|  |  |
| --- | --- |
| **Name of Grant Program:** Promoting Safe and Health Learning Environments: Elevating Student Voice and Well-Being | **Fund Code:**  **0127** |

|  |
| --- |
| TEMPLATE FOR DRAFTING NARRATIVE RESPONSES(Please enter all responses directly into GEM$. Note there may be some minor differences between this document and what appears in GEM$.) |

REMINDER: The purpose of this grant is to support schools and districts to strengthen efforts to elevate student voice, Preschool through 12th grade, to promote safe and healthy learning environments. The district shall list the participating school(s) below that will be supported by this grant.

1. **Contact and School/District Information (to be completed by all applicants.)**

|  |  |
| --- | --- |
| **District/Charter School:**  |   |
| **Program Coordinator Name:**  |   |
| **Program Coordinator Title:**  |   |
| **Phone:**  |   | **Email** |   |
| **Fiscal Contact Name**  |   |
| **Fiscal Contact Title**  |   |
| **Phone**  |   | **Email**  |   |
| **Use the space below to list anyone who assisted or was consulted with for the writing of this grant proposal** *(add rows if needed).*  |
| **Name**  | **Title**  |
|   |   |
|   |   |
|   |   |
|   |   |
| **Total number of schools to participate this grant:**  |   |
| **School Name, Grades Served** |  |
|   |  |
|   |  |
|   |  |
|   |  |
|  |  |

1. **For which grant options are you applying:** Appendix A outlines the student voice initiatives that these funds can be used to support. Which opportunities is the district applying for funds to implement?

|  |  |  |
| --- | --- | --- |
|  |  | Participating School(s) Name (place an asterisk beside any participating private schools) |
|  | 21st Century Community Learning Center (CCLC) High School Internship Initiative |  |
|  | Teen Mental Health First Aid (tMHFA) |  |
|  | SEL Academic Integration through Serving-Learning (SEL/SL) |  |
|  | Comprehensive Health and Physical Education Professional Development (CHPE) |  |
|  | Playful Learning Institute, PK-3 |  |
|  | Youth Participatory Action Research (YPAR) |  |

1. **District Questions (to be completed by all applicants)**

**Applicants may be asked to submit additional information if needed for clarity, etc. A minimum of 3-5 sentences can generally be considered a substantive response.**

1. Describe current structures that support student voice in participating schools’ policy and program development.
2. What is the need/opportunity for strengthening student voice in the district and participating schools?
3. Please respond to the following questions for each of the initiatives checked above. Copy the chart for each additional initiative included in the proposal.

|  |
| --- |
| Initiative Name: |
| Question | Response |
| 1. How does work in this area align with district/school improvement plans?
 |  |
| 1. What is the capacity at the district/school to oversee this work?
 |  |
| 1. What structures/opportunities exist to sustain this work beyond the life of the grant?
 |  |

1. **Initiative Specific Questions**

**Option 1: Supporting the Mental Health and Wellbeing of Newcomer, Homeless Students**

|  |  |
| --- | --- |
| Question | Response |
| Identify the immediate and emerging needs of the newcomer, homeless students in your district, including those placed in new, eligible expansion shelter sites (if applicable), particularly those related to behavioral health, mental health, social and emotional learning and wellbeing. |  |
| Please describe the district’s current efforts to build/sustain a social-emotional, behavioral, and mental health Multi-tiered Systems of Supports framework (SEL/BH/MH MTSS) for students. Describe how this work to welcome, support and engage newcomer, homeless students and their families fits into or will fit into that system. |  |
| Please identify staff (if known) that will: coordinate and support implementation of these activities (Include: name; title; school/district)Please indicate the approximate number of staff the district anticipates engaging in PD and/or PLCs on:• Trauma-Informed Practices• Supporting the Wellbeing of Immigrant and Refugee Populations• Parent Engagement Strategies• Youth Mental Health First Aid YMHFA |  |
| What will success look like if this initiative addresses the needs in your district/school? How will you determine if the participating school(s) achieves these success indicators? |  |

