**INSTRUCTIONS FOR COMPLETING THIS DOCUMENT**

**General Information (Page 3)**

**Part IIIA Required Program Information - Applicant District/Agency (Pages 4-7)**

**Part IIIB Required Program Information - Applicant Site (Pages 8-14)**

***IMPORTANT NOTE:*** *If the lead applicant is not a district, it must work with the applicable district/school to complete this application.*

* Please respond to all questions unless otherwise indicated as described in the bullets below.
  + **[OST ONLY] –** Only respond to these questions if applying for **OST**.
  + **[ELT ONLY] –** Only respond to these questions if applying for **ELT**.
* The application, not including Addendums, should be **no more than 25 pages (parts IIIA and B)**. Please number the pages.
* The responses to Part IIIA should be specific to the District’s needs/priorities. School-specific needs/priorities will be described in Part IIIB School/Site Implementation Plan.
* The Part IIIA/IIIB page must be numbered with a one-inch margin. The font size should be no smaller than 10-point Arial type. It is in the best interest of the applicants to ensure that the proposal is easy to read, developed logically in accordance with grant priorities, and addresses each question fully.
* Responses should be provided within this document leaving the questions above each response.
* 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.

# 

***High Quality Project Based Learning (HQPBL) Cohort III-*** This opportunity is open to all exemplary grant applicants. If interest exceeds available resources, we will then consider schools/sites that participated in 21st CCLC Nuts and Bolts offering as well as diversity of programs, grade levels, schools, and geographic location. We will also develop a wait list in case additional resources become available or a school/site is not able to fulfill the commitment.

* The purpose of the HQPBL training series is to build the collective capacity of 21st CCLC funded schools/ sites to implement and sustain HQPBL practices.
* Interested schools/sites will be eligible to receive up to an additional $20,000 to support staff to fully participate in this unique professional development opportunity.
* See HQPBL Section on page 14 for additional requirements.
* All interested school/programs should make sure to complete questions on pages 14-15.

# Review Process

* A peer review team with expertise in the field of education and out-of-school time will review the eligible submitted applications.
* The proposal submitted by the applicant will be worth approximately 80% of each applicant's overall score. Site visits and information gathered by the Department of Elementary and Secondary Education (Department) through data collection will account for approximately 20%. Additionally, points will be deducted based on risk assessment data. Refer to Addendum G for risk assessment data points.
* Each proposal will be evaluated on the extent to which it clearly and completely addresses each question as well as clarity of program design; clarity in ways the district/site could serve as a mentor, coach, and resource; sustainability plan including external and internal partnerships; and explicit connections between proposed plans, grant priorities, and eligibility requirements.
* **[ELT]** Priority will be given to schools that demonstrate that grant funded programming has been incorporated in and part of a seamless day/week and includes interactive and creative opportunities that contribute to deepening learning.

1. **General Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **applicant name** | | | |  | | |
| **address (street, city, state, zip)** | | | |  | | |
| **contact person** | | | |  | | |
| **email address** | | | |  | | |
| **In the corresponding level below please list the school(s)/site(s) included in this application** | | | | | | |
| **Indicate Level** | | | **school/site(s) Name** | | **model** | |
| **Prom** | **Prac** | **Demo** | **ost** | **elt** |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| **Total Number of sites included in the application** | | | | | |  |
| **Total grant funds requested** | | | | | | $ |
| **Total requested transportation** | | | | | | $ |
| **ELT - Total amount requested for summer program** | | | | | | $ |
| **amount requested for cohort 3 high quality project based learning** | | | | | | $ |
| **Total Budget** | | | | | | $ |
| **Value of additional non-21st cclc funding sources (including in-kind)** | | | | | | $ |

**PART IIIA DISTRICT/AGENCY - REQUIRED PROGRAM INFORMATION**

**A. Program(s) Abstract**

For each site included in the application use the table below to provide a brief description [no more than 50 words] of the applicant school/site program and highlight intended program outcomes. **Note**: This description will be shared as part of the final grant approval process. Add rows as needed.

