**Part III-B – Required Program Information – School/Site (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:**

* ***IMPORTANT NOTE:*** *Applicants should submit ONE proposal with a* ***separate*** *School/Site Implementation Plan (Part III-B) for each school/site included. Information about the limits on the number of schools/sites for which an applicant may apply can be found in the FO-RFP.*
* Schools/sites 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.
* 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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| **SCHOOL/SITE IMPLEMENTATION PLAN** |

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| **School/Site Name:** |  |
| **School/Site Location / Address** |  |
| If the site is community based, please indicate the partnering school(s) the students who will participate in the program attend. |  |
| **Program Overview:**  Please provide a brief description (no more than 150 words) of the proposed program, highlighting engaging practices to be offered.  The description should begin with the following sentence, filling in the blanks with the appropriate information:  ***[District/Lead Applicant Name]*** *proposes to implement* ***[ELT or OST]*** *at* ***[School/Site Name],*** *serving* ***[# of students]*** *in grades [****grade levels]*.**  **A sample description can be found in the endnotes.[[1]](#endnote-2)**  **Note**: This description may be posted on the Department’s website. | |
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**A. Planning Process and Rationale for Additional Time: (3 pages maximum)**

1. Describe the **planning** process for implementing ELT or OST[[2]](#endnote-3) programs that offer engaging learning opportunities**[[3]](#endnote-4)** that includes Social Emotional Learning (SEL) incorporated into program practices. Include a list of the team members that participated in the planning process to develop the proposal and their respective expertise and roles.
2. Describe the plans and structures for **overseeing, monitoring, and evaluating** the implementation of ELT or OST. Include a list of implementation team members and their respective roles.

* Include a description of the qualifications/credentials the applicant will seek for a site-coordinator; or,
* If that role already exists, provide the current site-coordinator’s qualifications/credentials. If the required district coordinator, described in Question B1 of the District Summary (Part III-A), will assume this role, please indicate as such, and describe the process to assure that sufficient time is allotted to oversee the site, manage the administrative requirements of the grant and attend required meetings/trainings.

3a. Applicants are required to conduct an assessment of the need and interest of students, teachers, families, the community, and partnering schools (if a CBO is the applicant) in having a 21ST CCLC ELT/OST site. The assessment must have been conducted within the past year and connected to the proposed site. ***Please note:*** *The assessment may be coordinated with or part of a larger district/community wide effort.*

* Describe the process used to conduct the needs assessment and the different types of data collected (i.e., student level data, school climate data, data collected form interest surveys, community mapping, focus groups, community meetings, etc.). **Please Note:** If surveys were used, describe who was sampled, sample sizes, and the number of actual responses. Please attach copies of any mapping tool, surveys, etc. used to gather the information. If focus groups or community meetings were held list the dates, who participated and overall results.
* [OST Only] If the proposed school/site already has an existing OST program, include data/information to support the need to enhance/expand that existing program (e.g. wait lists, etc.)

3b. Based on the data/information collected and analyzed provide an assessment of the following:

* Interest level of school administration, teachers, students, families, and the community in having a 21st CCLC program at the proposed school/site.
* Where the gaps exist and, why current programming/services are insufficient to meet the needs of students.
* How the data collected has been or will be used to inform program/activity design.

**B. Implementing Additional Time (15 pages maximum for Questions 4-16, including the Question 7 chart):**

1. **Proposed Typical Day (1 page maximum)**

Provide a narrative describing what a typical day will look like at the proposed school/site. The response to this question should be in the form of a story that describes a student’s experience in the ELT or OST program. The narrative should include: an overview of the schedule, examples of engaging academic enrichment activities[[4]](#endnote-5), teaching practices that intentionally facilitate and support SEL**[[5]](#endnote-6)** (e.g. include highlights of expected peer/peer and adult/student interactions, critical thinking, leadership, perseverance); interventions, support of college and career readiness; and any other examples that highlight proposed grant-funded activities. *The specifics of program scheduling and implementation are requested in the following questions.*

1. **Describe the specific population of students to be served through grant-funded programming/activities and the specific needs and priorities (academic, SEL, Health and wellness, etc) that will be addressed by this grant. [Model 2 ELT] applicants if school year grant-funded activities will benefit ALL students please indicate so in your response.**

* [ELT and OST] If the school houses **specialized programming** for special populations of students (e.g. students with disabilities, English Language Learners, etc.), please describe how the **school *and district*** will ensure that needs of these students resulting from additional time will be met, including financial and programmatic considerations.

