**Name of Grant Program:** Massachusetts 21st Century Community Learning Centers – Out-of-School Time  
**Fund Code:** 647-B1B

## PART III – REQUIRED PROGRAM INFORMATION

### A. PROGRAM SUMMARY COVER SHEET

<table>
<thead>
<tr>
<th>Lead Applicant District/Entity:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Grant Contact Name:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td></td>
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<tr>
<td><strong>Phone:</strong></td>
<td><strong>Email:</strong></td>
</tr>
</tbody>
</table>

**List any Partnering Agency(ies) here:**

**Proposed Site:**

*If the site is not a school, also note the school(s) attended by the students who will be participating in the 21st CCLC program.*

<table>
<thead>
<tr>
<th>Projected Number of Students to be served</th>
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<tbody>
<tr>
<td><strong>School year</strong></td>
<td><strong>Summer</strong></td>
</tr>
</tbody>
</table>

**Eligibility Type:**

*Mark the appropriate box(es).*

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<tbody>
<tr>
<td>District/school with at least 20% low-income families. Indicate percentage of students receiving free or reduced lunch:</td>
<td>%</td>
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</table>

**Competitive Priority:**

*The application… (Check all that apply.)*

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<tbody>
<tr>
<td>Proposes to serve youth in a school designated as Level 3, 4, or 5. Please indicate designation.</td>
<td></td>
</tr>
<tr>
<td>Districts that have not received 21st CCLC funding within at least the past five years (FY2009-FY2013).</td>
<td></td>
</tr>
<tr>
<td>Application submitted in full partnership by a school district and community-based organization(s) and/or other public or private entity(ies).</td>
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</tbody>
</table>

**Hours of Operation:**

*Check the program’s proposed option(s). If selecting different options for different sites, match the site(s) to the option(s). The total must be at least 448 hours per year. (Refer to Addendum D – Resource Map/Program Components for more details.)*

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Option 1 (includes before school)</strong></td>
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<tr>
<td>School Year minimum = 12 hrs./wk. x 32 wks. = 384 hrs.</td>
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<tr>
<td>Summer minimum = 16 hrs./wk. (4 hrs./day for 4 days/wk.) x 4 wks. = 64 hrs.</td>
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<tr>
<td><strong>Option 2 (does not include before school)</strong></td>
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<tr>
<td>School year minimum = 8 hrs./wk. x 32 wks. = 256 hrs.</td>
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<tr>
<td>Summer minimum = 24 hrs./wk. (6 hrs./day x 4 days) x 8 wks. = 192 hrs.</td>
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<tr>
<td><strong>Option 3 (a different proposed schedule)</strong></td>
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<tr>
<td>Propose and provide details to support another mix of school year and summer hours that upholds the spirit of the above options and totals a minimum of 448 hrs.</td>
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</table>

**Total Amount of Grant Funds Requested:** $1

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1 School-Wide Title I status is noted on the Department’s School Profile pages. (“School Title I Status” is indicated on each school’s main profile page.)
B. PROJECT NARRATIVE (300 word maximum)
1. Provide a narrative describing what a typical day may look like at the proposed 21st CCLC site. In doing so include the intended purpose and target population. Keep in mind that this is a snapshot of the application, and helps grant reviewers form an understanding of the big picture of the proposed project when reviewing the proposal.

C. PLANNING TEAM/COMMUNITY COUNCIL DEVELOPMENT (2 page maximum)

All applicants are required to have a Planning Team and form, if funded, a Community Council (Advisory) that should, at a minimum, meet quarterly. The Planning Team/Council membership must be representative of the district/school and community. It is suggested that families and students also be represented on the Planning Team and Council. Use Addendum B – Community Council/Planning Team Membership Form in the RFP’s Required Forms section to list Planning Team or Council members (if one currently in place) and affiliations.

