PART III-B – REQUIRED PROGRAM INFORMATION - School/Site Summary

School/Site Summary- Please complete a separate school/site summary for each proposed site.

<table>
<thead>
<tr>
<th>School/Site Name:</th>
<th>Promising</th>
<th>Practitioner</th>
<th>Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place an X in the appropriate box</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. PROGRAM OVERVIEW AND NARRATIVE (10 pages maximum)

1. Provide a brief program description (no more than 150 words), that includes the name of the district/lead applicant, proposed site, and grade levels and number of students to be served, and that highlights your strongest exemplary element(s). Please note this description may be posted on the Department's website.

2. Provide a narrative (up to 10 pages long) that addresses how the 21st CCLC school/site has evolved over the course of the funding cycle. Guidelines for completing the narrative include the following:

   - Utilize data (SAYO, district/school student benchmark data, Student Growth Data, Edwin Analytics, etc.) to provide evidence that supports student growth, continuous program improvement, and effective recruitment and retention strategies with your targeted student population.
   - Describe lessons learned (both positive and negative) from past experiences and how those lessons have been applied to this application.
   - Include a vision for the program over the next three years. The vision should describe what will be different about the program going forward. The vision should also address and identify the school’s/site’s specific needs and priorities related to student learning (including academic, social-emotional, wellness, etc.) that will be addressed in the upcoming year.*

   *Note: The school’s needs/priorities should be identified from existing school improvement, turnaround, or other plans guiding current work. Schools should use the Conditions for School Effectiveness as benchmarks against which to gauge practice in key areas.

B. ADDITIONAL PROGRAM INFORMATION (5 pages maximum, not including the charts on page 2)

For each of the questions below provide specific examples that support the responses:

1. If the program offers homework support, describe how the time is designed as a strategy for supporting student academic needs as opposed to simply time to complete homework. If the site does not provide homework please indicate NA.

2. Provide one example for each Promising site and two examples for each Practitioner or Demonstration site of a creative and innovative cross-curricular, project-based learning and/or service-learning activity offered. Describe the purpose of the activity, the skills it was intentionally designed to enhance/promote, and connections to outcomes, school/district priorities, social-emotional learning needs, civic engagement, etc.

3. Practitioner & Demonstration sites only- Describe and provide specific examples of the ways in which the district/site has and will continue to serve as a resource and mentor.

4. Use the chart below to describe the Elements of Exemplary Programs, referred to in Addendum F in the Additional Information section of the RFP, that best demonstrate the areas in which the site is most exemplary. Provide specific examples to support why and how you may serve as a resource for each selected element.

   - Sites should describe two (or more) Exemplary Elements if applying for Promising level, three (or more) for Practitioner level, and four (or more) for Demonstration level.
Elements of Exemplary Programs
Cut and paste this chart for each element selected.
Refer to Addendum H in the Funding Opportunity RFP’s Additional Information Section for a Sample Chart.

<table>
<thead>
<tr>
<th>Exemplary Element:</th>
<th>What is exemplary about it?</th>
<th>Evidence of success (Quantitative and/ or Qualitative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the specific components of the element in which the program is most exemplary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How may you serve as a resource for this element?
B. ADDITIONAL PROGRAM INFORMATION (CONTINUED)

5. Describe family involvement strategies the program has found to be particularly effective and/or that it plans to implement. Note: Episodic, non-reoccurring, or special events, while very beneficial to the program, do not alone constitute ongoing family involvement. For example, an open house night for parents of participating students that involves a meal or social activities would not, in itself represent ongoing family involvement.

6. Describe how the program supports students’ social emotional learning (SEL). Note: SEL is a process that helps children to develop the fundamental skills for life effectiveness. These skills include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make safe choices. The following are some guidelines for implementing social and emotional curriculum in grades K-12:

C. STUDENT ATTENDANCE (1 page maximum)

1. Describe the success the program has had in maintaining high and consistent attendance levels over the funding cycle. Include the following:
   - Describe the student attendance policy for the school year and summer program. Include for both school year and summer how often students are required to attend.
   - The specific strategies that have been found to be the most effective in maintaining high and consistent attendance levels.