|  |  |
| --- | --- |
| **Site Name** | **Description (No more than 50 Words)** |
| Sample  Delta MS | Delta MS will implement OST programming serving students in grades 5 – 8. This site will engage students in STEM, and other cross curricular activities designed to enhance participants’ academic performance and support their social-emotional well-being. |
|  |  |

**B. District Administration & Support**

1. From the district perspective describe what asuccessful 21st CCLC Program looks like and how your applicant schools/sites exemplify those ideals. What are your district success indicators and progress benchmarks?
2. Describe how this grant enhances and supports the applicant district’s mission, values, and goals. From the district perspective how is this grant making a difference in the applicant school(s)?
3. As a result of the equity, diversity and inclusion professional development sessions provided by the 21st CCLC program most recently (the Equity Advocates 2.0 training) and any district level equity training over the past three years, describe changes to the program design and/or environment that have been/will be made and/or challenges faced in making changes.
4. Applicants must designate a 21st CCLC coordinator whose primary role is to oversee the design and implementation of grant funded programming across all funded sites. (See Addendum A – Grant Assurances).

* Multiple Schools/sites- A full-time District/Organization Program Coordinator
* Single School/Site- A part-time program coordinator - minimum of 20-25 hrs./wk. A program coordinator for a single site applicant may act in a dual capacity of program and site coordinator, if necessary.
  + - 1. Describe the role of the 21st CCLC Coordinator and how they fit into the lead applicant’s organizational structure. Is the 21st CCLC Coordinator included in district/organizational level leadership team meetings?
      2. If the coordinator is not a full-time position provide a justification, the number of hours per week dedicated to the funded program and information to support that sufficient time and resources are available for the coordinator to assure all program requirements will continue to be met.

1. Describe how the district coordinator collaborates with the applicant/partnering school(s) to leverage available data (i.e., SAYO, benchmark, school climate, family surveys, etc.) to design programming that is academically enriching, supports deeper learning and tailored to the needs and interests of students.

* Include the different types of data that is used, the equity implications of the data, and how it informs decision making.
* In addition to testing, what are other ways in which the district/organization measures academic and SEL progress?

1. Please describe any changes or anticipated changes that may affect the 21st CCLC grant.
2. Describe any changes in district, school, and/or organizational leadership, grade reconfiguration, etc.). If not applicable indicate NA.
3. If there will be a change in the district coordinator position in Fiscal Year (FY) 2023 provide the following:

* description of the qualifications/credentials for the required coordinator position. If the applicant currently has a person that will serve in this capacity, describe their qualifications/credentials including any previous experience; and
* the transition plan and the type of support that will be provided to the new coordinator.

1. Other changes not described above.
2. Describe how the Assessment of Program Practices Tool (APT) is used for continuous program improvement and any changes that have been made as a result of observations conducted this past year. Include who is on your observation team and the number of observations conducted this past year.
3. Describe your stakeholders and how they have been meaningfully involved, and authentically represented in the development of this grant application. How does this application represent community needs and goals, in addition to the goals of the district?
4. If the applicant contracts with organizations, or individuals to implement all or a portion of the grant-funded programming, describe the following:

* What are the identified needs the contractor addresses and their added value to the program (*What do they bring to the program that would not otherwise be able to be provided)?*
* How do you ensure the services provided connect to and support both selected SAYO outcomes and school/student needs?
* Describe the process for training partners/providers on district COVID-19 and emergency management protocols.
* *Applicants requesting to subcontract must attach a detailed budget for each vendor requesting $5,000 or more. You may add a tab to the excel budget provided or create one of your own.* ***Please Note****: budgets will not be approved until contractor budgets have been received.*

1. Describe the process for fiscal management and oversight of the grant funds including procurement policies.
2. For community-based organizations (CBOs) that serve as the lead please attach the following to the application:

* the organization’s most recent annual audit (note a current tax return is not sufficient); and
* a required letter of support that includes approval for data sharing from the partnering school/district.