**Option 2A: 21st Century Community Learning Center (CCLC) High School Internship Initiative**

**District Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **District/Entity:** |   | **Program Coordinator**:  |   |
| **Email Address:** |   | **Estimated Number of Interns** |   |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Total Funds Requested** | **$** |
| **schools/sites that will host interns** **(add rows if needed)** | **grades served** |
|   |  |
|   |  |

**Please respond to all the following questions.**

1. Please provide the planning team members and their roles/affiliations (e.g., HS guidance counselor). Add rows as needed.

|  |  |
| --- | --- |
| **Name** | **Role/Affiliation** |
|   |   |
|   |   |
|   |   |
|   |  |

|  |  |
| --- | --- |
| **Question** | **Response** |
| Estimated Number of Interns |  |
| Please describe your strategies for recruiting HS student interns. Address the following in your response:* Selected population and grade levels of students that will be the focus of your recruitment. Please note interns should reflect the background and identities of the students served by the 21st CCLC grant funds.
 |  |
| Describe what you envision to be the role of the interns in the 21st CCLC SY program. (Interns may serve as teaching assistants, academic and social supports, mentors, etc.). Include the estimated hours per week and total internship hours. |  |
| Describe plans and timeline to recruit and hire an internship coordinator. Include qualifications you will be seeking for this role. If you already have someone in mind for this role, describe their qualifications and experience. |  |
| Describe plans to connect internship program to any of the following:* Work Based Learning Plans
* [MYCAP](https://www.doe.mass.edu/ccte/ccr/mycap/) (My Career and Academic Plan)
* Internship Credits for participating students
 |  |
| Describe the process, topics, and timeline for training student interns and continued supervision. **Note:** To ensure the health and safety of staff and students, interns will be required to be trained to follow all established health and safety protocols. |  |
| Describe any plans for training program staff on how to engage with and effectively utilize student interns. |  |
| Describe the process that will be used to provide student interns with the opportunity to discuss challenges and success, and to reflect on their internship experience for deeper engagement and learning. |  |
| What will success look like if this initiative addresses the needs in your district/school? How will you determine if the participating school(s) achieves these success indicators? |  |

**Option 2B: Comprehensive Health and Physical Education Professional Development (CHPE)**

|  |
| --- |
| Question |
| Which of the following describes the current status of Comprehensive Health and Physical education in your district?Grid (For elem, ms, hs) – check all that apply* Health Education offered (as its own course/subject)
* Physical Education offered (as its own course/subject)
* Integrated Health/Physical Education (e.g., Wellness) offered
* Social and Emotional Learning – Stand-alone Curricula/Advisory
* Social and Emotional Learning – Integrated throughout the curriculum
 |
| Please describe to what extent your district has begun to unpack the new standards and to select, revise or adapt your existing curricula. |
| DESE’s Educational Vision is that “All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades.” Please describe efforts your district/school is engaged in to address equity, ensure implementation of culturally responsive curriculum and provide affirming, safe and supportive learning environments so that all students have access to high quality, comprehensive health and physical education and SEL experiences. |
| What do you anticipate will be most challenging in your work to implement the new standards? What specific supports might be helpful in doing this work? |
| How will this work to revise and implement the new comprehensive health and physical education standards addresses the needs in your district/school? How will you determine if success has been achieved? |
| Describe how students and families will be a part of the work to adopt and implement the new standards. |
| Describe current collaborative structures (including common planning time, if applicable) that exist for educators to be able to engage in the work of adopting the new standards. |
| Please briefly describe how the district will support/provide release and planning time for staff to participate in professional development, coaching, and to integrate and develop plans to implement new, adapted or revised curricular materials. (Grant funds may be requested to cover these costs.) |
| List the team members (educators, school/district administrators, and ideally including a curriculum leader) who will contribute to creating an action plan for adopting the new framework, participating in professional development/technical assistance sessions. Include district-level staff that will support this work.GRID:* Name
* School/District
* Email
* Grade-Level(s) Taught
* Subject Area(s) Taught
* Participate in Action Planning
* Participate in PD
 |
| Describe how students and families will be a part of the work to adopt and implement the new standards. |

