Addendum A - Grant Overview and Assurances

FISCAL YEAR 2016 (2015-2016)

The following grant overview and associated assurances outline the requirements and expectations of funded applicants. Please review and sign this document to indicate agreement with these requirements.

Grant Overview
Funded applicants will engage in a process with the Department of Elementary and Secondary Education (Department) and its partners to develop and document Service-Learning (SL) curricula that intentionally integrates strong Social Emotional Learning (SEL) practices and addresses gaps in students’ academic learning. Teams will receive professional development, coaching, and other supports as they plan and implement their curricula.

The academic content area(s) that are addressed through the curriculum should be selected based on gaps in the targeted students’ academic learning, and may be adapted as the curriculum is developed. Many English Language Arts and Mathematics standards can be applied to any SL project, on virtually any topic. For example, students use research and writing skills or data collection and analysis in most SL projects. Many science, STEM or social studies standards can also be addressed through SL, depending on the contemporary issue or topic that is chosen.

The SL topic that is addressed through the curriculum should be selected with the identified academic goals in mind, but should also factor in prevalent community needs/issues, student interest, and community partners and resources. For example, many STEM (e.g., energy, ecosystems, etc.) and social studies (e.g., economics, government, civics, etc.) are “ripe” for SL due to the related community needs that often surface as students study in these areas.

The SEL teaching and practices will be woven through the curriculum as components of each lesson and as stand-alone topics for facilitating students through the SL process.

The following outlines the general process and requirements. Times, dates and other details will be confirmed upon award.

Funded applicants will identify a team, including representatives from the participating OST programs and partners, which will:

- Participate in Department-provided PD sessions and coaching (up to 7 days, including two days that will occur on-site at the program(s) – see below for more details);
- Implement the developed SL curriculum with youth during the summer for a minimum of 25 hours over a minimum of 4 weeks. (This project may be one component of a bigger summer program, and may include additional hours/weeks as determined by the applicant.); and
- Work with the Department to document and submit curriculum materials developed to serve as examples for other summer programs. The Department and its partners will provide a template for the curriculum and lesson plans, and will also support the publication of developed curricula. Note: The curriculum materials developed may not include copy-written resources and must be in a format for other OST programs to replicate free of charge.

Applicant teams must include the following representation:

- A project coordinator (lead applicant);
- Up to four staff from the OST site who will implement the curriculum;
- At least one person with expertise in teaching SE skills/competencies and or implementing SEL practices; and
- At least one teacher (with relevant grade-level and content-area experience).
Teams are required to participate in Department-sponsored PD and coaching, which will tentatively include:

- Team members participating in the curriculum writing must attend (or have attended) a 2-day or 4-day SL training. It is recommended that team members that will implement the curriculum also participate in this training as well. The Department will offer multiple 2-day SL trainings throughout the year.
- **Late-Fall:** 1-day Kickoff
- **Winter:** (January – March 2015) Coaching Visits (1 day per grantee on-site)
- **Winter:** 1-day Lesson Sharing, Feedback and Planning
- **Spring:** Team planning on-site (Department staff/partners will be available as needed for technical assistance)
- **Summer:** Program visit / Documentation support (1-day per grantee on-site)
- **Summer:** 1-day Reflective Practice Session

Unless noted as “on-site,” the sessions above will bring together all teams (at a central location).

**ASSURANCES**

- Identify and send a team, including representation from the lead applicant and the out-of-school time (OST*) site partner as indicated above, to participate in required PD sessions (minimum of seven days; dates will be forwarded upon grant award);
- Ensure that all team members are trained in service-learning;
- Work collaboratively with partners to develop, implement and document a summer SL curriculum that engages youth in the project for a minimum of 25 hours over 4 weeks. This project may be one component of a larger summer program;
- Work collaboratively with partners to ensure the participation of students with disabilities and English language learners in an inclusive setting;
- Ensure that children/youth are not prevented from participating in programs and services supported by the Quality Enhancements in After-School and Out-of-School Time (ASOST-Q) grant because their families are unable to afford tuition. Programs must use a sliding fee scale to support access for all children if tuition is charged;
- Evaluate program services and activities to determine program effectiveness and outcomes for students (the Department will provide support for funded applicants on determining appropriate evaluation tools); and
- Submit required financial and programmatic reports, including curriculum materials developed. Details and guidelines will be provided to all grantees.

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*The term OST includes after-school, vacations, weekends, before-school and summer.*