1. Federal regulations require that all 21st CCLC grantees describe a plan for safe transportation of students*.* For the school year and summer programs, describe how the district/organization ensures that students travel safely to and from school/program. This includes any students (OST or ELT) being transported off site for enrichment.
2. **[OST]** If applying for additional funds to support transportation costs provide a justification for the need, cost, and any match in funds to support these costs. Please note these funds may only be used to transport students home at the end of the OST day.
3. Describe the district coordinator’s participation in any training/networking opportunities provided by the Department and any programmatic changes or new programming that has resulted from participation.
4. Exemplary grant applicants are required to demonstrate the additional resources, other than this grant, that demonstrate efforts to, at minimum, sustain the current 21st CCLC program and/or enhance the amount and quality of services offered.
5. Describe how this grant does/will collaborate with other federal, state and local initiatives in order to align and leverage resources, improve program quality, and develop shared outcomes for success [e.g., other federal/public/private funding, McKinney-Vento, Title I, Title III, Title IVA, After-School and Out-of-School Time (ASOST) grants, Department of Early Education and Care programming, ESSER III funds, etc.]. Responses may be provided in chart, paragraph, or bulleted format.

* Be specific in describing the collaborative initiatives/grants, actual dollar amount, support or in-kind value received.
* Describe how partners and/or contractors contribute towards sustaining the applicant site(s).
* **[ELT]** Describe plans to support the costs associated with implementing the proposed longer school day that are not covered with grant funds as well as how teachers will be compensated for the additional hours. **Reminder:***Grant funds may only be used to support the enhancement or addition of engaging academic enrichment and intervention activities.*

***Please note:*** The use of building space, equipment and snacks/meals covered under the Federal Nutrition program are not a sustainability strategy.

**C. Program Income**

The intent of the 21st CCLC program is to establish programs that offer academic enrichment, youth development and literacy services to students and families that are low income and may not otherwise have access to the opportunities provided through this grant funding. Although not specifically prohibited by federal law, and with the availability of ESSER III funding, DESE strongly discourages charging program fees but will allow them under certain conditions. If approved:

* All income must be expended during the grantee’s award period to supplement, enhance, or otherwise improve 21st CCLC programming for students and families, and not to supplant other funding sources. Use of these funds are limited to the allowable use of funds.
* Students that are low-income must be enrolled first with no expectation of them paying a fee. No student will be denied access due to inability on their family’s part to pay.
* Programs must demonstrate that there are established procedures in place for monitoring, accounting, and reporting of program income.
* Program income generated without prior approval from the Department or that does not adhere to the above criteria will be used to proportionally reduce the federal award.
* Grantees will be required to report on program income generated, and expenditures related to 21st CCLC program operations.

1. If you have need or other reason for charging program fees and would like to request flexibility, please describe your rationale. *If not applicable, please indicate NA.*
2. Additionally, describe the process for determining the per student cost to attend if a sliding fee is used. How will you ensure that families of children/youth who would be eligible to receive free or reduced-price lunch fully understand that cost is not a deterrent from participation.
3. Describe the procedures in place for monitoring, accounting, and reporting of program income. Describe specifically how those funds are/will be used to supplement proposed grant expenditures.

|  |
| --- |
| PART IIIB – REQUIRED PROGRAM INFORMATION - School/Site Summary |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School/Site Name** |  |  | **OST** |  | **ELT** | **Funding Level** | | |
| **Prom** | **Prac** | **Demo** |
|  |  |  |

**A. GENERAL OVERVIEW**

1. From a school principal perspective describe the added value the 21st CCLC grant brings to your school and its impact on the students, teachers, and families.
2. Which three (3) elements of exemplary programs (Addendum F) does the applicant school/sites best reflect and why?
3. Which two to three (2-3) exemplary program elements (Addendum F) does the applicant school/sites aspire to over the next three year? How are you planning and working toward these ideals?
4. If there will be a change in the site coordinator position in FY2023 provide a description of the qualifications/credentials for the required position, the transition plan and the type of support that will be provided to the new site coordinator.

* If the current site facilitator will be returning, please indicate so and the number of years they have served in that role.