Address the following elements (in the same order listed below).
1. Describe the composition of the Planning Team or Community Council (if one currently exists).
2. Describe how the Planning Team or Council is or will be representative of the school /community and has or will have a diversity of perspectives (parents, teachers, business community, recipients or beneficiaries of services, or others, as appropriate).
3. Provide evidence of previous success in developing and/or implementing programs similar to 21st CCLC. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of these programs.
4. Describe the process used to inform the community with notice of intent to submit an application. (Federal legislation requires applicants to publicly notify the community in advance of its intent to apply for this grant.) Attach any documentation to support how this was done.
5. Describe the plan to disseminate information, if awarded funding, about the 21st CCLC program to the community in a manner that is understandable and accessible.

D. CONSULTATION WITH PRIVATE SCHOOLS AND NON-PUBLIC SCHOOL APPLICANTS

Note: Public School applicants should respond to question 1A and Non-Public School applicants to question 1B.

1A. NON-PUBLIC SCHOOL PARTICIPATION (1 page maximum) - for school districts only

Federal law mandates that private school administrators, in the geographic vicinity of the schools that will be served by the applicant, are consulted within a timely and meaningful manner prior to the design and development of the program.

i. Describe how this was done in the community and attach documentation. (See Addendum C - Documentation of Non-Public School Participation in the RFP’s Required Forms section.) If there are no private schools in the community, then indicate that on the documentation. The Documentation of Non-Public School Participation Form must be completed properly and signed by the applicant agency’s Superintendent or equivalent and returned with the grant application.

1B. NON-PUBLIC SCHOOL APPLICANTS (1 page maximum) – for non-public school applicants only

Applicants that are from agencies and organizations other than a school, school district, city, or town must provide the following additional information.

i. Describe your previous experience with similar amounts of funding at the state or federal level through government, foundation, or private grants.

ii. Append to this application proof of fiscal responsibility, for example, a copy of the most recent annual audit. (This information will not count towards any page limits.)
E. LESSONS LEARNED SITES (For Previous Recipients of a Massachusetts 21st CCLC Grant Only) (3 page maximum) If not applicable, indicate not applicable.

If the applicant or proposed applicant site previously received a Massachusetts 21st CCLC grant (through any Fund Code: 647 grant), respond in detail to the questions below.

1. Describe in detail the lessons learned from past experiences running 21st CCLC programs, how those lessons have been applied to this application, and what will be different about this program compared to the previous one(s).

2. If any of the proposed sites received 21st CCLC funding during any of the following years: FY09-FY12, indicate if after-school program(s) continue to operate at those sites, even at a reduced level. (REMINDER: Any site that received funding during FY13 is not eligible to apply for this FY14 Fund Code 647-B-1 grant.)
   - If yes, describe the current program.
   - If no, explain why.

F. NEEDS ASSESSMENT (3 page maximum, not including Addendum D)

1. Applicants are required to conduct an assessment of current programming, and the need for additional programming, along with student, teacher and family interest in participating/collaborating with a potential 21st CCLC program. The assessment must be recent and specifically connect to the proposed site.
   - Use Addendum D - Resource Map /Program Components in the RFP’s Required Forms section to examine what the school/program and district/agency currently have in place. This may include wrap-around services, academic support, tutoring, counseling, theater arts, music, robotics, media technology, service-learning, homework help, intramural programs, family engagement, recreation programs, yearbook, fee for service programs, and other types of enrichment or academic support programs.

2. Based on the analysis of the information provided in Addendum D, describe where the gaps in needs are and why current services are insufficient to meet the needs of students and families at the proposed site, and which of the specific identified needs will be addressed by this grant.

3. Provide a detailed assessment of the interest level of the school administration, teachers, families and students in having a 21st CCLC program at the proposed site. Describe the process used to collect the information. Include who was sampled, sample sizes, the number of actual responses and any other pertinent details. If applicable attach a copy of the survey tool.

G. PROGRAM DEVELOPMENT AND IMPLEMENTATION (16 page maximum)

Provide the following information about the programs and services to be delivered. These services should be clearly designed to meet the need described above. Address the questions in the same order as they are listed below.

