs. Students must be recruited and provided continuous services designed to encourage full participation in all the daily program activities and long-term engagement in the program.

In the narrative, applicants must discuss how regular school day staff will be consulted in the identification and recruitment of 21<sup>st</sup> CCLC students. The narrative must include the number of targeted students that will be served by the proposed 21<sup>st</sup> CCLC program. Strategies utilized for recruitment and retention should be specific to the targeted population (e.g., grade level, native language, etc.).

Please note that applicants proposing to serve the same target population at a site that received funding in FY18 will not be permitted to propose a target population that exceeds 120% of the FY18 average daily attendance. For example, if a site averaged 100 students in 6<sup>th</sup> – 8<sup>th</sup> grade per day in FY18, that site may propose to serve a maximum of 120 6<sup>th</sup> – 8<sup>th</sup> graders per day in FY19. This requirement does not apply to sites that were inoperative in FY18.

### ***3.3.4 Staffing and Professional Development (6 Points)***

A quality program employs staff and volunteers who value each youth, understand youths' developmental needs, and develop working relationships with coworkers, youth, families and caregivers and other partners.

In this section, provide a brief narrative of the program's organizational, managerial, and staffing structure, as well as an overview of how ongoing hiring and staff professional learning opportunities will be developed and implemented during the grant award period. Included in the hiring process description should be a clear set of procedures as to how the program management staff will conduct and use the results of national criminal background checks to deliver fitness determinations for the employment of all grant-funded workers, including contractors and subcontractors, and regular volunteers (adults who have contact with students more than one time).

This section's narrative must include job descriptions of key personnel and their required qualifications (e.g., program director/manager, site coordinator(s), data entry clerk, etc.), as well as how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately. All 21<sup>st</sup> CCLC programs must identify one individual to serve as program director. This individual will serve as the primary contact for MDE and administer the program. For budget and planning purposes, each program should hire a site coordinator who will be responsible for the daily operation, coordination and delivery of services at the respective sites. **Additionally, 21<sup>st</sup> CCLC programs are recommended to employ a staff member who is responsible for the collection and maintenance of data.**

The narrative must also describe the expected certifications and qualifications of the instructional staff and include student to staff ratios for academic and personal

enrichment activities. It is recommended that the academic portion of the program have the support of certified teachers and maintain ratios that are no more than 15:1. Personal enrichment ratios should be no more than 15:1.

The narrative must also describe how the program will provide ongoing and regular opportunities for professional development and staff planning during the grant award period. A quality program supports the professional growth of staff and volunteers by providing ongoing professional development that bolsters the knowledge and skill necessary for implementing best practice programming. Meaningful professional development should allow staff to meet regularly, develop plans that align the afterschool program with the regular school day curriculum, conduct continuous improvement evaluation practices as well as help to maintain and recruit high quality staff.

Finally, the narrative must also include the applicant's plan for recruiting and utilizing volunteers, including senior citizens.

### ***3.3.5 Advisory Council and Operating Partnerships (5 Points)***

To ensure broad-based community, school, and student involvement and support, all 21<sup>st</sup> CCLC subgrantees are required to establish a local 21<sup>st</sup> CCLC Advisory Council composed of students, teachers, parents, community agencies, and private sector businesses. Applicants must provide a description detailing the plan to develop an advisory council, including who will serve on the council, how often meetings will be held, and the primary functions of the council. Subgrantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. A minimum of **two (2)** meetings per year **must** be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, current or future program needs and/or concerns, program operations, program recommendations, and sustainability. The optimum size is 10 to 15 members, with at least two of those members being parents and at least another two being students participating in the program.

In addition to the narrative, applicants must provide a description, through a signed Participation Letter of the partnerships that have been developed between/among an LEA, a community-based organization, and/or another public or private organization. Each identified **partner, LEA, and targeted school** must sign its own *Participation Letter* (Form 6) found on page 75.

To complement the signed Participation Letter, each applicant must complete the *Summary of Partners Table* (Form 7) found on page 76.

**Please note that food is not an allowable expense for the 21<sup>st</sup> CCLC program.** However, 21<sup>st</sup> CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. Therefore, when developing partnerships, applicants must clearly consider and indicate how and from whom snacks, meals, or both will be acquired other

than using 21<sup>st</sup> CCLC funds. This information should include how snacks, meals, or both will be distributed to sites for provision to participating students daily when the program is in operation. Meal/snack requirements are as follows:

- a. Before-school (daily, nutritious breakfast)
- b. After-school (daily, nutritious snack)
- c. Non-school days (daily nutritious breakfast, lunch and/or snack, dependent on hours of operation)

When considering your plan, please keep in mind that other federal programs can also complement local 21<sup>st</sup> CCLC programs. The applicant is required to demonstrate how the proposed program will coordinate and make the most effective use of public resources from other Federal, State, and local programs. 21<sup>st</sup> CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for “after-school snacks” (<http://www.fns.usda.gov/school-meals/afterschool-snacks>). Local communities can also participate in USDA’s Summer Food Service program.

### ***3.3.6 Collaboration and Communication (6 Points)***

The applicant is required to disseminate information about the program to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.

Separately, applicants must also specifically describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Mississippi standards-based test results, student report cards and/or progress reports, surveys, Individualized Education Plans). Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

### ***3.3.7 Student Safety and Transportation (6 Points)***

Provide a narrative detailing how each site will ensure the safety of participating students. The applicant must clearly indicate:

- a. How the safety of children will be maintained on-site (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer);
- b. How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students;
  - i. Subgrantees are encouraged to use vehicles which meet school bus or multi-function school activity bus standards. However, a subgrantee can choose to use nontraditional school buses. If nontraditional school buses are used, the transportation policy must address the following: insurance coverage; driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for each driver designated as approved (including substitute drivers); periodic maintenance and inspection records; and a plan for substitute drivers, if applicable.
  - ii. In determining transportation plans, applicants should consider the change in time due to Daylight Savings and that it gets darker earlier during the fall and winter months.
- c. The maximum length of travel time students will travel either to or from the sites(s);
- d. How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
- e. How the facility will safely accommodate the proposed number of students.

**Purchasing of vehicles of any kind using 21<sup>st</sup> CCLC funding is prohibited by the MDE.**

### ***3.3.8 Sustainability Plan (6 Points)***

A preliminary sustainability plan must be developed as part of the proposal to show how the community learning center will continue the same level of service when funding is reduced to 80% in year 3 and ultimately, after 21<sup>st</sup> CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the three-year grant funding ends. The plan **must** include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution. Please note that subgrantees are not allowed to reduce services in year 3 to accommodate the reduction in funding.



## 3.4 Evaluation (10 Total Points)

### 3.4.1 Evaluation Plan (10 Total Points)

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For this proposal, an external evaluator is an individual, agency, or organization, with **no** vested interest in the 21<sup>st</sup> CCLC program. This requirement excludes the original grant proposal writer(s); family members of applicants, participants, and partners; employees of applicant; and the applicant's partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. **The amount to be paid to the evaluator from grant funds cannot exceed 3% of the annual grant award amount.** If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21<sup>st</sup> CCLC sources. The narrative must include a description of the qualifications of the evaluator. Please note it is not necessary or expected that the applicant know the identity of the evaluator now, however, the applicant must address the qualifications it will seek in an evaluator. In addition, subgrantees cannot be evaluated by other subgrantees.