1. Complete the demographics chart below

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **FY2020** | | **FY2021** | | **FY2022** | |
| **School** | **21C Prog** | **School** | **21C Prog** | **School** | **21C Prog** |
| **Total number of students** |  |  |  |  |  |  |
| **grade Levels Served** |  |  |  |  |  |  |
| **percentage** [**low Income**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) |  |  |  |  |  |  |
| **percentage** [**students with disabilities**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) |  |  |  |  |  |  |
| **percentage** [**first language not english**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) |  |  |  |  |  |  |
| **percentage** [**english learners**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) |  |  |  |  |  |  |
| **number served/to be serve summer** |  |  |  |  |  |  |

1. Tell us about the students that were served by grant-funded programming over the most recent three-year funding cycle.

* **[ELT]** Additionally, describe the student demographics of the school and any changes that have occurred and/or will occur in FY2023.

1. Student Attendance -Complete the chart and respond to the appropriate question below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY2020** | **FY2021** | **FY2022** |
| Mean Hours Enrolled |  |  |  |
| Mean Hours Attended/ Participated |  |  |  |
| Total Program Hours Offered |  |  |  |
| Percentage of Overall Hours Attended |  |  |  |

* **[ELT ]** On average has the school been able to maintain consistent school day attendance? Has the school seen any changes in chronic absenteeism (missing at least 10% of days enrolled - e.g., 18 days absent if enrolled for 180)? Why or why not?
* Based on the number of hours offered what percentage of time did students attend the program? ELT focus on summer/OST focus on school year and summer.
* **[OST]** Describe the successes and/or challenges the school/program has had in maintaining consistent attendance.
* What is the applicant site doing to overcome the attendance challenges moving forward and how do you expect the challenges to shift?
* Be specific in describing the practices you have used to attract students and maintain consistent attendance. How was this outreach culturally/linguistically responsive?
* **[OST]** Provide any additional data that supports retention of your selected student population over multiple years.

1. Provide a listing of 21st CCLC sponsored professional development (PD) opportunities the applicant school/site has participated in and any changes or new programming that has been/will be implemented as a result of the training. May provide response in paragraph, chart, or bulleted format. Please note beginning in FY2023 all funded sites MUST attend at least one (1) 21st CCLC sponsored PD session.

**B. PROGRAM DESCRIPTION**

1. Provide relevant data that supports evidence of continuous program improvement. This may include SAYO, district/school student benchmark data, school attendance data, Student Growth Data, Edwin Data, school climate, dropout rate, etc.

* Please note any limitations to the data (e.g., test scores), and gaps in data available to you.

1. **[ELT]** Describe in detail how the funding has contributed to the redesign of the school day and how the funded components are part of a seamless day. How has the school day continued to evolve over the funding cycle(s)?
2. Describe specifically how this grant has supported students and families during the pandemic.

* Provide three (3) specific examples of supports or programming provided during the pandemic of which you are most proud and describe how they were designed to address students’ and families’ needs.
* Demonstrate the effectiveness of the supports provided using quantitative, qualitative, and anecdotal supporting data. This may include administrative data, for example number of books or meals distributed to families.

1. Describe in detail how programming has contributed to enhancing and deepening students’ and teachers’ learning.

* Provide specific and detailed examples of the enriching and engaging programming that **is being** provided.
* How is the programming described above designed to promote change in your SAYO outcomes?
* What strength-based strategies are being implemented in this programming? How do you intentionally promote diversity, equity, and inclusion?
* How do you ensure that staff, including contractor staff, have the needed training, support, and classroom management skills to assure students of all ability levels are fully included and engaged?

1. Provide the school/site plans for implementing an FY2022 summer program (July 1 - August 31, 2022). Reminder that **ELT Schools are** required to offer 120-hour summer program. Address the following in your response:

* Student attendance policy (how often students will be required to attend).
* Describe how the programming is designed to engage students.
* If applicable, describe the role community partners played in the design and implementation of summer programming.
* Provide up to 3 examples of the type of summer programming to be offered.

