**­­Part III-A /B– Required Program Information – District (FY19)**

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

**Instructions for completing this document:**

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

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

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **APPLICANT NAME** | | | | **ADDRESS (Street, City, State, Zip Code)** | | | | |
|  | | | |  | | | | |
| **GRANT CONTACT PERSON** | | | | **TELEPHONE NUMBER** | **EMAIL ADDRESS** | | | |
|  | | | |  |  | | | |
| **District % of Students Who are** [**Economically Disadvantaged (ED) in 2017-2018**](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx) | | | | | | |  | |
| **Funds requested:** | | | | | | | | |
| **OST** | OST amount Requested (for school year plus summer): | | | | | | | $ |
| **ELT** | amount requested  for school year: | $ | additional amount requested for summer (if applicable): | | | $ | ELT Total request: | $ |
| **Total Request** | | | | | | | | $ |

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SCHOOL/SITE NAME** | **X If Applying for ELT** | **Indicate % of Students Who are** [**Economically Disadvantaged in 2017-2018 [[1]](#endnote-2)**](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx?mode=school&year=2018&Continue=View+Report) | **ELT ONLY Total School Enrollment** | **OST ONLY- Projected Number of students to be served** | [**Indicate School Level in 2016 (1,2,3,4,5) [[2]](#endnote-3)**](http://profiles.doe.mass.edu/statereport/accountability.aspx) | * **If SW Title I School** | **List Grades to be Served by 21CCLC Program** | * **If Submitted in full partnership[[3]](#endnote-4) \*** | * **If Serving Kindergarten**   **with a Pre-K Summer Transition Component [[4]](#endnote-5)** | * **OST ONLY If have not previously received 21st CCLC funding** |
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| **\* If Checked List Partner(s):** | |  | | | | | | | | |
| ***Please note:*** *Lead Educational Agencies (LEAs) that would like to receive priority points without a partner must provide in the space above or attach documentation that supports they are unable to partner with a community-based organization in a reasonable geographic proximity and of sufficient quality.* | | | | | | | | | | |

1. **District/Organizational Summary**

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

Please note only LEA’s need respond to questions 1-4, only CBO’s need respond to Questions 5-8, and both need to respond to Q 9-10.

1. Identify the specific elements of the district’s improvement, turnaround, and/or other strategic plans supported through the proposed OST/ELT programming. Additionally, describe how the MA 21st CCLC model fits into or enhances these efforts. Please also attach a letter of support from the Superintendent of schools and/or School Committee. **Note:** *The response to this question should focus on district needs/priorities only. The part III-B will provide the opportunity to address school-specific needs/priorities.*
2. Describe the rationale for the model selection [OST or ELT] as well as the criteria for selection of the school(s)/site(s) included in this application.
3. Describe all previous experience with ELT and/or OST programs regardless of the funding source. Describe lessons learned and how those experiences helped to inform the program design for the school(s)/site(s) included in this application.
4. Has the proposed applicant school(s)/site(s) received 21st CCLC funding in the past six years? If yes, did the school(s)/site(s) continue to operate after the 21st CCLC funding cycle ended, even if at a reduced level? If so, briefly describe the program and if it is still operating. If no, explain why not. If not applicable, please indicate NA.

**Non-school districts-** Organizations ***other than a school district, city, or town*** must implement more time in full partnership with a school and/or school district and must provide documentation of their capacity to administer the 21st CCLC grant. Please respond to and submit documentation as requested below.

1. Non school district applicants, please identify the specific elements of the partnering school district’s improvement, turnaround, and/or other strategic plans that the proposed programming will support. Additionally, describe how the MA 21st CCLC model fits into or enhances these efforts. Please also attach a letter of support from the principal and/or superintendent of the partnering school/district and/or School Committee. **Note:** *The response to this question should focus on district needs/priorities. Part III-B will provide the opportunity to address School-specific needs/priorities*
2. Please attach the organization’s most recent annual audit. Additionally, provide information that supports the organization’s fiscal capacity to oversee and implement this grant. Describe experience administering similar amounts of state or federal funding through government and/or foundation/ private grants**.**
3. Describe and provide evidence of prior experience and success implementing OST/ELT programs that are educationally related and academically enriching. Describe lessons learned and how those experiences helped to inform the program design for the school(s)/site(s) included in this application. If the applicant has not had previous experience providing educationally related and academically enriching programs, provide information that will support the likelihood that the organization can successfully implement this type of program.
4. Describe the plan for ongoing communication and collaboration with the partner school(s); including obtaining assurances that the school administrator(s) and teachers will support the completion of the required Survey of Academic Youth Outcomes (SAYO) teacher surveys and youth surveys and provide appropriate and timely access to pertinent student data.
5. Applicants operating licensed programming funded by the Department of Early Education and Care (EEC), please note if you receive any of the following EEC vouchers and/or contracts. If not applicable, indicate NA.
6. If applicable, please indicate the program’s current Quality Rating and Improvement System (QRIS) rating, briefly describe the program’s continuous quality improvement plan (CQIP), and how this grant will support implementation of the CQIP. If not applicable, indicate NA.