1. **[Model 1 (OST) ONLY]** Describe planned **outreach strategies** to recruit and retain the selected population of students in the proposed OST program. Understanding that recruiting and retaining middle and high school students can be particularly challenging, applicants proposing to serve these grades should describe specific outreach strategies and/or programmatic practices that may be used to increase enrollment and/or sustain student attendance and active participation (e.g., student voice, offering core/elective credits, college and career readiness, internships, etc.).
2. Use the chart below to briefly describe the types of creative and innovative practices that will be created or enhanced, as a result of this funding, to address the identified needs/priorities described in the questions above. *Responses may include a description of teaching/learning strategies that will be implemented by educators as well as examples of the types of enrichments/projects that will be offered.*

**Reminder:** Applicants are required to implement service-learning or project-based learning. A plan for doing so should be included in the chart. Additionally, applicants may also offer a blended learning[[6]](#endnote-7) approach to academic support. 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 FO-RFP document.

**INSTRUCTIONS** for completing the chart:

* In the “**Proposed Activities**” column, include up to 1-2 paragraph descriptions for the types of activities to be supported through these grant funds. If these funds will be used to enhance/expand a current offering indicate so in the description.
* In the “**Needs/Priorities…**” column, include a brief description of how the activity supports one or more of the needs/priorities identified in Question 3a and 3b above, as well as the chosen SAYO outcomes.
* Add additional rows as needed. (Select an entire blank row, right click, 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.

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| **Proposed Activities** | **Needs/Priorities Addressed** | **Content Area/ SAYO Outcomes Addressed** |
| **Example 1- The Box Project –** Students will use 21st century skills to create innovative uses for a cardboard box. They will use creativity and collaboration to brainstorm, plan, and build a box creation with a partner. Students will learn to use the critique process to give and receive feedback in order to revise their end product. Finally, pairs will exhibit their creations to an audience of their choosing. | Throughout the project students will use the speaking, listening and writing standards to clearly communicate their ideas to their group and a real world audience. | ELA, Critical Thinking, Leadership, Perseverance |
| **Example 2- Environmental Adventures**: Working with a naturalist and community partners students will learn about adaptations and habitats, earth science and ecological conservation. This is a current activity that will be enhanced to include a service learning component where students will identify an issue within the school or community and work to research, learn and ultimately to take action and make an impact on a need. | This aligns with the school focus on science and technology. | Math, Engagement in Learning, Relationships |
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8a. **[Model 1 (OST) ONLY]** Describe the following:

* Qualifications/credentials the program will seek for **program staff** to meet the needs of the selected population (as described in the response to Question 6 above), including students on Individualized Education Programs and English Language Learners.
* Plans for **recruiting and retaining** qualified staff.
* Plans for providing **CPR and first aid training** to program staff, within at least two months of employment. *(Federal requirement.)*

**[Model 2 (ELT) ONLY]** Briefly describe the school’s plan for **staffing ELT**. Include information about the following:

* If applicable, teacher career ladder[[7]](#endnote-8).
* Changes to teachers’ scheduled hours and workload, as well as how additional hours will be compensated.
* If applicable, role of community based organizations.

8b. If proposing to contract with outsidevendors/community based agencies or utilize volunteers[[8]](#endnote-9) describe the relevance of the services/enrichments they will provide and their capacity to implement proposed offerings.