1. Please complete the Summer Programming chart below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SUMMER PROGRAMMING (Summer 2022)** | | | | | | | |
| **# of students to be served** | **# hours/day** | **# days/ week** | **# of weeks** | **Total hours** | **Days of week (e.g., m-f)** | **Start/End Dates** | |
|  |  |  |  |  |  | **start date** |  |
| **end date** |  |

**C. FY2023 Action Planning**

1. Based on what you know and have learned about high quality programming and what you have learned from past as well as current experiences, describe how you will reimagine programming going forward and continue to evolve. What is next and how will you continue to move your exemplary program forward. Address the following in your response:

* How was data used in actionable ways to inform the program? What program improvements/changes will be made as a result of these findings?
* What are the positive trends that you will build upon?
* What are the challenges the program will address in FY2023?
* How will programming be designed to deepen student learning by combining content knowledge with an approach to learning that emphasizes the skills necessary to apply that knowledge successfully (e.g., HQPBL).
* How youth voice will be supported?
* How the programming will be designed to build on the strengths and assets of students and families.
* As a result of your recent (2022) exemplary visit and the feedback received, reflect on the areas that you will continue to build on, areas you will continue to improve.

1. How will you evaluate meaningful improvement in equity (e.g., policy changes) and how do/would you document progress towards these goals (attendance, staff recruitment, SAYO engagement data, etc.)?
2. Optional - Are there any other details from your visit that you would like to address?
3. **[ELT]** Describe what a student schedule will/may look like in FY2023. Will grant funded programming be weaved thought the teacher/student schedule (e.g., offered daily, be offered as electives, or as a separate and distinct set of activities (e.g., all students/grade levels get enrichment the same time/day).
4. **[OST]** Describe the student attendance policy for FY2023 (how often students will be required to attend) for the school year programming that ensures meeting of required attendance hours.

**D. Staffing, Support, and Development**

1. Describe the qualifications and credentials of the staff and contractors that implemented programing in FY2022 and plans for staffing the proposed FY2023 program.
2. Describe the structure for ongoing program planning with educators/program staff and providers? The Department strongly recommends grantees provide staff implementing grant funded programming with adequate planning time.

* Indicate the amount of time provided for staff planning to ensure implementation of high-quality programming.
* What supports and opportunities for professional growth are in place for educators and contractors/partners? Will educators be encouraged and allowed to attend Department 21st CCLC sponsored PD?
* **[ELT]** Is 21st CCLC programming discussed or a focus of common planning time (CPT)?
* **[ELT]** If contracted providers are used, how do you/will you ensure that classroom teachers are informed and knowledgeable about what their students are doing during their time out of the classroom.
* If services/programming is/was provided by independent contractors and/or community-based providers, describe how the relationship and programming has evolved over the course of the partnership/contract.

1. Describe plans for building and strengthening[family engagement](https://www.doe.mass.edu/sfs/family-engagement-framework.pdf) practices/partnershipsin order to advance common goals for student success. *Please refer to the* [*Department definition of family engagement*](http://www.doe.mass.edu/news/news.aspx?id=25263)*. For more family engagement resources visit the* [*Department family engagement web page.*](https://www.doe.mass.edu/sfs/?section=family)

* Include plans to engage families in meaningful ways to better support student learning and development.
* Include how the practices will be culturally responsive, collaborative, and demonstrate an understanding of different languages, norms, and values.
* If applicable, please describe how grant funds will be used to support/enhance family engagement.

***Note:*** *Please note episodic, non-reoccurring, or special events that involve families does not fully constitute family engagement. For example, an open house night for parents that involves a meal or social activities would not represent family engagement*

**E. RISK ASSESSMENT**

1. If your District/Organization scores in the moderate to high category in any of the risk areas described in *Addendum G - Risk Factor Rubric*, describe how those areas have or will be addressed in the coming year.

