**­­Part III-A – Required Program Information – District (FY18)**

*Please see the Funding Opportunity-Request for Proposals (FO-RFP) for additional information including: minimum eligibility requirements, allowable models for adding time, maximum funding request amounts and priorities for the use of grant fu­­­nds.*

**Instructions for completing this document:**

* Applicants should respond to all questions unless otherwise indicated as described in the bullets below.
	+ **[Model 1 (OST) ONLY] –** Only schools applying for **Model 1 (OST)** should respond.
	+ **[Model 2 (ELT) ONLY] –** Only schools applying for **Model 2 (ELT)** should respond.
* Questions primarily focus on planning and implementation of school year programming. Funded applicants will be required to more fully describe planned vacation/summer programming.
* Responses should be provided within this document leaving the questions above each response. All questions are shaded in gray and responses should be written in the white space below each question.
* Please do not delete questions that are not applicable – this will re-number questions and may lead to confusion in responding to questions that reference earlier questions. If you feel a question is not applicable indicate N/A.
* Please adhere to indicated page limits and do not change the font size or margins.
* Narrative and/or bulleted responses are acceptable.

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| 1. **DISTRICT COVER SHEET**
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***IMPORTANT NOTE:*** *If the lead applicant is not a district, it must work with the applicable district(s) to complete this application.*

**INSTRUCTIONS:** P**lease complete the information below for each site included in the application.**

|  |  |
| --- | --- |
| **APPLICANT NAME** | **ADDRESS (Street, City, State, Zip Code)** |
|  |  |
| **GRANT CONTACT PERSON** | **TELEPHONE NUMBER** | **EMAIL ADDRESS** |
|  |  |  |
| **District % of Students Who are** [**Economically Disadvantaged (ED) in 2015-2016**](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx) |  |
| **Funds request** | **OST** | **ELT** |
| **Total Amount Requested SY** |  |  |
| **Total amount requested Summer** |  |  |
| **Total Request** |  |  |

**PLEASE PROVIDE THE REQUESTED INFORMATION ABOUT EACH SCHOOL/SITE INCLUDED IN THIS APPLICATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SCHOOL/SITE NAME** | **X If Applying for ELT** | **Indicate % of Students Who are** [**Economically Disadvantaged in 2015-2016**](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx) **[[1]](#endnote-2)** | **ELT ONLY Total School Enrollment**  | **OST ONLY- Projected Number of students to be served** | **Indicate School Level (1,2,3,4,5) [[2]](#endnote-3)** | * **If SW Title I School**
 | **List Grades to be Served by 21CCLC Program** | * **If Submitted in full partnership[[3]](#endnote-4) \***
 | * **If Serving Kindergarten**

 **with a Pre-K Summer Transition Component [[4]](#endnote-5)** | * **If Addressing College & Career Readiness & Success.[[5]](#endnote-6)**
 | * **ELT ONLY offering Service-Learning &/or Project-Based Learning as Part of Core Academic Time.**
 | * **OST ONLY If have not previously received 21st CCLC funding**
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|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **\* If Checked List Partner(s):**  |  |
| ***Please note:*** *LEA’s that would like to receive priority points without a partner must provide in the space above or attach documentation that supports they are unable to partner with a community-based organization in a reasonable geographic proximity and of sufficient quality.* |

1. **District Summary**

**A. District Process and Rationale for Adding Time (3 pages maximum):**

1. Identify the elements of the district’s[[6]](#endnote-7) existing improvement, turnaround, and/or other strategic plans that will be supported through the proposed ELT and/or OST programming. Describe the rationale for proposing the school(s)/site(s) included in this application and how the MA 21st CCLC model fits into or enhances existing efforts.

**Note:** *The response to this question should focus on district needs/priorities. School-specific needs/priorities will be described in Part III-B.*

1. Please note only LEA’s need respond to this question. CBO’s should respond in Addendum B Q2. Describe all previous experience with ELT and/or OST programs regardless of funding source. Include a description of how lessons learned from those experiences have informed the program design for the school(s)/site(s) included in this application.
2. Has the proposed applicant school(s)/site(s) received 21st CCLC funding in the past?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes? |  | Year Awarded |  | No? |  |

* 1. If yes to the above, did the school(s)/site(s) continue to operate after the 21st CCLC funding cycle ended, even if at a reduced level?

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| --- | --- | --- | --- |
| Yes? |  | No? |  |

If yes, briefly describe the program and if it is still operating.

If no, explain why not.