The applicant must continue by providing a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments. The plan must be based on established performance measures previously identified in the *Goals, Objectives, Activities, and Timeframe* table. In addition, the evaluation plan should address the requirements detailed in the *MDE's Expected Reporting Outcomes* section of this RFP. Importantly, the plan must address how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress. Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

### 3.4.2 Expected Reporting Outcomes - Formative Evaluation Requirement

The 21<sup>st</sup> CCLC program puts forth sound measures of effectiveness to guide local subgrantees in identifying and implementing programs and activities that can directly enhance student learning. As required by law, all 21<sup>st</sup> CCLC programs **must** indicate how each activity satisfies the measures of effectiveness. Programs **must** be based upon:

- An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and

- Where appropriate, evidenced-based research that provides evidence that the program will help students meet the State academic achievement standards. It is expected that community learning centers will employ strategies based on evidence-based research when providing services where such research has been conducted and is available.

Each subgrantee must undergo periodic (formative) evaluations to assess progress toward achieving the proposed objectives and goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the measures of effectiveness, as detailed above. The formative evaluation should involve both quantitative and qualitative data collection. The results of the formative evaluation must be: (1) used to refine, improve, and strengthen the program (i.e., continuous improvement of the program); and (2) made available to the public upon request.

The formative evaluations must be documented in written reports by the external evaluators and submitted to the MDE by a designated date. The written formative evaluation reports must contain, **at minimum**, the following elements:

- **Student attendance:** Data on average daily attendance and enrollment at each site;
- **Program operation:** Synopsis of current level of operation at each site;
- **Objective assessment:** Data analysis and indication of progress towards achieving EACH objective (as required, **all** objectives must include measures that allow for continuous (formative) assessment); and
- **Recommendations:** Recommendations for programmatic refinement for all objectives where progress is not being achieved and/or where the program is not likely to achieve the stated objective by the end of the program year.

### ***3.4.3 Expected Reporting Outcomes - Summative Evaluation Requirement***

Each 21<sup>st</sup> CCLC program must submit an annual summative evaluation report. The summative report must provide a detailed summary of the program and progress towards meeting each stated objective. The summative report must include data collected during the 2019-2020 academic year.

Each summative report must include, at minimum, the following sections:

1. **Overview and history:** Provide a general overview of the 21<sup>st</sup> CCLC program, including a history of previous operation and how the program has progressed and improved over the past year(s) of operation.
2. **Student attendance and enrollment:**
  - a) Total and regularly-participating student enrollment (per site)
  - b) Student demographics (e.g., gender, ethnicity)
  - c) Average daily attendance (per site)
3. **Program operation:** The summative report must include information

on operation for each site within the program (e.g., days, hours, and weeks of operation for each component).

4. **Quality of staffing:** The composition of site staff is one method for assessing the quality and breadth of 21<sup>st</sup> CCLC programs. For each site within the program, the summative report must include information about staffing (e.g., student to: staff ratio, staff training, professional development, and use of certified teachers).
5. **Objective assessment:** Within the grant Proposal, 21<sup>st</sup> CCLC programs proposed goals, objectives and methods of evaluating progress towards achieving the objectives. The summative report must include detailed information and assessment for each objective approved by the MDE (e.g., activities, data collected, timeline, analysis and results). Programs are **not** permitted to revise, reword, or otherwise change their objectives without specific written approval from the MDE. Approved changes will require a program amendment.
6. **Other observations (optional):** If appropriate, provide other relevant findings pertaining to this 21<sup>st</sup> CCLC program. Other findings could include qualitative and/or quantitative data not related to specific objectives; quotes and/or statements from students, parents, and/or teachers; success stories of students within the program; and photographs demonstrating unique program activities and services. Programs may also include results and outcomes based upon the Mississippi College and Career Readiness Standards to improve, refine and strengthen the 21<sup>st</sup> CCLC program.
7. **Progress towards sustainability:** The summative report must assess the program's progress towards following the sustainability plan and provide current information about program partnerships (e.g., partnership development, partner maintenance, and contributions to the program).
8. **Overall recommendations:** Provide an overall assessment of this 21<sup>st</sup> CCLC program, as well as any program-wide recommendations to enhance program quality and continuous improvement.

The summative evaluation report is required of all 21<sup>st</sup> CCLC programs. This report will be compared to data submitted to the MDE to ensure accuracy of data analyzed and summarized. The 21<sup>st</sup> CCLC program must, upon request, provide the MDE all data mentioned in the summative evaluation report. The MDE will review all summative evaluation reports to aid in its determination of whether to award discretionary continuation funding in years two and three. Failure to show adequate progress towards achieving objectives may result in discontinuation of funding or “high-risk” designation status with increased monitoring, audit, and evaluation efforts by the MDE.

## **PART 4. FORMS**

Each of the forms in this section must be included for each submission and can be found on the MDE 21<sup>st</sup> CCLC website <https://mdek12.org/OFP/Title-IV-Part-B> under the FY19 Request for Proposals tab. Please follow the instructions detailed in the previous sections, as well as on the individual forms, when completing the attachments. Any questions should be submitted to [21century@mdek12.org](mailto:21century@mdek12.org).

### **4.1 Supplemental Forms**

- Supplemental Form A- Competitive Priority Points
- Supplemental Form B- Required Elements Checklist
- Supplemental Form C - List of Current Counties Served
- Supplemental Form D - School Designations List
- Supplemental Form E - Notice of Intent to Apply

### **4.2 Proposal Forms**

- Form 1 – Cover Page
- Form 2 – Program Specific Assurances
- Form 3 – Private School Consultation
- Form 4—Conflict of Interest Disclosure Form
- Form 5—21<sup>st</sup> CCLC FY19 RFP Competitive Priority Worksheet
- Form 6 – Participation Letter
- Form 7 – Summary of Partners Table
- Form 8 – Co-Applicant/Consortium
- Form 9 – Acknowledgement of RFP Amendments

### **4.3 Budget Forms**

- Budget Form A –Budget Overview
- Budget Form B – Budget Summary
- Budget Form C – Budget Narrative

# 4.1 SUPPLEMENTAL FORMS

## SUPPLEMENTAL FORM A

### Competitive Priority Points

<b>Priority Description</b>	<b>Points Possible</b>
<p>Proposal is submitted <b>jointly/collaboratively</b> between at least one LEA and at least one eligible entity. Please refer to Section 2.6, page 17 of this RFP for more information regarding this criterion.</p>	<p>Proposal is Submitted Jointly = 5 points</p> <p>Proposal is not Submitted Jointly = 0 points</p>
<p>Program is proposing to serve participants that attend schools that have been designated as CSI, TSI, or ATSI.</p> <p>Please see Supplemental Form F or visit <a href="http://www.mdek12.org/OSI">http://www.mdek12.org/OSI</a> for more information.</p> <p>Please refer to Section 2.6, page 17 of this RFP for more information regarding this criterion. <b>(Maximum amount of points awarded for this priority is 10 points)</b></p>	<p>CSI Schools = 3 points per school</p> <p>TSI/ATSI Schools = 2 points per school</p>
<p>Program is proposing to serve participants in a county that is <b>not</b> currently receiving 21<sup>st</sup> CCLC funding in FY19. Please see <i>Supplemental Form C</i> on page 49 for list of counties eligible for priority.</p>	<p>Yes = 2.5 points</p> <p>No = 0 points</p>

## SUPPLEMENTAL FORM B

### Required Elements Checklist

To be eligible to receive a subgrant under this part, an eligible entity shall submit a proposal to the MDE at such time, in such manner, and including such information as the MDE may reasonably require. 20 U.S.C.A. § 7174. The proposal **must** include **all** the required components listed on this form to proceed to Phase 2 of the proposal process. Proposals without all required components and forms will not be reviewed (Phase 2). **The narrative portions of the proposal should not exceed 15 pages.**

**All forms MUST be filled out completely. Failure to include the required elements listed below will result in your proposal's rejection.**

#### REQUIRED ELEMENTS submitted in this order:

- ✓ Active and unrestricted DUNS Number with verification document
- ✓ Signed Proposal Cover Sheet (Form 1)—*Required Signature(s)*
- ✓ Signed Assurances (Form 2)—*Required Signature(s)*
- ✓ Signed Private School Consultation (Form 3)—*Required Signature*
- ✓ Signed Conflict of Interest (Form 4)—*Required Signature*
- ✓ Competitive Priority Worksheet (Form 5)
- ✓ Signed Participation Letter(s) (Form 6)—*Required Signature(s)*
- ✓ Summary of Partners (Form 7)
- ✓ Co-Applicant/Consortium (Form 8) (*if applicable*)
- ✓ Signed Acknowledgement of RFP Amendments (Form 9)—*Required Signature*
- ✓ Abstract
- ✓ Needs Assessment
- ✓ Program Plan
- ✓ Evaluation Plan
- ✓ Budget Forms A, B, & C
- ✓ Most recent Single or Program-specific Audit (If the organization **did not** receive \$750,000 or more in federal awards in the previous fiscal year, please submit a letter stating so.)