**B. Support and Sustainability (3 pages maximum)**

1. Applicants must designate a full- or part-time coordinator whose primary role is to oversee grant implementation. (See Addendum A – Grant Assurances). Include a description of the qualifications/credentials the applicant will seek for the required coordinator position. If the applicant currently has a person that will serve in this capacity, describe their qualifications/credentials.

* If this will be a part time position, please indicate as such and describe the process to assure that sufficient time to oversee the site(s), manage the administrative requirements of the grant, and attend required meetings/trainings is allotted.

1. **[ELT Only]** Have or will you be negotiating collective bargaining agreements to maximize financial support for the longer schedule? Describe the process used or plans for negotiating the agreements.
2. [OST & ELT] Being that this is a three-year grant[[5]](#endnote-6), describe the initial steps/process that the lead applicant will undertake to develop a longer-term sustainability plan for the proposed model. Address the following in your response:

* Describe how this grant 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, Adult Basic Education, After-School and Out-of-School Time Quality (ASOST-Q) grants, Department of Early Education and Care, etc.]
* Lead applicant financial and non-financial contributions.
* How partners and/or contractors may contribute towards sustaining the applicant site(s).
* Other in-kind support.
* **[ELT Only]** 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 snack/meals covered under the Federal Nutrition program are not a match or a sustainability strategy unless you are able to demonstrate these costs would be incurred without this grant.

**C.** **Documentation of Community Notification of Intent to Apply**

Federal law requires that applicants for grants under the Title IV Part B 21st CCLC program must publicly notify their community of their intent to apply, ***in a timely manner*** ***prior to submission of the proposal*** and provide the opportunity for public comment. If awarded funding grant recipients must disseminate information, about the 21st CCLC program to the community, in a manner that is understandable and accessible. **Please respond briefly to the following questions to provide assurance of meeting these requirements.**

1. Describe the process used to provide the community with notice of intent to submit an application and the opportunity to comment on the application. Provide the date when notice was provided and attach any documentation to support how this was done.
2. 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.

**Part III-B – Required Program Information – School/Site (FY19)**

**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.*

**A. SCHOOL/SITE IMPLEMENTATION PLAN**

|  |  |
| --- | --- |
| **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 highlight the types of engaging practices to be provided.  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 is in the endnotes.[[6]](#endnote-7)**  **Note**: This description may be posted on the Department’s website. | |
|  | |

1. **School/Site Planning and Rationale (3 Pages Max.)**
2. Describe the planning process for implementing 21st CCLC[[7]](#endnote-8) programs that offer engaging learning opportunities**[[8]](#endnote-9)**. Address the following in your response:

* Include a list of the planning team members that contributed to developing the proposal, their respective expertise and how often the team met.
* Describe how Social Emotional Learning (SEL) will be incorporated into the school/program practices, and not just as a standalone activity.
* If applicable, describe how homework, academic support, and/or blended learning will focus on building skills and practices that support learning and problem solving.
* How the proposed school/program will be culturally responsive, collaborative, and demonstrates an understanding of different languages, norms, and values. Include how the school/program will build on the strengths and assets of students from varied backgrounds and cultures.

1. Describe the plans and structures for overseeing, monitoring, and evaluatingthe implementation of ELT/OST.

* 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 9 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.

1. 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 be connected to the proposed site and conducted within the past year. ***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 type of data collected (i.e., student level data, school climate data, teacher/student/family 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.

1. 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 to inform the program design.
* [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.)

**C. Implementing Additional Time (15 Pages Max 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/OST program. The narrative should include an overview of the schedule, examples of engaging academic enrichment activities[[9]](#endnote-10), teaching practices that intentionally facilitate and support SEL**[[10]](#endnote-11)**; interventions, support of college and career readiness; and any other examples that highlight proposed grant-funded activities. If the proposed school/site has an existing program the narrative should include how it will be enhanced as a result of this funding. *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 and the specific needs and priorities (academic, SEL, Health and wellness, civic engagement, etc.) that will be addressed by this grant. **[ELT** applicants if school year grant-funded activities will benefit ALL students please indicate so in your response.

* **[ELT and OST]** If the school includes **specialized programming** (e.g. students with disabilities, English Language Learners, etc.), please describe how the **school *and district*** will ensure that needs of these students will be met, including financial and programmatic considerations.
* **[OST ONLY]** Describe planned **outreach strategies** to recruit and retain the selected population of students in the proposed 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 will be used to increase and sustain student attendance and active participation (e.g., offering core/elective credits, student leadership, college and career readiness, internships, etc.).