1. STUDENT OUTREACH
   a. Include a description of the target population to be served by these grant funds and how the proposed project will address their specific needs. These factors may include, but are not limited to, academic achievement levels and proficiency gaps, low-income related issues, limited English proficiency, homelessness, dropout prevention, and social/emotional learning needs. Describe how MCAS item analysis, Edwin Analytics, and/or other school benchmark data were used to help determine the target population.
   b. Understanding that recruiting and retaining the target population of students for programs of this type may be a challenge, describe specific outreach strategies.
      - Include how you propose to ensure equitable access to programs and services for students who are limited English proficient; receive special education services; are homeless, refugees, and/or immigrants; and/or have social/emotional issues.
STUDENT OUTREACH (G1B CONTINUED)

- Address how the strategies will be developmentally appropriate and effective for the targeted age group.
- Describe any programmatic practices that will be used to enhance learning and/or increase enrollment and/or sustain student attendance and active participation (e.g.: elective credits, credit recovery, hours buy back, etc).

2. PROGRAM DESIGN

a. Describe the plan to provide creative and innovative programming that will connect to and support, but not replicate school day programming and address any proficiency gaps for the targeted population of students. In describing the plan address the following elements in the same order as below:

- A theory of change and action;
- how data has been used to inform the program design;
- how the design is creative and innovative so as to engage identified students and help them to actualize their learning;
- a description of any potential off-site educational and/or enriching field experiences that connect to program design (include information regarding the educational and other benefits of the proposed field experience); and
- a summary of any studies, reports, or research that may document evidence of the effectiveness of the proposed program.

Also, using Addendum D – Resource Map/Program Components in the RFP’s Required Forms section, provide examples of the types of creative and innovative projects/activities that will be offered, and the connection to the Common Core for math and English Language Arts and/or to the strand(s) from the Massachusetts Curriculum Frameworks on which the program will focus.

b. Service-learning engages students in identifying and researching community problems; identifying and proposing possible solutions (projects); planning and implementing these solutions (service); making explicit connections to grade appropriate learning standards; reflecting on their service; demonstrating the results of their project; and working with appropriate school and community organizations and individuals to accomplish the above. The Department will provide training on planning for and implementing service-learning.

Describe plans to implement the required service-learning component, identifying:

i. The anticipated grade-level(s) and content-area that will be supported.
ii. Any previous experience with service-learning, including examples of projects, if applicable.

c. Describe how the proposed program will support college and career readiness for participating students.

d. Describe linkages/partnerships with other appropriate agencies and organizations that support the program design and/or may provide needed services not otherwise available to the target population.

e. Describe the role school day and/or after-school educators had in the design and development of the proposed program.

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2 A theory of change identifies the process(es) through which a given type of change is expected to occur. A theory of action maps out a specific pathway in that theory of change, or an organization’s role with respect to achieving that change, based on an assessment of how it can add the most value to the change process.
f. Describe the student attendance policy for the proposed 21st CCLC program. How often will students be required to attend during the school year and during the summer program? Refer to Addendum D - Resource Map/Program Components in the RFP’s Required Forms section for more details regarding required hours of participation.

g. Describe the location and space in which the program(s) will take place. Describe how the environment will be welcoming, stimulate curiosity and learning, and provide space to exhibit students’ work and projects. Please refer to Addendum A – Administrative/Program Assurances in the RFP’s Required Forms section regarding space requirements.

h. As required by federal legislation, describe how will the program ensure that students travel safely to and from the 21st CCLC and home for school-based and/or off-site programs?

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

j. Describe plans for implementing a required summer program.

3. SOCIAL/EMOTIONAL LEARNING (SEL)

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.

a. Describe how the proposed program will support social emotional learning for the targeted population of students.