* Describe the process for selecting qualified partners, vendors, and volunteers to support the additional learning time.
* Describe how you will work with partners/vendors/volunteers to assure enrichment offerings support students’ needs, interests, and selected SAYO outcomes.
* Include the plan for ongoing planning, coordination and communication along with the process for sharing pertinent student data to assure offerings are supporting student needs.
* Process for communicating policy, procedures and protocols on the following:
* Emergency Management Planning
* Medical Emergency Response
* Bullying Prevention and Intervention

1. Describe the structure and opportunities for **professional development[[9]](#endnote-10) and collaboration** that will support educators in the implementation of proposed activities to be funded through this grant, as well as continuous program improvement.

* Describe plans for including partners, contracted providers and volunteers in these opportunities.
* If proposing to contract with outside providers for enrichment describe how you will ensure that staff have the needed training and support to assure students of all ability levels are fully included and engaged.

1. Describe plans for **building and strengthening partnerships** among schools/sites and communities and families in order to advance common goals for student success.

* Include plans to engage families[[10]](#endnote-11) in meaningful ways to better support student learning and development.
* If applicable, please describe how grant funds will be used to support family engagement.

**Reminder:** *Applicants are encouraged to allocate at least five (5) percent of the total grant request to support family engagement.*

1. *Federal regulations require that all 21st CCLC grantees describe a plan for safe transportation of students.* Describe how the program will ensure that **students travel safely to and from the program**. This includes any students (OST or ELT) being transported off site for enrichment.

**Model 2 (ELT) Applicants:**Please additionally describe how students travel to and from school and highlight any proposed changes as a result of ELT.

1. **[Model 1 OST required]** Provide a brief description of the plan for offering a **required summer program, including the number of hours proposed**. ***Note:*** *Funded applicants will be required to submit a more detailed plan for summer programming.*

**Model 2 [ELT if applicable]** Provide a brief description of plans to offer either school vacation week programming or summer programming for a select group of students as part of meeting the required 300 hours. Include a description of the select population of students to be served, proposed number of students to be served, number of hours of programming, and grade levels. ***Note:*** *Funded applicants will be required to submit a more detailed plan for vacation and/or summer programming.*

1. **[Model 1 OST]** Describe the **location and space** in which the OST program will take place. Describe how the program will ensure a welcoming environment with necessary resources to implement activities, stimulate learning, and provide space to exhibit students' work and projects.

* **ELT and OST** If students will be transported to a partner/contracted provider’s facility for enrichment describe the location and space in which the program will take place, if it is handicapped accessible, how the program will ensure a welcoming environment with necessary resources to implement activities, stimulate learning, and meet the needs of students of all ability levels.

*Please refer to the Addendum A - Grant Assurances document in the FO-RFP Required Forms section regarding space requirements.*

1. **[Model 1 (OST) ONLY]** Use the chart below to provide the anticipated OST program schedule. **(1 page maximum)**

**Applicants may propose any schedule configuration that meets the following requirements:**

* Operate for a total of 400 hours during theschool year **and** summer
* 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 week programming must serve the same students served in OST programming.

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

Sample schedules are provided in the endnotes below for reference.**[[11]](#endnote-12)**

It is **not** expected that all students will attend all offered hours; however students are expected to participate for the following minimum numbers of hours, on average during the school year, and approximately 80% of the time during the summer: **Elementary School – 100 hours, Middle School – 90 hours and High School – 80 hours**

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|  | **# of Youth to be Served** | **# Hours/ day** | **# days/ week** | **# of weeks** | **Total Hours** | **Days of Week  (e.g., M-F)** | **Program Times** | |
| **School Year** (before school) |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |
| **School Year** (after school) |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |
| **School Year** (vacation weeks) |  |  |  |  |  |  |  |  |
| **Summer** |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |
| **Total # of Hours Offered:** | | | |  | | 🡨Must be a minimum of 400 hours. | | |

1. **[Model 1 (OST) Only] To ensure that students are attending for the required average number of hours,** describe the **student attendance policies** for both the proposed 21st CCLC OST and the summer program, including how often students will be required to attend.
2. **[Model 2 (ELT) ONLY]** Use the chart below to provide information about the **school hours/days** required for all students. **(1 page maximum)** *Please see the Implementation Models section of the RFP document for requirements on hours.*