#### FORMATTING and SUBMISSION DIRECTIONS

##### Applicants must:

- ✓ Include **one (1)** completed **original** proposal with original signatures preferably in blue ink and **two (2)** printed copies, sealed and secured solely by a single binder clip at the top. **Electronic signatures will not be accepted.**
- ✓ Assemble the proposal and submit in the order as noted above

Applicants are encouraged to submit proposals using the following parameters:

- Submitted on 8.5" x 11" white paper using 12-point Times New Roman font
- Formatted using 1" margins on all sides

- Portrait setting (see narrative requirements for information about Goals, Objectives, Activities, and Timeframe table that must be landscape formatted)
- Double-spaced and single-sided (pages must include grantee's name and page number within the footer in the lower right-hand corner)



## SUPPLEMENTAL FORM C

### Current 21<sup>st</sup> CCLC Grantees by Geographical Location

SUBGRANTEE NAME	CITY	COUNTY
Alcorn School District	Corinth	Alcorn
Boys & Girls Club of East MS	Meridian	Lauderdale
Brookhaven School District	Brookhaven	Lincoln
Canton School District	Canton	Madison
Carroll County School District	Carrollton	Carroll
Columbia School District	Columbia	Marion
Columbus Municipal School District	Columbus	Lowndes
COOL Education	Ridgeland	Madison
Corinth School District	Corinth	Alcorn
Corinth School District	Corinth/DeKalb	Kemper
Franklin Co School District	Meadville	Franklin
Greenwood School District	Greenwood	Leflore
Grenada School District	Grenada	Grenada
Hazlehurst City School District	Hazlehurst	Copiah
Hinds County School District	Bolton/Byram	Hinds
Holmes County School District	Lexington	Holmes
Kirkland Group	Yazoo City	Yazoo
McComb School District	McComb	Pike
MS Delta Chapter of the Links	Clarksdale	Coahoma
MS State University	West Point	Clay
Perry County School District	New Augusta	Perry
Quitman County School District	Marks	Quitman
Save the Children	Duncan	Bolivar
South Panola School District	Batesville	Panola
South Tippah School District	Ripley	Tippah
Spring Initiative	Clarksdale	Coahoma
SR1	Forest	Scott
Starkville/Oktibbeha Consolidated School District	Starkville	Oktibbeha
Tougaloo College	Jackson	Hinds