4. FAMILY ENGAGEMENT

Families play important roles in supporting learning not just in school but also in the out-of-school contexts. This effort includes capacity building so as to engage families in meaningful ways to better support student learning and development. Family engagement requires ongoing and/or sustained participation by the adult family member(s) of participants in the 21st CCLC program. Examples of these types of activities include family/grandparent support group, parent/child book clubs, family literacy, etc.

Episodic, non-reoccurring, or special events while very beneficial to the program do not as a stand-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.

a. Describe the plan for using at least five (5%) percent of the proposed budget (as noted in the RFP’s Fund Use section) to support family engagement/outreach. This may include a family engagement/outreach liaison if one does not currently exists and/or other activities designed to engage families in meaningful ways.

5. STAFF QUALIFICATIONS

All staff must meet the qualifications listed in Addendum A – Administrative/Program Assurances in the RFP’s Required Forms section.

a. Describe the qualifications/staff credentials the program will be seeking for the required positions below:
   - Program/Site Coordinator position. If the program coordinator position has been designated describe their qualifications;
   - Program staff.

b. Include the student-to-staff ratios, and plans for quality personnel recruitment and retention.
c. Describe plans for providing professional development and indicate the type of professional development that will be offered. Professional development must relate specifically to implementing the 21st CCLC program.

d. Describe plans to provide CPR and first aid (at least within two months of employment) to program staff.

e. If applicable, describe how qualified volunteers will be used to support proposed activities.

H. COLLABORATION, PARTNERSHIPS, AND CONTRACTED PROVIDERS (4 page maximum)

1. Describe how the proposed 21st CCLC program will collaborate/coordinate with other school or district initiatives such as wrap around services, academic support, MassGrad, McKinney-Vento, Title I, etc.

2. Describe how the proposed program(s) will connect to and support the Department’s District Standards and Indicators and the Department Priorities, as well as local School/District Improvement plans (it is not necessary to include copies of improvement plans).

3. Describe current or potential partnerships as they relate to the implementation of this proposal and the resources they bring. (Partners are defined as individuals or agencies that contribute back to the program and are able to collaborate to achieve mutually beneficial goals.)

4. If the program plans to contract with any outside vendors/community based agencies describe the criteria used for selecting contracted providers and how the services they will provide connect to and support identified needs and intended outcomes. Attach a budget and budget narrative for each contracted provider.

5. In order to assure contracted providers are designing programs to meet student academic and social/emotional needs describe the following:
   - The system that will be used to establish effective means of communication and coordination between school-day programs and agencies providing services (e.g., staff meetings, common planning time, lesson plans, etc.).
   - The system for sharing of pertinent data including state and other school assessment data (with appropriate confidentiality). Include how the proposed program will ensure appropriate confidentiality of pertinent student information including completion of SAYO surveys.

I. ACCOUNTABILITY AND EVALUATION (1 page maximum)

All grantees are required to use the Survey of Academic Youth Outcomes (SAYO) evaluation instrument developed by the Department and the National Institute on Out-of-School-Time (NIOST). The SAYO will enable grantees to develop customized pre- and post-surveys that focus on specific program outcomes. Data is collected from both school-day teachers and 21st CCLC teachers. Upon approval, grantees will be required to select outcomes and will be provided with the tool and training on its implementation. For more information on the SAYO tool, see:
http://www.doe.mass.edu/21cclc/ta/sayo.html.

1. Provide evidence of any previous experience with program evaluation.

2. Describe the system that will be used to maintain, collect, and ensure timely submission of required data. Note: As required by federal legislation grant recipients are required to disseminate publicly the results of the program evaluation.

J. NON-PUBLIC SCHOOL, CITY, OR TOWN APPLICANTS/SERVICES AT NON-PUBLIC SCHOOL SITES (3 page maximum) – Indicate if not applicable

Provide a clear and documented plan of communication and linkage with the school site(s) students attend. Include how you will collaborate and communicate with school administrators to collect the required SAYO data from teachers in the school(s) the students attend.