2. Did the school/site consistently meet the minimum required average attendance hours over the funding cycle (80 for high school, 90 for middle school, and 100 hours for elementary school)? If not, describe why and the plan to address this going forward. Additionally, complete the chart below to provide information on students average attendance hours.

<table>
<thead>
<tr>
<th>Minimum Required Average Hours</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students that attended ≥ 80 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students that attended ≥ 90 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students that attended ≥ 100 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. TRAINING AND TECHNICAL ASSISTANCE (2 pages maximum)

1. Describe how the program has made effective use of the trainings and resources provided through the Department and regional networks. Include the PD/training sessions attended, by whom, and the overall effects on program quality.

2. Describe how the Assessment of Program Practices Tool (APT) is used for continuous program improvement. Include the number of observations conducted this past year.

E. PARTNERS/CONTRACTED PROVIDERS (1 page maximum)

1. Describe current partnerships as they relate to the implementation of this proposal. Describe the added value partners bring to the program, how they support selected outcomes and/or sustainability of the applicant site. **Note:** Partners are defined as individuals or agencies that contribute back to the program and are able to collaborate to achieve mutually beneficial goals.

2. If the program contracts with outside vendors/community-based agencies (fee for service) describe the criteria and processes used to select them, the identified needs they meet, and how the services they provide connect to and support SAYO outcomes. **Note:** Contractors may also be partners provided they meet the definition above. Upon awarding of the grant you will be required to submit a complete budget and budget narrative for each contracted provider.

F. HOURS OF OPERATION/PROPOSED ACTIVITIES: (2 pages maximum, not including the chart on page 5)

All FC 647-B2 grantees must adhere to the following guidelines:

Applicants are free to propose any schedule configuration that meets the following requirements:

- All programming must occur during out-of-school-time hours.
- Operate for 448 hours total (school year and summer).
- Operate a minimum of 8 hours per week during school year programming.
- Funds cannot be used to support only before school and/or summer programs.
- If proposed, before-school services must run for at least one (1) hour each morning offered, and conclude before the school day begins.

A sample schedule is provided below for reference.

It is not expected that all students will attend all 448 hours; however, students are expected to participate, at minimum, for the following number of hours, on average*:

**High School** – 80 hours    **Middle School** – 90 hours    **Elementary School** – 100 hours

Drop-in programs are not allowed.

<table>
<thead>
<tr>
<th>School Year Minimum</th>
<th>Summer Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>384 Hours (12 hrs./wk. x 32 wks)</td>
<td>64 Hours [16 hrs./wk. (4 hrs./day for 4 days/wk.) x 4 wks.]</td>
</tr>
<tr>
<td>Includes before school</td>
<td></td>
</tr>
<tr>
<td>256 Hours (8 hrs./wk. x 32 wks.)</td>
<td>192 Hours [24 hrs./wk. (6 hrs./day x 4 days) x 8 wks.]</td>
</tr>
</tbody>
</table>

*Required average hours are based on MA 21st CCLC statewide data. Vacation week programs may not be counted towards total hours unless serving the same students that attend the OST program.*
Use the table below to provide information about the program schedule.

<table>
<thead>
<tr>
<th></th>
<th>Anticipated # Youth to be Served</th>
<th># Hours / Week</th>
<th># Weeks</th>
<th>Total # Hours</th>
<th>Days of Week (e.g., M-F)</th>
<th>Program Times</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year (before school)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start Time:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End Time:</td>
</tr>
<tr>
<td><strong>School Year (after school)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start Time:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End Time:</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start Time:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End Time:</td>
</tr>
</tbody>
</table>

**Total # of Hours Offered:**

1. Describe the location and space in which the program will take place. Describe how the space and environment will be welcoming, have the necessary resources to fully implement program activities, stimulate learning, and provide space to exhibit students’ work and projects. Please refer to the Addendum A: Administrative/Program Assurances document in the Required Forms section of the Funding Opportunity RFP for more information regarding space requirements.