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| **Pre-ELT SY17 (2016-2017)** (or 2015-2016 if ELT was newly implemented in 2016-2017) | | | | | |
| **Date school began:** |  | **Date school ended:** | |  | |
| **Enrollment** |  | **Grades Served:** | |  | |
| **School Start/End Time** | | | **Hours** | **# of days** | **Total Hours** |
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| **Total # of Hours (Pre-ELT)** | | | |  |  |
| **PROJECTED ELT SY18 (2017-2018)** | | | | | |
| **Date school begins:** |  | **Date school ends:** | |  | |
| **Anticipated Enrollment:** |  | **Anticipated Grades Served:** | |  | |
| **School Start/End Time** [insert rows if needed] | | | **Hours** | **# of days** | **Total Hours** |
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| **Total # of Hours (School Year ELT)** | | | |  |  |

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| **PROJECTED SCHOOL VACATION/SUMMER PROGRAMMING FY17** | | | | | | | | |
|  | **# of Youth to be Served** | **# Hours/ day** | **# days/ week** | **# of weeks** | **Total Hours** | **Days of Week  (e.g., M-F)** | **Program Times** | |
| **School Year** (vacation weeks) |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |
| **Summer** |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |
| **Total # of Hours (Vacation/Summer):** | | | |  | |  | | |

1. **[Model 2 (ELT) ONLY]** Provide the following schedules. Proposed SY18 schedules should reflect the expanded learning programming required for all students (not the summer/school vacation week programming.) **(Schedules should be inserted into this document – 5 pages maximum):**
2. Pre-ELT (SY17) Student Schedule (or, provide SY16 if ELT was newly implemented in SY17)
3. Pre-ELT (SY17) Teacher Schedule (or, provide SY16 if ELT was newly implemented in SY17)
4. Proposed (SY18) Student Schedule
5. Proposed (SY18) Teacher Schedule

**[ELT Insert Schedules here]**

1. **Sample Program Overview: *“****Anytown Public Schools proposes to implement OST at Ourtown Middle* ***School,*** *serving 50 students in grades 6-8. Students will engage in programming that includes STEM project-based learning, health and wellness education, academic support and college and career readiness activities.”*

   ***“****Ourtown Public Schools proposes to implement ELT at Mytown Elementary for students in grades K-5. Students will engage in programming that includes blended learning, service learning, arts, and physical activity.*  [↑](#endnote-ref-2)
2. Unless otherwise specified, questions in this document primarily focus on planning and implementation of school year programming. Model 2 (ELT) applicants should focus responses on the expanded school year schedule for all students. Funded applicants will be required to submit a more detailed description of school vacation and summer programming. [↑](#endnote-ref-3)
3. **Engaging Learning Opportunities:** The 21st CCLC program prioritizes the strategies of service-learning and project based learning as tools for providing engaging learning opportunities during OST and ELT. These strategies are hands-on, inquiry-based, multi-disciplinary and support SEL.

   [**Service-Learning**](http://www.doe.mass.edu/csl/)is a teaching and learning approach where students discover and investigate needs and problems, identify and research solutions, then decide, plan, implement and evaluate their projects to address those needs and problems. Adult facilitators support students and make explicit and authentic connections to learning goals and outcomes.