**Option 2C: Playful Learning Institute, PK-3**

|  |  |
| --- | --- |
| Question | Response |
| What school(s) will be participating? |
|  |
| Please list the educators in the 2 classrooms at each grade level who will participate |
| Preschool: |  |
| Kindergarten: |  |
| 1st Grade: |  |
| 2nd Grade: |  |
| 3rd Grade: |  |
| Why is your district/school interested in applying to be part of the Playful Learning Institute (Institute)? How does the concept of playful learning align with your districts and schools priorities? |
|  |
| What do you anticipate will be most challenging in your work to implement playful learning? What structures, policies and practices exist that may act as barriers to the integration of playful learning? |
|  |
| How can the Institute be supportive in developing additional strategies to address the challenges? |
|  |
| The Institute will focus on the benefits of playful instruction, co-opted play, guided play and games as instructional strategies to enhance both academic and social-emotional outcomes for students, PK-3.What examples can you provide of ways in which playful learning currently takes place during the day for students in each grade, PK-3? Use the space below to share examples of what playful learning currently looks like in your classrooms/school(s). |
| Preschool: |  |
| Kindergarten: |  |
| 1st Grade: |  |
| 2nd Grade: |  |
| 3rd Grade: |  |
| Please attach a schedule of the day along with a description of what curricular programs are used for the different parts of the day at each grade level. Does the district/school have flexibility in its curriculum and scheduling policies to possibly use the day differently (e.g., give more time for children to explore content through playful learning)? |
|  |
| Please provide some examples of how supports for English learners (EL) and students with disabilities are provided. |
|  |
| Do educators, PK-3, have instructional assistants supporting instruction in their classrooms? Please explain the role of instructional assistants, if any. |
|  |
| Describe any flexibility in policies around staffing to include instructional assistants and specialists (e.g., EL, special education, art, music, physical education, mental health, social workers etc.) to be part of this Institute? |
|  |
| Describe the current classroom/learning environments by grade. Include information about set up of the classroom, materials/manipulatives, visuals, classroom libraries, student access to materials, etc. Examples of information to provide can include but not be limited to: what types of seating options, play and/or games equipment (e.g., dramatic play props and costumes, blocks, sensory tables, garden space, dice, board games, clay/play-dough, climbing structures, sound systems for music, etc.).Knowing that classroom configurations can vary, please use the classroom/learning environments of the educators included on the team to respond to this question. |
| Preschool: |  |
| Kindergarten: |  |
| 1st Grade: |  |
| 2nd Grade: |  |
| 3rd Grade: |  |
| Is there anything you would like to change or strengthen about the classroom/learning environments? If yes, please describe. |
| Preschool: |  |
| Kindergarten: |  |
| 1st Grade: |  |
| 2nd Grade: |  |
| 3rd Grade: |  |
| What is the school’s/district’s policy around common planning time for educators, PK-3 grade?Other than common planning time, are there other collaborative structures exist for educators to be able to engage in the work of the Institute? If yes, please describe. |
|  |
| Is there a particular equity gap/problem in PK-3 that your school(s) has identified and that the Institute may help to address? Please explain. |
|  |
| The Department has created this grant to support the use of playful learning as an anti-racist practice. How does your team think about/envision playful learning as a practice that addresses engagement of students, PK-3, who have been historically marginalized? |
|  |
| Given the Institute’s focus on playful learning as an anti-racist learning strategy, the Department seeks to ensure that all children, including those who have been historically marginalized, will have access to these important learning opportunities as a result of the Institute. How will you ensure that all children have access to playful learning? |
|  |
| For districts receiving 21st Century Community Learning Centers (CCLC) funds and implementing playful learning as part of its out-of-school time programming at the elementary grades, describe how participation in the Playful Learning Institute as part of school-day programming will align with after-school programs. |
|  |
| What will success look like if this initiative addresses the needs in your district/school? How will you determine if the participating school(s) achieves these success indicators? |
|  |