## SUPPLEMENTAL FORM D

### MDE Office of School Improvement School Designation List 2018 - 2019

<b>District</b>	<b>School</b>	<b>Identification</b>
Alcorn School District	Kossuth Middle School	Targeted Support and Improvement (TSI)
Alcorn School District	Alcorn Central Middle School	Additional Targeted Support and Improvement (TSI)
Amite County School District	Amite County Elementary	Additional Targeted Support and Improvement (TSI)
Amory School District	Amory Middle School	Additional Targeted Support and Improvement (TSI)
Bay St Louis Waveland School District	Bay Waveland Middle School	Additional Targeted Support and Improvement (TSI)
Brookhaven School District	Alexander Jr. High School	Additional Targeted Support and Improvement (TSI)
Brookhaven School District	Lipsey School	Additional Targeted Support and Improvement (TSI)
Canton Public School District	Nichols Middle School	Additional Targeted Support and Improvement (TSI)
Choctaw Co School District	Choctaw County High School	Additional Targeted Support and Improvement (TSI)
Clarksdale Municipal School District	Geo H Oliver Visual/Performing Arts	Comprehensive Support and Improvement (CSI)
Clarksdale Municipal School District	Oakhurst Intermediate Academy	Comprehensive Support and Improvement (CSI)
Cleveland School District	Nailor Elementary School	Comprehensive Support and Improvement (CSI)
Cleveland School District	Pearman Elementary School	Additional Targeted Support and Improvement (TSI)
Clinton Public School District	Clinton Jr. High School	Targeted Support and Improvement (TSI)
Coahoma County School District	Coahoma County Jr/Sr High School	Comprehensive Support and Improvement (CSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
Columbia School District	Jefferson Middle School	Targeted Support and Improvement (TSI)
Columbus Municipal School District	Columbus Middle School	Additional Targeted Support and Improvement (TSI)
Columbus Municipal School District	Cook Elementary School	Additional Targeted Support and Improvement (TSI)
Copiah County School District	Crystal Springs Middle School	Additional Targeted Support and Improvement (TSI)
Covington County Schools	Carver Middle School	Targeted Support and Improvement (TSI)
Covington County Schools	Hopewell Elementary School	Targeted Support and Improvement (TSI)
Covington County Schools	Mount Olive Attendance Center	Additional Targeted Support and Improvement (TSI)
Covington County Schools	Seminary Middle School	Additional Targeted Support and Improvement (TSI)
Desoto County School District	Horn Lake High School	Targeted Support and Improvement (TSI)
Desoto County School District	Horn Lake Intermediate School	Additional Targeted Support and Improvement (TSI)
Desoto County School District	Horn Lake Middle School	Additional Targeted Support and Improvement (TSI)
Desoto County School District	Southaven Elementary School	Additional Targeted Support and Improvement (TSI)
Desoto County School District	Southaven Intermediate School	Additional Targeted Support and Improvement (TSI)
Desoto County School District	Southaven Middle School	Additional Targeted Support and Improvement (TSI)
Durant Public School District	Durant Public School	Comprehensive Support and Improvement (CSI)
East Tallahatchie Consolidated School District	Charleston Middle School	Comprehensive Support and Improvement (CSI)
Forest Municipal School District	Hawkins Middle School	Targeted Support and Improvement (TSI)
George County School District	George County High School	Additional Targeted Support and Improvement (TSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
George County School District	George County Middle School	Additional Targeted Support and Improvement (TSI)
Greene County School District	Leakesville Jr High School	Additional Targeted Support and Improvement (TSI)
Greenville Public Schools	Armstrong Elementary School	Comprehensive Support and Improvement (CSI)
Greenville Public Schools	T.L. Weston Middle School	Targeted Support and Improvement (TSI)
Greenwood Public School District	Greenwood Middle School	Additional Targeted Support and Improvement (TSI)
Grenada School District	Grenada Middle School	Additional Targeted Support and Improvement (TSI)
Gulfport School District	Bayou View Middle School	Additional Targeted Support and Improvement (TSI)
Gulfport School District	Gulfport Central Middle School	Additional Targeted Support and Improvement (TSI)
Hancock County School District	Hancock High School	Targeted Support and Improvement (TSI)
Hancock County School District	Hancock Middle School	Additional Targeted Support and Improvement (TSI)
Harrison County School District	Crossroads Elementary School	Additional Targeted Support and Improvement (TSI)
Harrison County School District	Diberville Middle School	Additional Targeted Support and Improvement (TSI)
Harrison County School District	Harrison Central Elementary	Additional Targeted Support and Improvement (TSI)
Harrison County School District	Harrison Central High School	Additional Targeted Support and Improvement (TSI)
Hattiesburg Public School District	Hattiesburg High School	Targeted Support and Improvement (TSI)
Hattiesburg Public School District	Lillie Burney Steam Academy	Additional Targeted Support and Improvement (TSI)
Hinds County School District	Byram Middle School	Additional Targeted Support and Improvement (TSI)
Hinds County School District	Gary Road Intermediate School	Additional Targeted Support and Improvement (TSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
Hinds County School District	Raymond High School	Additional Targeted Support and Improvement (TSI)
Hinds County School District	Terry High School	Additional Targeted Support and Improvement (TSI)
Hinds County School District	Utica Elem./Middle School	Additional Targeted Support and Improvement (TSI)
Holmes County School District	William Dean Elementary School	Comprehensive Support and Improvement (CSI)
Holmes County School District	S V Marshall Elementary School	Additional Targeted Support and Improvement (TSI)
Holmes County School District	Williams-Sullivan Elementary	Additional Targeted Support and Improvement (TSI)
Houston School District	Houston Middle School	Additional Targeted Support and Improvement (TSI)
Humphreys County School District	Humphreys Jr. High School	Comprehensive Support and Improvement (CSI)
Humphreys County School District	Ida Greene Lower Elementary School	Comprehensive Support and Improvement (CSI)
Humphreys County School District	O M Mc Nair Upper Elementary School	Additional Targeted Support and Improvement (TSI)
Itawamba County School District	Dorsey Attendance Center	Additional Targeted Support and Improvement (TSI)
Itawamba County School District	Itawamba Attendance Center	Additional Targeted Support and Improvement (TSI)
Jackson Co School District	St Martin Upper Elementary	Additional Targeted Support and Improvement (TSI)
Jackson County School District	East Central Middle School	Targeted Support and Improvement (TSI)
Jackson County School District	St Martin High School	Targeted Support and Improvement (TSI)
Jackson County School District	St. Martin Middle School	Additional Targeted Support and Improvement (TSI)
Jackson Public School District	Blackburn Middle School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Brinkley Middle School	Comprehensive Support and Improvement (CSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
Jackson Public School District	Callaway High School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Cardozo Middle School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Chastain Middle School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Lanier High School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Mc Leod Elementary School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Powell Middle School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Sykes Elementary School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Whitten Middle School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Wingfield High School	Comprehensive Support and Improvement (CSI)
Jackson Public School District	Hardy Middle School	Targeted Support and Improvement (TSI)
Jackson Public School District	Siwell Middle School	Targeted Support and Improvement (TSI)
Jackson Public School District	Forest Hill High School	Additional Targeted Support and Improvement (TSI)
Jackson Public School District	Galloway Elementary School	Additional Targeted Support and Improvement (TSI)
Jackson Public School District	Peeples Middle School	Additional Targeted Support and Improvement (TSI)
Jefferson County School District	Jefferson County Elementary School	Comprehensive Support and Improvement (CSI)
Jefferson County School District	Jefferson County Jr. High School	Comprehensive Support and Improvement (CSI)
Jefferson County School District	Jefferson County Upper Elementary School	Comprehensive Support and Improvement (CSI)
Jones County School District	East Jones Elementary School	Additional Targeted Support and Improvement (TSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
Jones County School District	North Jones Elementary School	Additional Targeted Support and Improvement (TSI)
Jones County School District	Northeast Jones High School	Additional Targeted Support and Improvement (TSI)
Jones County School District	South Jones Elementary School	Additional Targeted Support and Improvement (TSI)
Jones County School District	West Jones Elementary School	Additional Targeted Support and Improvement (TSI)
Kosciusko School District	Kosciusko Middle	Additional Targeted Support and Improvement (TSI)
Kosciusko School District	Kosciusko Upper Elem	Additional Targeted Support and Improvement (TSI)
Lamar County School District	Oak Grove Middle School	Additional Targeted Support and Improvement (TSI)
Lamar County School District	Purvis Middle School	Additional Targeted Support and Improvement (TSI)
Lamar County School District	Sumrall Elementary School	Additional Targeted Support and Improvement (TSI)
Lamar County School District	Sumrall Middle School	Additional Targeted Support and Improvement (TSI)
Lauderdale County School District	Clarkdale Middle School	Additional Targeted Support and Improvement (TSI)
Lauderdale County School District	Northeast Lauderdale Middle School	Additional Targeted Support and Improvement (TSI)
Lauderdale County School District	Southeast Lauderdale Middle School	Additional Targeted Support and Improvement (TSI)
Laurel School District	Laurel Middle School	Targeted Support and Improvement (TSI)
Lawrence County School District	Rod Paige Middle School	Targeted Support and Improvement (TSI)
Leake County School District	Leake County High School	Comprehensive Support and Improvement (CSI)
Leake County School District	Leake Central Elementary School	Additional Targeted Support and Improvement (TSI)
Leake County School District	Leake Central Junior High	Additional Targeted Support and Improvement (TSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
Lee County School District	Saltillo High School	Targeted Support and Improvement (TSI)
Lee County School District	Guntown Middle School	Additional Targeted Support and Improvement (TSI)
Lee County School District	Mooreville Middle School	Additional Targeted Support and Improvement (TSI)
Lee County School District	Plantersville Middle School	Additional Targeted Support and Improvement (TSI)
Lee County School District	Saltillo Elementary School	Additional Targeted Support and Improvement (TSI)
Louisville Municipal School District	Louisville Elementary School	Targeted Support and Improvement (TSI)
Lowndes County School District	Caledonia Middle School	Additional Targeted Support and Improvement (TSI)
Lowndes County School District	New Hope Middle School	Additional Targeted Support and Improvement (TSI)
Madison County School District	Germantown Middle School	Additional Targeted Support and Improvement (TSI)
Madison County School District	Madison Central High School	Additional Targeted Support and Improvement (TSI)
Madison County School District	Ridgeland High School	Additional Targeted Support and Improvement (TSI)
Marshall County School District	Galena Elementary School (K-6)	Comprehensive Support and Improvement (CSI)
Marshall County School District	Byhalia Middle School (6-8)	Targeted Support and Improvement (TSI)
McComb School District	McComb Middle School	Additional Targeted Support and Improvement (TSI)
Meridian Public School District	George Washington Carver Middle School	Comprehensive Support and Improvement (CSI)
Meridian Public School District	Meridian High School	Targeted Support and Improvement (TSI)
Meridian Public School District	T J Harris Elementary	Additional Targeted Support and Improvement (TSI)
Midtown Public Charter School	Midtown Public Charter School	Additional Targeted Support and Improvement (TSI)