1. Services at Non-Public School Sites
Applicants proposing to provide services at non-public school sites must include the following additional documentation:

a. evidence that the program will be as available and accessible as it would be at the school site;

b. evidence that the district and collaborating partners are in agreement on the alternate site;

c. a plan for communication between the alternate site and the schools the students attend, including how the program will:
   
   - ensure the alignment of an academic component;
   - access necessary student academic data;
   - ensure that the participants were in attendance during the regular school day; and
   - share information on students’ progress between school-day and 21st CCLC program staff and families;

d. a plan to ensure safe transportation between the school and the alternate site; and

e. as required by federal legislation provide evidence that transportation costs of a school vs. non-school-based program were considered when deciding on the program location.

K. SUSTAINABILITY (3 page maximum)

Applicants must outline the program’s sustainability plan for the upcoming year, including the leveraging and identification of other sources of funding. The sustainability plan must be implemented throughout the grant year and succeeding grant years. Include the following elements:

1. How the Community Council will work with program administrators in the development and implementation of a sustainability plan including identifying new collaborators and/or other public or private funding sources.

2. How the 21st CCLC program will coordinate with other federal, state and local programs with compatible/complementary services (e.g., Academic Support, McKinney-Vento, Title 1, and Adult Basic Education). Include any cash investments by cities, counties, school districts, and private/community foundations.

3. Use the chart below to list the investments of the lead organization and each of the partners (e.g., in-kind support, staff development, and transportation). Funds being requested under this grant should not be included here.

<table>
<thead>
<tr>
<th>Non 21st CCLC-Funding Source</th>
<th>Fund Use (Summarize what aspects of the 21st CCLC program the funds will cover.)</th>
<th>Total Amount (FY14)</th>
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<tbody>
<tr>
<td>Federal</td>
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<tr>
<td>State</td>
<td></td>
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<tr>
<td>Local</td>
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<td></td>
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<tr>
<td>Private (include foundation grants, private donations, etc.)</td>
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<td></td>
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<tr>
<td>Other</td>
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<td></td>
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<tr>
<td><strong>Total Non-21st CCLC Funds</strong></td>
<td></td>
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</tbody>
</table>
L. TIMELINES (1 page maximum)
   1. Include a detailed timeline for program implementation and continued program planning and coordination. Include start and end dates for the delivery of programs and services, Community Council meetings, etc.

M. BUDGET/BUDGET NARRATIVE – (use the forms provided in RFP Required Forms section)

   Program Expenditures
   
   In constructing the budget, please note that all costs must be reasonable and necessary to implement program activities. Additionally, applicants must complete a budget narrative that demonstrates clear and specific links to the project activity plan. Use the Part II Workbook - Budget (II-A) and Budget Narrative (II-B) Excel file provided in the RFP Required Forms section. Out of state travel is not allowed, other than for approved conferences.

   The requested amount should be appropriate and reasonable for the size and scope of the project. Programs must be equally accessible to all students targeted for services, regardless of their ability to pay. As such, programs that charge fees may not prohibit any student from participating for financial reasons.

   Funds allocated under this program may be used only to supplement, not supplant, funds that local schools and community-based organizations would otherwise expend for programs of this type. Rental of space, cash stipends to students to attend the program, cell phones, telephone and utilities, overhead costs and the purchase of materials that are used during the school day are not allowable expenses under this grant.

   If the applicant plans to contract with any outside vendors/community based agencies please attach a budget and budget narrative for each contracted provider. Contracted providers must be held to the same budget requirements as the applicant agency.

   Income generated from fees, services, or other public or private funds must be used to fund additional costs consistent with the grant application and cannot be carried over beyond the three year grant cycle. Append to this application a description of any projected revenues and how they will be used to support additional costs consistent with implementing the proposed program.

   **FOR APPLICANTS PLANNING TO CHARGE FEES:**

   Applicants that choose to establish a fee structure must use the space below to explain the fee structure and describe how the program will ensure that income and/or ability to pay will not deter families from enrolling their children in the program. Additionally, describe the how the funds will be administered and managed.