**Option 2D: SEL Academic Integration through Service-Learning (SEL/SL)**

|  |
| --- |
| **Question** |
| Why is your district interested in participating in the chosen SL/SEL opportunities?  |
| Please briefly describe what challenges your district is currently facing that you hope to address through these opportunities. |
| What experience does your district (and/or schools included in this application) have:* Implementing service-learning?
* Implementing social and emotional learning opportunities?
* Integrating SEL/SL into academic courses?
 |
| Please briefly describe how the district will support/provide release and planning time for staff to participate in professional development, coaching, and to integrate and develop plans to implement the lessons/units. (Grant funds may be requested to cover these costs.) |
| List the team members (educators, school/district administrators, and ideally including a curriculum leader) who will participate in professional development/technical assistance sessions; and create an action plan for identifying/creating at least two (2) academic courses to embed SEL/SL units, and the scheduling, planning supports needed to implement these units. Include district-level staff that will support this work.Name School Grade-Level(s) Taught Subject Area(s) Taught(if applicable) Email |
| Will the district/school participate in administering the **Social and Emotional Learning Indicator System (SELIS)** survey for teachers to assess and for students to self-assess and reflect on their SEL strengths and areas for growth throughout?If yes, please describe the team that will support the SELIS project within the district. An**ideal team** could include: a District SEL/Student Services Director; a data analyst/coordinator; a computer/technology specialist; and a counselor(s)/educator(s)***Note:*** *Teams will engage with DESE in PD and technical assistance to develop plans for SELIS administration, analysis, interpretation and integration.* |
| What will success look like if this initiative addresses the needs in your district/school? How will you determine if the participating school(s) achieves these success indicators? |

**Option 2E: Teen Mental Health First Aid (tMHFA)**

|  |  |
| --- | --- |
| Question | Response |
| Please describe the district’s current efforts to build/sustain a social-emotional, behavioral, and mental health Multi-tiered Systems of Supports framework (SEL/BH/MH MTSS) for students. Describe how this work to implement teen Mental Health First Aid (tMHFA) fits into or will fit into that system. |  |
| -Approximately what percentage of staff at the school have been trained in Youth Mental Health First Aid (YMHFA)?-Approximately how many staff does the school anticipate training through this grant?***Reminder:*** *In order to participate in tMHFA, approximately 10% of school staff must be trained in YMHFA -identify*- Which grade level(s) will tMHFA be implemented (grades 10-12)?- Please briefly describe why the grade level(s) were chosen. |  |
| Please list members of the team that includes your specialized instructional support personnel that will coordinate and support implementation of these activities. Include: name; title; school/district; will participate in the tMHFA Instructor training?; interested in becoming a YMHFA Instructor? **Reminder:** At least 2 staff must be trained as tMHFA instructors  |  |
| Please briefly describe how you will engage youth and families as you implement tMHFA, including:-introducing what tMHFA is and how it will support students.-opportunities for asking questions and providing feedback-plans for offering YMHFA to families prior to implementation of tMHFA-plans for establishing a process for families to opt out of the program, if desired. |  |
| What will success look like if this initiative addresses the needs in your district/school? How will you determine if the participating school(s) achieves these success indicators? |  |

**Option 2F: Youth Participatory Action Research**

|  |  |
| --- | --- |
| **Question** | **Response** |
| 1. Approximately how many youth/students will be participating in this project? Describe how they will be chosen to participate.
 |  |
| 1. Approximately how many staff will be participating in this project? Describe how they will be chosen to participate.
 |  |
| 1. Do these youth/students and staff already have a partnership/ relationship with each other (please describe how you know if yes) or will time be needed to establish a partnership/ relationship (please describe how)?
 |  |
| 1. How will the school and district assess and monitor youth/student and adult partnerships in order to ensure that you are heading towards a full and equal voice for youth and adults?
 |  |
| 1. How will the school and district support the implementation of the solutions students develop through their YPAR projects?
 |  |
| 1. What will success look like if this initiative addresses the needs in your district/school? How will you determine if the participating school(s) achieves these success indicators?
 |  |