<b>District</b>	<b>School</b>	<b>Identification</b>
Moss Point Separate School District	Magnolia Middle School	Additional Targeted Support and Improvement (TSI)
Moss Point Separate School District	Moss Point Escatawpa Upper Elem	Additional Targeted Support and Improvement (TSI)
Natchez-Adams School District	Morgantown Middle	Additional Targeted Support and Improvement (TSI)
Neshoba County School District	Neshoba Central High School	Targeted Support and Improvement (TSI)
Neshoba County School District	Neshoba Central Middle School	Additional Targeted Support and Improvement (TSI)
New Albany Public Schools	New Albany Middle School	Targeted Support and Improvement (TSI)
Newton Municipal School District	Newton Elementary School	Targeted Support and Improvement (TSI)
North Bolivar Consolidated School District	Broad Street High School	Comprehensive Support and Improvement (CSI)
North Bolivar Consolidated School District	John F Kennedy Memorial High School	Comprehensive Support and Improvement (CSI)
North Bolivar Consolidated School District	Shelby School	Comprehensive Support and Improvement (CSI)
North Panola Schools	North Panola Junior High School	Additional Targeted Support and Improvement (TSI)
North Pike School District	North Pike Middle School	Additional Targeted Support and Improvement (TSI)
Noxubee County School District	B F Liddell Elementary School	Additional Targeted Support and Improvement (TSI)
Noxubee County School District	B F Liddell Middle School	Additional Targeted Support and Improvement (TSI)
Noxubee County School District	Virgil Jones Jr. Elementary School	Additional Targeted Support and Improvement (TSI)
Pascagoula Gautier School District	Pascagoula High School	Targeted Support and Improvement (TSI)
Pascagoula Gautier School District	William M. Colmer Middle School	Targeted Support and Improvement (TSI)
Pascagoula Gautier School District	Singing River Academy	Additional Targeted Support and Improvement (TSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
Pascagoula Gautier School District	Trent Lott Academy	Additional Targeted Support and Improvement (TSI)
Pass Christian Public School District	Pass Christian Middle School	Additional Targeted Support and Improvement (TSI)
Perry County School District	Perry Central Middle School	Additional Targeted Support and Improvement (TSI)
Philadelphia Public School District	Philadelphia High School	Comprehensive Support and Improvement (CSI)
Philadelphia Public School District	Philadelphia Elementary School	Additional Targeted Support and Improvement (TSI)
Picayune School District	Picayune Junior High School	Additional Targeted Support and Improvement (TSI)
Pontotoc City Schools	Pontotoc Middle School	Additional Targeted Support and Improvement (TSI)
Pontotoc County School District	South Pontotoc Middle School	Targeted Support and Improvement (TSI)
Pontotoc County School District	North Pontotoc Upper Elementary	Additional Targeted Support and Improvement (TSI)
Poplarville Separate School District	Middle School of Poplarville	Additional Targeted Support and Improvement (TSI)
Quitman County School District	Quitman County Middle School	Additional Targeted Support and Improvement (TSI)
Quitman School District	Quitman Jr. High School	Targeted Support and Improvement (TSI)
Quitman School District	Quitman Upper Elementary School	Additional Targeted Support and Improvement (TSI)
Rankin County School District	Florence Middle School	Additional Targeted Support and Improvement (TSI)
Scott County School District	Bettye Mae Jack Middle School	Additional Targeted Support and Improvement (TSI)
Simpson County School District	Magee Middle School	Additional Targeted Support and Improvement (TSI)
Simpson County School District	Mendenhall Jr. High School	Targeted Support and Improvement (TSI)
Smith County School District	Raleigh High School	Targeted Support and Improvement (TSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
Smith County School District	Raleigh Elementary School	Additional Targeted Support and Improvement (TSI)
South Delta School District	South Delta Middle School	Comprehensive Support and Improvement (CSI)
South Panola School District	Batesville Junior High School	Additional Targeted Support and Improvement (TSI)
South Panola School District	Batesville Middle School	Additional Targeted Support and Improvement (TSI)
South Pike School District	Eva Gordon Elementary School	Comprehensive Support and Improvement (CSI)
South Tippah School District	Blue Mountain High School	Comprehensive Support and Improvement (CSI)
Starkville-Oktibbeha Consolidated School District	Armstrong Middle School	Targeted Support and Improvement (TSI)
Stone County School District	Stone High School	Targeted Support and Improvement (TSI)
Stone County School District	Stone Middle School	Additional Targeted Support and Improvement (TSI)
Sunflower County Consolidated School District	Robert L. Merritt Jr. High School	Targeted Support and Improvement (TSI)
Tate County School District	Coldwater Attendance Center	Comprehensive Support and Improvement (CSI)
Tate County School District	East Tate Elementary School	Additional Targeted Support and Improvement (TSI)
Tunica County School District	Tunica Middle School	Additional Targeted Support and Improvement (TSI)
Tupelo Public School District	Tupelo High School	Additional Targeted Support and Improvement (TSI)
Tupelo Public School District	Tupelo Middle School	Targeted Support and Improvement (TSI)
Union Public School District	Union Middle School	Additional Targeted Support and Improvement (TSI)
Vicksburg Warren School District	Vicksburg High School	Targeted Support and Improvement (TSI)
Vicksburg Warren School District	Vicksburg Intermediate School	Targeted Support and Improvement (TSI)

<b>District</b>	<b>School</b>	<b>Identification</b>
Vicksburg Warren School District	Warren Central Intermediate	Targeted Support and Improvement (TSI)
Vicksburg Warren School District	Vicksburg Junior High School	Additional Targeted Support and Improvement (TSI)
Vicksburg Warren School District	Warren Central High School	Additional Targeted Support and Improvement (TSI)
Vicksburg Warren School District	Warren Central Junior High School	Additional Targeted Support and Improvement (TSI)
Walthall County School District	Tylertown Elementary School	Targeted Support and Improvement (TSI)
Water Valley School District	Davidson Elementary School	Targeted Support and Improvement (TSI)
Wayne County School District	Wayne Central Elementary School	Targeted Support and Improvement (TSI)
Wayne County School District	Wayne County High School	Targeted Support and Improvement (TSI)
Wayne County School District	Waynesboro Riverview Elementary School	Additional Targeted Support and Improvement (TSI)
West Bolivar Consolidated School District	McEvans School	Comprehensive Support and Improvement (CSI)
West Bolivar Consolidated School District	West Bolivar Middle School	Comprehensive Support and Improvement (CSI)
Wilkinson County School District	William Winans Middle School	Targeted Support and Improvement (TSI)
Winona Separate School District	Winona Elementary School	Targeted Support and Improvement (TSI)
Yazoo City Municipal School District	Webster Street Elementary School	Comprehensive Support and Improvement (CSI)
Yazoo City Municipal School District	Yazoo City High School	Comprehensive Support and Improvement (CSI)
Yazoo City Municipal School District	Bettie E Woolfolk Middle School	Targeted Support and Improvement (TSI)
Yazoo City Municipal School District	McCoy Elementary School	Additional Targeted Support and Improvement (TSI)
Yazoo County School District	Yazoo County Middle School	Targeted Support and Improvement (TSI)



## SUPPLEMENTAL FORM E

### FY19 21<sup>st</sup> Century Community Learning Centers

#### Notice of Intent to Apply

\_\_\_\_\_, 2019

Dear Mr. Norwood:

This notice confirms that \_\_\_\_\_ (organization) \_\_\_\_\_ is interested in applying for the FY19 STEAM 21<sup>st</sup> Century Community Learning Centers grant and intends to submit a proposal by the February 25, 2019 deadline.