**B. District Support and Sustainability (5 pages maximum):**

1. Describe how the district/lead applicant, the proposed school(s)/site(s), and partners (if applicable) will collaborate to support implementation of ELT and/or OST, including related budgetary decisions. Describe how this grant will collaborate with other district initiatives in order to align and leverage resources, improve program quality, and develop shared outcomes for success. Address the following in your response:
* New applicants (not previously/currently funded) include a description of the qualifications/credentials the applicant will seek for the required coordinator position.
* If the applicant currently has a person that will serve in such a role, describe that person’s qualifications/credentials.
* If this will be a part time position, please indicate as such and describe the process to assure that sufficient time is allotted to oversee the site(s), manage the administrative requirements of the grant, and attend required meetings/trainings.

**Reminder:** *Applicants must designate a full- or part-time coordinator whose primary role is to oversee grant implementation. (See Addendum A – Grant Assurances)*.

1. Describe the membership and roles of the required community council and how it is/will be representative of the school district boundaries, community, and populations to be served. (See *Addendum A - Grant Assurances* for recommendations on council membership.)

What is the current status of the community council?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Newly formed? |  | Part of an existing council? |  | Will be formed if funded? |  |

1. **[Model 2 (ELT) Only]** Describe plans to support the costs associated with implementing the proposed longer school day that will not be covered with grant funds. Have or will you be negotiating collective bargaining agreements to maximize financial support for the longer schedule?

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| Yes |  | No |  |

If yes additionally describe the process used or plans for negotiating the agreements.

**Reminder:***Grant funds must be used to solely to support the enhancement or addition of engaging academic enrichment and intervention activities.*

1. Being that this is a three year grant[[7]](#endnote-8), describe the initial steps/process that the district/lead applicant will undertake to develop a long-term sustainability plan for the proposed model. Address the following in your response:
* The role of the community council in the sustainability planning process;
* The role of the lead applicant and partners in the process that will support the success, affordability and sustainability of programming. (For example, partners who have a shared vision and are working with multiple schools/sites and are contributing resources (staff, funding, etc.) to the program.); and
* Information about planned or anticipated coordination with and/or support from other federal, state or local programs and grants (e.g., Title I[[8]](#endnote-9), Title III, Title IVA, Wraparound Services, Special Education, Early Education and Care contracts/vouchers, etc).
1. Priority will be given to applicants that propose to serve youth in schools/communities with 40 percent or more students who are economically disadvantaged, as indicated at the [Department's School and District profiles page for 2015-2016](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx?mode=school&year=2016&Continue.x=4&Continue.y=8). [↑](#endnote-ref-2)
2. Priority will be given to applicants that propose to implement more time in a school or in partnership with a school designated as Level 3, 4, or 5 in 2016 under Massachusetts' [District and School Accountability and Assistance System](http://profiles.doe.mass.edu/state_report/accountability.aspx?mode=school&orderBy=) [↑](#endnote-ref-3)
3. Priority will be given to applicants that submit this application in full partnership that includes a school district, and a community-based organization(s) or other public or private organization. An LEA may receive priority points without a partner if they are able to show that they are unable to partner with a community-based organization in a reasonable geographic proximity and of sufficient quality. [↑](#endnote-ref-4)
4. Priority will be given to elementary programs proposing to include Kindergarten (K) in their program model as well as a summer program that will support rising K (Pre-K transitioning to K) [↑](#endnote-ref-5)
5. Priority will be given to applicants that propose innovative programming that addresses college and career readiness and success. *Reviewers will look for evidence of meeting this priority in the responses to the question(s).* [↑](#endnote-ref-6)
6. If the lead applicant is not the school district, please describe the district improvement, turnaround and/or other strategic plans of the district from which the majority of students served in the program are enrolled. [↑](#endnote-ref-7)
7. In the final year of funding grantees are eligible to apply through a competitive Exemplary Grant process for 85% of their current award and must be able to demonstrate they are working towards sustainability and have additional resources in place. [↑](#endnote-ref-8)
8. Level 2-5 districts are permitted to use their Title I, Part A reservation funds [formerly supplemental educational services (SES) and public school choice set-aside funding] to support district/student needs as assessed in relation to the [Conditions for School Effectiveness](http://www.doe.mass.edu/apa/ucd/CSE.doc). This means that a district can choose to direct part or all of its Title I, Part A allocation (which could also include Title II, Part A funds flexed into Title I, Part A) to support additional time in one or more schools, if the district determines that will best meet the needs of the district's lowest performing students. If Title III funds are currently used for services to English language learners during OST or summer, those funds may also be coordinated with 21st CCLC funds to maximize resources. [↑](#endnote-ref-9)