2. Describe how the program will meet the United States Department of Agriculture (USDA) National School Lunch Program requirements for meal supplements, in offering a daily nutritious snack and breakfast (if offering a morning/before-school program).

3. **Summer Program Description:** Provide a very brief description of plans for implementing a summer program. Please Note: Applicants awarded a grant will be required to provide a more detailed description of their summer program as part of the mid year report.

4. Use the chart that follows to briefly describe a sampling of the engaging instructional practices and academic enrichment opportunities that will be implemented to address the identified needs/priorities. Responses may include a description of teaching/learning strategies that will be implemented by educators as well as examples of academic enrichments/clubs that will be offered.

**Reminder:** Grant-supported activities should align to the school’s described needs/priorities, but also to the grant priorities. Please see the Priorities section in the posted Funding Opportunity –Request for Proposals document.

Applicants are required to implement service-learning or other project-based learning strategies. A plan for doing so should be included in the chart.

**INSTRUCTIONS** for completing the chart:
- In the “Proposed Activities” column, include up to 1-2 paragraph descriptions for each proposed activity. (See examples provided as guide for what to include.)
- In the “Needs/Priorities…” column, include 5-10 words describing how the activity supports one or more of the needs/priorities identified as well as the chosen SAYO outcomes.
- In the “New?…” column, indicate whether the activity is either: New, Enhanced, or Ongoing
- In the “Funding?…” column, indicate either: Fully, Partially, or Not (to indicate the extent to which the activity is funded by this grant request). For those activities that are “Partially” or “Not” funded through this grant, provide a brief description of how they will be supported.
- Add additional rows as needed. (Select an entire blank row, right click, and select “Insert Row Above” or “Insert Row Below.”)
- Cells will automatically expand (down) to fit what is typed. Please do not change the column widths.

<table>
<thead>
<tr>
<th>Proposed Activities</th>
<th>Needs/Priorities/ SAYO Outcomes Addressed</th>
<th>New? Enhanced?</th>
<th>Ongoing?</th>
<th>Funding? (Fully, Partially or Not)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE 1:</strong> All enrichment providers, including school staff and partners, will be trained in project-based learning (PBL) and are expected to incorporate this teaching and learning approach, as appropriate, into their offerings.</td>
<td>ELA, higher-order thinking</td>
<td>Ongoing</td>
<td></td>
<td>Partially. Additional local PD funds will be used to include providers in trainings on PBL.</td>
</tr>
<tr>
<td><strong>EXAMPLE 2:</strong> STEM is Awesome. Middle and elementary students will participate in this enrichment, offered two days/week for each grade-level. Students and staff will use inquiry to tackle daily questions that prompt them to explore, watch, wonder and work together to respond to their environment. Students will engage in hands-on activities, have take-home projects to work on with their families at home, and have opportunities to write about and reflect on their learning.</td>
<td>Multi-disciplinary, mathematics, hands-on</td>
<td>New</td>
<td>Fully</td>
<td></td>
</tr>
</tbody>
</table>
G. BUDGET

1. Registration Fees: If the 21st CCLC program charges or plans to charge a registration fee, provide a narrative explaining the fee structure and the process that will be used to ensure that income and/or ability to pay will not deter families from enrolling their children in the program. Additionally, describe how the funds will be administered and managed.

**Note:** Programs may charge fees provided they do not prohibit any family from participating for financial reasons. Any funds raised as a result of 21st CCLC funds must be used solely to support program activities and must be expended by the conclusion of the three year funding cycle.

H. (OPTIONAL) ADDITIONAL INFORMATION (1 page maximum)

1. Provide additional information, not already addressed above, regarding any changes to the program since the site visit, site visit scores you would like to address, etc.