Organization Name \_\_\_\_\_

Superintendent/Director/Fiscal Agent \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email \_\_\_\_\_

Phone \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Title of Authorized Person

**Please complete and fax this form to Chris Norwood at 601-359-2587 or email [21century@mdek12.org](mailto:21century@mdek12.org).**

# 4.2 PROPOSAL FORMS

## Form 1-Cover Page

**21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS (CCLC)  
 FY 19 (School Year 2018-2019) STEAM PROPOSAL PACKAGE  
 Extended Learning Program Option \_\_\_\_\_ YES \_\_\_\_\_ NO**

<b>Name:</b>		<b>Address:</b>		<b>City, State:</b>	
<b>Phone:</b>		<b>Fax:</b>		<b>E-mail:</b>	
<b>Amount Requested Fund Year 18-19 (100%)</b>	<b>Amount Requested Fund Year 19-20 (100%)</b>	<b>Amount Requested Fund Year 20-21 (80%)</b>	<b>DUNS#</b>		
\$ _____ Not to exceed \$250,000	\$ _____ Not to exceed \$250,000	\$ _____ Not to exceed \$200,000			
<b>Congressional District:</b>		<input type="checkbox"/> <b>Individual</b> <input type="checkbox"/> <b>Consortium Grant</b>		<input type="checkbox"/> <b>Rural (most agricultural community)</b> <input type="checkbox"/> <b>Urban (considered to be mostly city)</b> <input type="checkbox"/> <b>Other (town, suburban)</b>	

NAME OF EACH SCHOOL STUDENTS BEING SERVED ATTEND:	ADDRESS OF EACH SCHOOL:	SCHOOL STATUS: (Schoolwide – Targeted Assistance – Differentiated Accountability (DA) designation)	FREE / REDUCED LUNCH RATE FOR EACH SCHOOL:	NUMBER OF STUDENTS TO BE SERVED BY GRANT:	GRADE LEVELS TO BE SERVED:

**Required signatures/dates:**

\_\_\_\_\_  
 Superintendent/Executive Director/Agency Head/Fiscal Agent      Date      Typed Name

\_\_\_\_\_  
 Local Board President      (if applicable)      Date      Typed Name

\_\_\_\_\_  
 Project Coordinator      Date      Typed Name

\_\_\_\_\_  
 Phone Number for Project Coordinator      E-Mail Address for Project Coordinator

**For MDE use only:**      Mississippi Department of Education Approval

21<sup>st</sup> CCLC Coordinator      \_\_\_\_\_

Office Director      \_\_\_\_\_

Grants Management Director      \_\_\_\_\_

Executive Director      \_\_\_\_\_

Approval Date:      \_\_\_\_\_

## Form 2

### PROGRAM SPECIFIC ASSURANCES

*Please read carefully before signing.*

The grantee hereby assures that, in accordance with the statute, the agency or consortium of agencies submitting this proposal shall comply with the following:

#### **Assurances from Title IV, Part B, Section 4204 of the Every Student Succeeds Act**

1. The program will take place in a safe and easily accessible facility;
2. The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;
3. The proposed program is aligned with the challenging State academic standards and any local academic standards;
4. The program will primarily target students who attend schools eligible for schoolwide programs under Section 1114 and the families of such students;
5. Funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
6. The community was given notice of an intent to submit a proposal; and
7. After the submission, the applicant will provide for public availability and review of the proposal and any waiver request.

#### **General Assurances from Title IX, Part C, Section 9306 of the Elementary and Secondary Education Act (Public Law 107-110)**

8. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and proposals;
9. (A) The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and (B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
10. The grantee will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
11. The grantee will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary or other Federal officials;
12. The grantee will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;



13. The grantee will (A) submit such reports to the MDE (which shall make the reports available to the Governor) to perform its duties under the program; and (B) maintain such records, provide such information, and afford such access to the records as the MDE may reasonably carry out the MDE's duties; and
14. Before the Proposal was submitted, the applicant afforded a reasonable opportunity for public comment on the Proposal and considered such comment.

**According to Mississippi Department of Education (MDE) policy:**

15. The grantee agrees to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99. The grantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199. The grantee shall be an equal opportunity employer and shall perform to all applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.
16. The grantee adheres to applicable Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards.
17. The LEA/grantee assures that the salary and wage charges will be supported by proper time reporting documentation that meets the requirements of OMB Uniform Guidance.
18. All Non-Federal entities/grantees that expend \$750,000 or more in a year in Federal awards shall have a single or program-specific audit conducted for that year in accordance with provisions of OMB Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards. ***A copy of the most recent single or program-specific audit must be submitted with proposal. If the Non-Federal entity/grantee did not expend \$750,000 or more in a year in Federal awards, a letter MUST be provided stating that this requirement does not apply. Please complete the following:***
  - A. Do you receive other federal funds? **Please circle one: YES or NO**  
If yes, list amount of federal expenditures for the last fiscal year ended: \$ \_\_\_\_\_
  - B. Period of time the most recent audit covers.  
From \_\_\_\_\_, 20\_\_ to \_\_\_\_\_, 20\_\_
  - C. Period of time the next scheduled audit will cover.  
From \_\_\_\_\_, 20\_\_ to \_\_\_\_\_, 20\_\_
19. The grantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the

right to audit examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Grantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues, which arise from it.

20. The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.
21. The grantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
22. This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.
23. The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the MDE.
24. The MDE, by written notice, may terminate the grant, in whole or in part, if funds supporting the grant are reduced or withdrawn. To the extent that the grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of the grant for services rendered prior to the effective date of termination. The MDE, by written notice, may terminate the grant for nonperformance by the grantee at any time during the term of the grant. The grantee agrees that work, data, etc. created under the auspices of the grant shall be turned over to the MDE upon such termination. The MDE, in whole or in part, may terminate the grant for cause by written notification. Furthermore, the MDE and the grantee may terminate the agreement, in whole or in part, upon mutual agreement. Either the MDE or the contractor may terminate this agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof. The contractor shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the contractor covered by the agreement, less payments of compensation previously made.
25. This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.
26. The grantee shall not assign or subcontract in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.
27. The LEA further assures that any and all technology purchases made with funds received from this grant meet the minimum technical specifications set forth by the MDE.

**Furthermore,**

28. The grantee assures that it meets the three certifications as specified in ED Forum 80-0013, regarding lobbying, debarment/suspension/responsibility status, and drug-free workplace.
29. The grantee assures that it meets as applicable, the assurances relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders, and regulation.
30. The grantee assures that it will adopt all USDE goals and objectives for the ESSA, Title IV, Part B.

**In addition,**

31. The Applicant(s) hereby assures and agrees that, in accordance with statutes and regulations, submitting this proposal shall comply with the following:
32. The proposed program has engaged in timely and meaningful consultation with private school officials;
33. Property acquired under the 21<sup>st</sup> CCLC program will remain within the appropriate facility for continued use in the 21<sup>st</sup> CCLC program after the funding period has expired. If program ends, all property will remain with the district where students attend at the discretion of the MDE;
34. The program will provide services to the proposed number of students on a daily basis, as proposed in the RFP;
35. Student populations to be served by the 21<sup>st</sup> CCLC program are not being served by another existing 21<sup>st</sup> CCLC program or proposed within another submitted competitive proposal. A list of schools currently being served by 21<sup>st</sup> CCLC programs can be found on <https://mdek12.org/OFP/Title-IV-Part-B>;
36. All 21<sup>st</sup> CCLC students will be in attendance during the regular school day;
37. Each 21<sup>st</sup> CCLC program will operate at least three days per week at a minimum of 9 hours per week of afterschool programming;
38. The program will carry out 21<sup>st</sup> CCLC activities for the hours, days, and weeks of operation as proposed in the RFP;
39. The program will offer daily, nutritious snacks that meet the requirements of the USDA National School Lunch Program for meal supplements. Mississippi 21<sup>st</sup> CCLC programs that operate on Saturday or non-school days are required to provide either a three or four-hour day depending on the amount requested for core funding. Saturday or non-school day programs will offer a daily nutritious breakfast and/or snack that meets the USDA requirements. ***This funding cannot be drawn from 21<sup>st</sup> CCLC funds and must come from other resources;***
40. The program understands the formative and summative evaluation reports are required of all 21<sup>st</sup> CCLC programs, and this report will be compared to all data submitted to the Mississippi Department of Education (MDE). These reports may be used to determine continuation of funding and adequate progress;