1. Use the chart below to briefly describe the types of creative and innovative programming that will be created or enhanced to address the identified needs/priorities described in the questions above.Grant-supported activities should align to the grant priorities and schools described needs/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 programming to be supported through these grant funds. If these funds will be used to enhance/expand a current offering indicate that 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 Q4, as well as the selected 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.

|  |  |  |
| --- | --- | --- |
| **Proposed Activities** | **Needs/Priorities Addressed** | **SAYO Outcomes Addressed** |
| **Example #1- Graffiti Arts**  Students will express themselves through graffiti art. They will learn about graffiti art in popular culture, the use of graphics in marketing, and how street art can shape their community. Students will work in teams to create a marketing brochure on a topic of interest to them. | Data has shown that MS students struggle with writing. In this activity, students will develop their speaking, listening and writing skills to clearly communicate and present ideas and concepts in a creative, hands on way. | ELA, Engagement in learning, communication, perseverance,  leadership. |
| **Example #2- Environmental Adventures**: Working with a naturalist and community partners, students will engage in project based learning with a focus on ecological conservation. Students will learn about the environment, adaptations and habitats, and earth science. Students will identify an environmental issue of interest to them and work in teams to research, learn and ultimately take action and make an impact on that need. | This aligns with the schools focus on STEM and the need to support and enhance opportunities in STEM especially for girls. | Math, Engagement in Learning, critical thinking, leadership |
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1. **[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 that have the necessary skills and are representative of the population of students to be served.
* 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[[11]](#endnote-12).
* Changes to teachers’ scheduled hours and workload.
* If applicable, role of community based organizations.

1. If proposing to contract with outsidevendors/community based agencies or utilize volunteers[[12]](#endnote-13) 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 (if applicable) to support the additional learning time.
* Describe how the program 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[[13]](#endnote-14) and collaboration that will support educators in the implementation of the proposed programming 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 and cultural backgrounds are fully included and engaged.

1. Describe plans for building and strengthening[family engagement](https://www.acf.hhs.gov/sites/default/files/ecd/draft_hhs_ed_family_engagement.pdf) practices/partnershipsin order to advance common goals for student success.

* 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.

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

***Note:*** *While episodic, non-reoccurring, or special events involve families they do not constitute family engagement. For example, an open house night for parents that involves a meal or social activities would not represent 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.
2. Provide a brief description of plans for implementing a summer program. ***Please Note:*** *OST applicants are required to offer a summer program. ELT if you are proposing another option instead of a summer program please describe.* Include the following in your response:

* Approximate number and select population of students to be served.
* Number of weeks and hours/week the summer program will operate.
* Brief description of the type(s) of programming to be offered.

***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. **Survey of Academic & Youth Outcomes (SAYO) and Assessment of Program Practices Tool (APT)**

All funded programs are required to measure the effect of the instruction and/or support provided to students enrolled in programs funded through the 21st Century Community Learning Centers (CCLC) grant. Programs are expected to utilize the field tested research based APAS suite of tools (A Program Assessment System) to assess how participation in 21st CCLC programs support students' academic and social emotional learning (SEL) experiences. APAS includes the SAYO – Teacher (T), Staff (S) and Youth Surveys (Y) and Assessment of Program Practices observation tool (APT). The SAYO is a research based program outcome evaluation tool developed by the Department of Elementary and Secondary Education and the National Institute on Out-of-School Time.

**SAYO- T&S**

The SAYO is designed to measure the effect of the instruction and support provided to students enrolled in 21st CCLC funded programs. The SAYO-T is completed by the school day teachers of the students served by the program and the SAYO-S is completed by the program staff/academic enrichment providers.

#### SAYO- Youth (SAYO-Y) Survey

The SAYO-Y, completed by youth, measures their experiences in the 21st CCLC program, youth’s sense of competence, and youth’s future aspirations. The SAYO-Y is designed to supplement areas measured by the SAYO-Staff and SAYO-Teacher surveys and is an opportunity to hear directly from youth and learn more about their experiences, attitudes, perceptions, and beliefs.

**Assessment of Program Practices (APT)**

The APT includes those program practices that research suggests are related to the outcomes measured by the SAYO.  The goal of the APT is to assess the extent to which 21st CCLC programs are implementing practices congruent with their desired SAYO outcomes.  The APT is intended to be a tool that assists with continuous program improvement and with identifying areas for professional development. The APT consists of the Observation Tool (APT-O) which is designed to provide a “snap shot” of your program’s quality in areas linked to SAYO outcome areas and a companion Questionnaire (APT-Q) that reflects on structural aspects of the program not easily observable.