**F. PROGRAM SCHEDULES**

1. [OST] Please provide the requested information below on school/program hours of operation.
2. applicants may propose any schedule configuration that meets the following requirements:

* Operate for a total of 400 hours during theschool year **and** summer. Please note the majority of hours MUST occur during the school year.
* Operate a minimum of 4 days/week during school year **and** summer.
* Funds cannot be used to support only before school and/or summer programming.
* If applicable, before-school programming must run for at least one (1) hour each morning offered, serve a consistent group of students, and conclude before the school day begins.
* If applicable, school vacation programming must serve the same students served in OST programming.

**Please Note:** ***Drop-in or Drop-in Like programs are not allowed.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **OST** | **# Hours/ Day** | **# Days/ Week** | **# of Weeks** | **Total Hours** | **Days of Week  (e.g., M-F)** | **Projected Start Time** | **Projected End Time** |
| **School Year** (before school) |  |  |  |  |  |  |  |
| **School Year** (after school) |  |  |  |  |  |  |  |
| **Total # of SY Hours to be provided:** | |  | | *Please note it is expected that the difference between SY hours offered and the 400 required hours will be made up in the summer.* | | | |

1. **[ELT]-** Please use the chart below to provide information about the **school hours/days** required for all students. **Note:** See the RFP for requirements for the number of hours offered.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROJECTED ELT SY2023 (2022-2023)** | | | | | | | | | | | | | | | |
| **date school begins** | | | **anticipated date school ends** | | | | | **anticipated enrollment** | | | | **grades served** | | | |
|  | | |  | | | | |  | | | |  | | | |
|  | | | | | | | | | | | | | | | |
| **school start time** | | **school end Time** | **number of hours/day** | | | **total hours provided above state mandated hours** | | | | **# hours of grant funded prog provided/ day** | | | | **# hours of grant funded prog provided/week** | |
|  | |  |  | | |  | | | |  | | | |  | |
| **PROJECTED SUMMER PROGRAMMING (Summer 2022** | | | | | | | | | | | | | | | | | |
|  | | **Projected # of students to be served** | | | **# hours/day** | **# days/ week** | | **# of weeks** | | **Total hours** | | **Days of week  (e.g., M-F)** | | **Projected program times** | | | |
| **Summer** | |  | | |  |  | |  | |  | |  | | **Start Date:** | |  | |
| **Start Time:** | |  | |
| **End Time:** | |  | |
| **B. Total # of Hours (Summer):** | | | | | | | | | | | |  | | | | | |
| **total hours (a + b) should add up to 300 or more hours** | | | | | | | | | | | |  | | | | | |

**[ELT]** Provide the following schedules **(inserted into this document).**

* Proposed (SY2023) Student Schedule-Highlight services to be supported through grant funds.

**Insert sample student schedule here**

**G. HQPBL** ***Cohort III*** If your school/site is interested in applying to considered for participation in the HQPBL training please **complete the questions below.**

This year long training series will provide participating educators, school, and programs the opportunity to enhance and expand current practices and/or try new approaches to learning in which students are actively collaborating and engaging in HQPBL that is culturally relevant and coherently aligned to the Massachusetts Curriculum Frameworks.

* Participating schools/programs must be able to commit to formulating a 3-5 person team plus the school/site based facilitator that will work collaboratively in the design of the PBL Module.
* Teams must include at minimum one (1) person that brings content knowledge, and an understating of the curriculum frameworks, learning standards, and assessment.
* Teams must be able to commit to attending 32 hours of training that will include
* A total of five (5) full days of in person training - two (2) days back-to-back Fall/Winter of 2022, one (1) day each in February, April, and June.
* A total of three ninety-minute synchronous Zoom sessions in January, March, and May.
* Some asynchronous sessions to be scheduled with an assigned PBL coach.

1. In the chart below list the school(s)/site(s) for which you are applying for HQPBL Cohort III. (Add rows as needed)

|  |  |
| --- | --- |
| **School/Site Name** | **Site Contact** |
|  |  |

1. Describe how HQPBL will enhance and support instructional goals and focus for your school/program.
2. To what extent are educators in your school/program familiar with HQPBL.
3. Describe any PBL or related professional development opportunities that educators have attended in the past three (3) years.