   **Project Based Learning** is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. [↑](#endnote-ref-4)
4. ***Academic Enrichment and Engaging Instructional Practices:*** *These practices should be**thoughtfully planned so as to deepen student engagement, integrate academics though cross curricular programming, support SEL, and career readiness.*  [↑](#endnote-ref-5)
5. **Social and Emotional Learning:** The process by which students develop social-emotional competencies is referred to as SEL. SEL includes the foundational skills, attitudes, and behaviors that help promote school engagement and academic success. The Office of Learning Supports and Early Learning (OLSEL) has developed a [SEL resource](http://www.doe.mass.edu/ssce/SEL.docx) ([pdf](http://www.doe.mass.edu/ssce/sel.pdf)) to provide districts, schools, and programs with a better understanding of SEL and elements of programming that support and strengthen its implementation. [↑](#endnote-ref-6)
6. *Blended Learning:* Blended learning is a formal educational program in which a student learns at least in part through online learning. Characteristics of blended learning include students having some element of control over the time, place, path, and/or pace of their learning. Furthermore, the online and face-to-face components are woven together to provide students with an integrated learning experience; in other words, the online component is not an add-on to what students otherwise would do in a brick-and-mortar setting. To be considered for this competitive priority, applicants should describe how the school intends to implement blended learning in at least one of the following four ways: (1) a program in which students rotate between different learning modalities, at least one of which is online learning; (2) a program in which online learning is the primary modality, where students learn mostly at the school with varying degrees of in-person teacher support; (3) a program that allows students to take a course entirely online, either at the school or off-site; and (4) a program in which students participate in the majority of their learning online, with required learning experiences at the school. *Important note: applicants that currently implement blended learning models must describe how the proposed design will differ from what currently exists.* Resources: Additional resources that may assist applicants seeking to implement blended learning may be found at the [Department's Office of Blended Learning's](http://www.doe.mass.edu/odl/) website and [iNACOL's](http://www.inacol.org/" \o "External Link) website. [↑](#endnote-ref-7)
7. *Teacher Career Ladders:* The purpose of the teacher career ladder would be to provide differentiated roles for teachers that are linked to evidence of performance and impact with students. The proposed ladder must include a professional growth model for teachers with clearly defined titles, selection criteria that include measures of teacher's impact on student growth and learning, responsibilities, compensation structure, and duration. The proposals must also describe the ways in which the teacher career ladder system is aligned to the school's educator evaluation system. Resources: Additional resources that may assist applicants seeking to implement a teacher career ladder may be found at the [National Education Association's](http://www.nea.org/) website and [EngageNY](https://www.engageny.org/resource/designing-career-ladder-programs-for-teachers-and-principals" \o "External Link) website. [↑](#endnote-ref-8)
8. Volunteers- This includes college tutors, mentors, and retired professionals. [↑](#endnote-ref-9)
9. **Professional Development (PD) Offerings:** The Massachusetts 21st CCLC program offers a variety of professional development opportunities to support program implementation, some of which are optional and designed to support programs’ PD needs and continuous program improvement. Please see *Addendum A - Grant Assurances* for details on grant PD requirements. [↑](#endnote-ref-10)
10. **Family Engagement:** Families play important roles in supporting learning both in school and out-of-school. Programs should be working to build capacity to engage families in meaningful ways to better support student learning and development. Effective family engagement requires ongoing and/or sustained participation by the adult family member(s) of participants in the 21st CCLC program. Examples of types of activities that can effectively engage families include: systems for frequent communication with families about students’ participation in programming, family/grandparent support groups, parent/child book clubs, family literacy, parent cafes, etc. Episodic, non-reoccurring, or special events, while very beneficial to the program, do not as a stand-alone constitute ongoing family involvement/engagement. 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 engagement. See the US Department of Health and Human Services’ and US Department of Education’s draft [policy statement on family engagement](http://www.acf.hhs.gov/sites/default/files/ecd/draft_hhs_ed_family_engagement.pdf).

    [↑](#endnote-ref-11)
11. **SAMPLE Model 2 (OST) SCHEDULES *(for reference only – programs are not required to follow these exactly)***

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    | **School Year** | **Summer** | **Total** |
    | 320 Hours (10 hours/week x 32 weeks) | 80 Hours  20 hours/week (5 hours/day for 4 days/week) x 4 weeks | **400** |
    | 256 Hours (8 hours/week x 32 weeks) | 144 Hours  24 hours/week (6 hours/day x 4 day/week) x 6 weeks | **400** |
    | 336 hours (10.5 hrs/week x 32 weeks) | 64 hours  16 hours/week (4 hours/day for 4 days) x 4 weeks | **400** |

    [↑](#endnote-ref-12)