41. The grantee understands and agrees that the MDE, regardless of the originally approved amount, has the authority to equitably reduce the amount of funding for failing to meet daily student attendance numbers, amount of operation (days and hours), and/or activities, and timely drawing down of funds;
42. The grantee agrees to fully cooperate with all monitoring, audit, evaluation, and reporting requirements established by the MDE and/or authorized representatives;
43. The new 21<sup>st</sup> CCLC programs will be operational within 30 days of receiving the MDE award notification or within eight weeks from the first day of school, whichever is later;
44. The grantee in an effort to ensure broad-based community involvement, shall establish a local 21<sup>st</sup> CCLC Advisory Board composed of students, parents, teachers, community agencies, and other stakeholders. At least two meetings per year must be held, with minutes taken and attendance recorded;
45. The continuation 21<sup>st</sup> CCLC programs will be operational within eight weeks from the first day of school;
46. The grantee agrees to participate in all statewide evaluation activities (e.g. cooperate with site-visits, responding to data request, submitting accurate data);
47. The grantee will submit all required data and reports, as required and/or requested, to the State of Mississippi and the United States Department of Education (USDE);

**While the 21<sup>st</sup> CCLC grant may include total funding, the years following the initial year are dependent upon the evaluation of data supporting successful program implementation aligned with the components of the Request for Proposal (RFP) submitted.**

48. The grantee agrees to submit the Annual Formative and Summative Evaluations, Continuation Plan, Sustainability Plan, Annual Performance Report (21APR) Data, and Year End Performance Report to the Mississippi Department of Education (MDE) as required and outlined in the RFP;
49. The grantee understands that if the aforementioned evaluation data does not support program progress as required, the MDE may reduce and/or terminate future funding; and
50. The grantee understands that by signing and submitting this form, they are certifying to the best of their knowledge and belief, that:
  - a. The work product in this grant proposal is the original work of the district/applicant and its agents who worked on the Proposal.
  - b. If a discovery of plagiarism is made known or brought to the attention of officials at the Mississippi Department of Education during a current grant competition, then at the discretion of the MDE, the MDE has the right to remove the grant proposal for funding consideration because of the occurrence of cause.
  - c. Plagiarism of the work of another person or entity could result in a private cause of action against the undersigned and/or the undersigned's employer, as well as a complaint being filed against the undersigned with the Mississippi Board of Educational Examiners.

## **MISSISSIPPI DEPARTMENT OF EDUCATION STANDARD GRANT TERMS AND CONDITIONS**

Certain terms and conditions are required for receiving grants from the Mississippi Department of Education (MDE); therefore, the grantee will agree to the items that follow.

### **Availability of Funds**

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the congressional appropriation of funds and the receipt of federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

### **Renewability of Grants (*21<sup>st</sup> Century Community Learning Centers Only*)**

Section 4204(j) of the Every Student Succeeds Act (ESSA) allows MDE the option to renew grants awarded to eligible entities under ESSA, based on the eligible entity's performance during the preceding grant period. For this grant award period, MDE will not renew grants using the renewability provision as outlined in ESSA.

### **Changes**

This agreement shall not be modified, altered or changed, except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.

### **Independent Grantee**

The Grantee shall perform all services as an independent Grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by Grantee with respect to third parties shall be binding on the MDE.

### **Termination**

The MDE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The MDE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the MDE and the Grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the MDE or the Grantee may terminate this agreement at any time by giving 30

days written notice to the other party of such termination and specifying the effective date thereof. The Grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed to the total services of the Grantee covered by the agreement, less payments of compensation previously made.

### **Access to Records**

The Grantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Grantee related to Grantee's charges and performance under this agreement. Such records shall be kept by Grantee for a period of five (5) years after final payment under this agreement, unless the MDE authorized their earlier disposition. Grantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

### **Laws**

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

### **Legal Authority**

The Grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

### **Equal Opportunity Employer**

The Grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, Grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law.

### **Copyrights**

The Grantee: (i) agrees that the MDE shall determine the disposition to title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to other solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the

Grantee's opinion be likely to become, the subject of an infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

**Personnel**

Grantee agrees that, at all times, the employees of Grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike and dignified manner.

**Surrender of Equipment**

Grantee and MDE shall jointly conduct a closing inventory and Grantee shall replace or repair all equipment lost, damaged or destroyed to make up any deficiency between the opening and closing inventories. Grantee shall transfer all equipment per MDE's guidance and written instructions.

**Assignment**

Grantee shall not assign or subgrant in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.

**Mississippi Ethics**

It is the responsibility of the Grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the Grantee.

I have **read** and **agree** to comply with the standard terms and conditions **and** grant assurances. I certify that the contents of this proposal, if funded, will be followed for the implementation of the 21<sup>st</sup> Century Community Learning Centers Program described herein. *Signatures of the Superintendent, Executive Director, Agency Head, and/or Fiscal Agent on this page must match the signatures on the cover page. Any entity applying outside of a school district must have the Superintendent of the district they wish to serve sign as a partner. Failure to sign the assurances will result in the rejection of the proposal.*

\_\_\_\_\_  
Superintendent/Executive Director/Fiscal Agent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title of Authorized Person

\_\_\_\_\_  
Grantee Name

\_\_\_\_\_  
Signature of Partner(s)

## Form 3

### PRIVATE SCHOOL CONSULTATION

#### Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (CCLC) Program SY 2018-2019 STEAM

An SEA, LEA, or any other education service agency (or consortium of such agencies) receiving financial assistance under an applicable program must provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium must engage in timely and meaningful consultation with private school officials.

Please complete and sign the form below related to the involvement of eligible private schools in Title IV, Part B, 21<sup>st</sup> CCLC grant activities.

Private schools that have been contacted and were consulted by the applicant and are electing to **RECEIVE** services

Private School Name	School Official Contacted Name	School Official Contacted Title	Date(s) and Method(s) of Consultation	Estimated Number Students Served	Describe Level/Type of Participation

Private schools that have been contacted and were consulted and are electing to **DECLINE** services or have failed to reply by the deadline

Private School Name	School Official Contacted Name	School Official Contacted Title	Date(s) and Method(s) of Consultation	Reason(s) for declining to participate	No Response by Deadline (Y/N)?

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Superintendent/Executive Director/Agency Head/ Fiscal Agent Date



**Form 4**

**CONFLICT OF INTEREST DISCLOSURE FORM**

**Mississippi Department of Education  
Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (CCLC) Program  
SY 2018-2019 STEAM**

Each subgrantee must disclose any personal, business, or volunteer affiliations that may give rise to a real or apparent conflict of interest. The purpose of this form is to help MDE identify the actual or potential conflict and ensure the avoidance where necessary. Please complete and sign the form below as it relates to a conflict of interest within Title IV, Part B, 21<sup>st</sup> CCLC grant activities.

I have no conflict of interest to report.

I have the following conflict of interest(s) to report. Please describe any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest:

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I certify that the information set forth above is true and complete to the best of my knowledge. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate, I will notify MDE immediately.

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Superintendent/Executive Director/Agency Head/ Fiscal Agent

Date

## Form 5

### 21st CCLC FY19 STEAM RFP Competitive Priority Worksheet

EACH applicant MUST complete the Competitive Priority Worksheet, regardless of whether they are claiming a priority. Please place an 'X' next to each item that applies to this proposal.

**Fiscal Agent's Name:** \_\_\_\_\_

**Name of 21st CCLC program:** \_\_\_\_\_

**No Priority Claimed** (0 points)

Competitive Priority Points will be assigned only after an applicant has received the minimum absolute score of 80.

**Priority 1:** Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one other eligible entity. Please refer to page 15 of this RFP for more information regarding this criterion. (Maximum of 5 points)

**Priority 2:** Program is proposing to serve participants that attend schools that have been designated as CSI, TSI, or ATSI. (Maximum of 10 points). Please refer to *Supplemental Form D* for more information.

**Priority 3:** Program is proposing to serve participants in a county that is currently **not** receiving 21st CCLC funding in FY19. Please see *Supplemental Form C* for list of counties eligible for priority. (Maximum of 2.5 points)

# Form 6

## STEAM PARTICIPATION LETTER

**This letter must be completed by the superintendent and principal of the school(s) the targeted students attend as well as by all active partners. It is to be addressed to the fiscal agent of the project and it should contain the authorized signature(s) of the responsible parties. Additional lines may be added. A participation letter must be submitted for each member listed on Form 7. A participation letter must be submitted for each member listed on Form 8 applying as a consortium.**

\_\_\_\_\_, 2019

Dear (fiscal agent) \_\_\_\_\_:

This letter confirms that \_\_\_\_\_ is an active participant in the project activities included in the proposal submitted by (fiscal agent) \_\_\_\_\_. We have been involved in the planning and development of this project and will continue to be involved in the following capacity: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Title of Authorized Person

## FORM 7

### STEAM SUMMARY OF PARTNERS TABLE

**Program Name:** \_\_\_\_\_

Organization	Contribution Type	Contribution Amount	Align to Need/Goal
<i>Example: Jones Community Bank Club</i>	<i>In-kind</i>	<i>\$1,500</i>	<i>Character Education – Teaching students real world concepts about banking and money management</i>
<i>(Insert additional lines as needed)</i>			

***(Delete this Shaded Instructions Box Before Submitting)***

**Instructions:** Delete example and ensure that each partner listed in this table has a signed participation letter included within this Proposal. An individual, agency, or organization that only provides paid services is considered to be a vendor rather than a partner and would not require a signed participation letter and would not need to be included in this chart. All organizations listed on this chart must provide a signed participation letter.

**Contribution Type (examples):** in-kind, funding, volunteers, paid staffing, materials/supplies, curriculum, training, transportation.

**Contribution Amount:** This is the estimated value of services provided by the partner. All programs **MUST** retain clear documentation as to how this amount was calculated and documentation about progress towards obtaining this level of service.

## Form 8

### STEAM Co-Applicant/Consortium

An LEA and any organization that collaborated extensively in the planning, development, design and implementation of a project is eligible to receive priority points due to sharing of resources and substantial roles in the delivery of services to students. It should be noted that all co-applicants have significant and ongoing involvement and oversight of the program.

The proposed project must be carried out in active collaboration with the school(s) where the targeted students attend. In addition, school districts must collaborate with at least one community-based organization, faith-based organization, or LEA. Community-based or faith-based organizations must collaborate with a school district.

In the chart below, please indicate the school district(s), community-based organization, and/or faith-based organization that are members of the joint Proposal. Please indicate the fiscal agent of the joint Proposal.

Organization	Description of Resources/Services to be Delivered to the Program	Fiscal Agent Y or N

A Participation Letter must be submitted for each member of the joint Proposal/consortium.

**Form 9**

**Acknowledgement of RFP Amendments**

I acknowledge all amendments to this RFP. Responses to questions will be treated as amendments to the RFP and will require acknowledgement.

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

**FY19 STEAM 21<sup>st</sup> Century Community Learning Centers RFP**

\_\_\_\_\_  
Title of Request for Proposal

# 4.3 BUDGET FORMS

# INSTRUCTIONS FOR BUDGET FORMS

## GENERAL INSTRUCTIONS

This budget form is for the 21<sup>st</sup> CCLC competitive grant program. You may request an amount equal to or less than the first year for year two. Pay attention to applicable program specific instructions given in the RFP.

## BUDGET OVERVIEW

### Budget Overview Form A (REQUIRED)

All applicants must complete Form A and provide an overview to support the budget that is presented as part of this RFP. This overview must address all components (a-e).

## BUDGET SUMMARY

### Budget Summary Form B (REQUIRED)

All applicants must complete **Form B** and provide a breakdown by the applicable budget categories shown in lines 1-12.

Lines 1-11: For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Line 12, Project Year 1-3: Show the total budget request for each project year for which funding is requested.

Line 2: Administrative costs should not exceed 20%. (Indirect Cost is an Administrative Cost. The total of the amount budgeted for Indirect cost and Administrative Cost should not exceed 20%)

## BUDGET NARRATIVE

### Budget Narrative Form C for Year One Only (REQUIRED)

**Please pay attention to applicable program specific instructions and allowable expenditures.**

1. Provide an itemized budget breakdown for each budget category listed in the budget summary pages.
2. Provide the rate and base on which fringe benefits are calculated.
3. Provide other explanations or comments you deem necessary.
4. Administrative and indirect cost rates for non-profits are to be handled according to Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards and in accordance with the governing authority of that specific non-profit.
5. There is a 20% cap on administrative costs.
6. Enter the indirect cost rate that will be in effect during the funding period. Use the restricted rate. In addition, enter the estimated amount of the base to which the rate is applied, and the total indirect expense.



# Form A

## Budget Overview

Provide a brief and concise narrative on the following:

- a. How the items within the budget support the goals of the program;**

- b. How the requested funds will be allocated for accomplishing tasks and activities described in the Proposal;**

- c. How the major costs indicated on the Budget Summary will be reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;**

- d. How 21st CCLC funds will supplement and not supplant other federal, state, and local funds, and other non-federal funds; and**

- e. How the positions and salaries will be reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures on salary determination.**

**FORM B**  
**Mississippi Department of Education**

**BUDGET SUMMARY PAGE**  
**STEAM 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM**

FY 19, 20, and 21

Projected Budget Summaries

Fund Number: 2812

Name of Institution/Organization:

Applicants must request funding for three years. Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**BUDGET SUMMARY – FORM B**  
**21<sup>st</sup>Century Community Learning Centers Program Funds**

<b>Budget Categories</b>	<b>Project Year 1     100%</b>	<b>Project Year 2     100%</b>	<b>Project Year 3     80%</b>
1. Personnel (Non-Administrative)			
2. Administration (Not more than 20% of allocation)			
3. Fringe Benefits			
4. Travel			
5. Equipment			
6. Supplies			
7. Contractual			
8. Other (Specify)			
9. Total Direct Costs (lines 1-8)			
10. Indirect Costs			
11. Total Cost (lines 9-10)			

# FORM C

## BUDGET NARRATIVE STEAM School Year 2018-2019

Use the Budget Narrative form to provide a complete budget narrative **for year one of the project**. On this page, please provide a **brief** but **detailed** budget narrative that explains: (1) the basis for estimating the costs of professional personnel salaries, administrative costs, benefits, project staff travel, materials and supplies, consultants, indirect costs, and any projected expenditures and (2) how the major cost items relate to the proposed activities and how these activities will help students achieve higher standards. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness** of **all** costs, and a **clear and concise description** of the computations used to arrive at the total amounts indicated. This page may be reproduced as needed.

Entity Name \_\_\_\_\_

<i>CATEGORY/ACTIVITY</i>	<b>AMOUNT</b>	<b>GENERAL DESCRIPTION</b>
1. Personnel (Non-Administrative)		
2. Administration (Not more than 20% of allocation)		
3. Fringe Benefits		
4. Travel		

5. Equipment		
6. Supplies		
7. Contractual		
8. Other (Specify)		
9. Indirect Costs		
Subtotal for Each Page		
GRANT TOTAL		

Organization: \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_