**Requirements**

**All sites are required to:**

* Implement the SAYO-T, S and Y
* Collect a representative sample of a **minimum of 50 students** engaged in 21st CCLC grant-funded activities pre/post. If a site serves less than 50 students, then it must sample everyone enrolled in the program.
* Implement the Assessment of Program Practices Observation Tool (APT Q & O).
* Training will be provided to funded sites.

**OST Sites**

* OST sites are required to select a primary Academic focus from section A and three (3) Social Emotional Learning (SEL) outcomes form section C. Homework (B) is a required outcome if homework support is provided. Sites should select the outcomes that best match the expected results of the program activities. The district and school curricular priorities, school improvement plan, and student level data/need should guide the outcome selection.
* Utilize student level data to assess academic outcome focus.

**ELT Sites**

* + 21st CCLC-ELT schools utilize the selection form to select the three SEL outcomes that best match the expected results of the 21st CCLC funded activities. The district and school curricular priorities, school improvement plan, and student level data/need should guide the outcomes selected.
  + SAYO-Teacher: To be completed by a core content classroom teacher.
  + SAYO-Staff: To be completed by the educator instructing the 21st CCLC-ELT grant-funded activities.
  + Utilize student level data to assess academic performance. (E.g. local benchmark assessments, MCAS scores, etc.).

**Survey of Academic & Youth Outcomes (SAYO) Selection Form**

1. **SCHOOL-DAY TEACHER SURVEY TOOL (SAYO-T)**
2. OST ONLY Primary Academic Focus for SAYO-T - *Required select one (1)*

|  | **Mathematics** (Includes: Communication, Reasoning & Problem-Solving) [may also include Science/STEM] |
| --- | --- |
|  | **English Language Arts** (Includes Reading, Verbal Communication, and Written Communication) [may also include Social Science] |
| **Please Indicate if You Will utilize the SAYO- T or Student Level Data to measure academic outcome:** | |
|  | We opt to utilize the SAYO-T to measure academic outcome. |
|  | We opt to utilize student level data to measure academic outcome. Indicate type of data to be used below: |

1. **Homework Support *(Must select if provided)***

|  | **Homework** (must be a structured homework support program) |
| --- | --- |

### ELT and OST

### SEL Outcomes for SAYO-T and SAYO-S *- Select a minimum of three (3). Note: You MUST collect data on the same SEL outcomes for both SAYO-T and SAYO-S.*

|  | **Critical Thinking** (Includes: interpret and explain new information, identify relationships between ideas, evaluate validity of arguments and claims / information effectively, draw conclusions or hypotheses, explain conclusion and how it was reached, articulate own position or bias, & identify alternative perspectives) |
| --- | --- |
|  | **Communication Skills-** (Includes volunteers to ask questions or answer, communicate ideas or other information, speaking clearly, demonstrates active listening skills, and contributes to discussions) |
|  | **Engagement in Learning** (Includes: staying on task, interested in learning new things, & participates in classroom activities) |
|  | **Leadership** (Includes: interpret and explain new information, motivated to learn, identifies ways in which she/he is a leader, comfortable speaking in front of others, able to accomplish tasks, able to be organized,& displays ethical consideration in decision making) |
|  | **Perseverance** (Includes: goal setting, identifies manageable steps to achieving goals, sticks to a plan to complete a task, makes continued attempts to complete a task identifies connections between current task and future goals, & able to understand that at times there is value in knowing when to quit) |
|  | **Self Regulation** (Includes: able to work independently, Is able to regain control of behavior or adjust behavior when given warning, able to focus and remain on task) |
|  | **Relations with Adults** (Includes: discussing interests or ideas, showing respect, and seeking assistance) |
|  | **Relations with Peers** (Includes: works well on cooperative tasks, able to compromise with peers during times of disagreement or conflict., & makes friends) |

1. **Schedules [OST should respond to 16 & 16a/ELT should respond to 17 & 17a]**
2. **[Model 1 (OST) ONLY]** Use the chart below to provide the anticipated OST program schedule.

**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.**[[14]](#endnote-15)**

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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **# 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. *Please see the Implementation Models section of the RFP document for requirements on hours.*

| **Pre-ELT SY18 (2017-2018)** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Date school began:** |  | **Date school ended:** | |  | |
| **Enrollment** |  | **Grades Served:** | |  | |
| **School Start/End Time** | | | **Hours** | **# of days** | **Total Hours** |
|  | | |  |  |  |
|  | | |  |  |  |
| **Total # of Hours (Pre-ELT)** | | | |  |  |
| **PROJECTED ELT SY19 (2018-2019)** | | | | | |
| **Date school begins:** |  | **Date school ends:** | |  | |
| **Anticipated Enrollment:** |  | **Anticipated Grades Served:** | |  | |
| **School Start/End Time** [insert rows if needed] | | | **Hours** | **# of days** | **Total Hours** |
|  | | |  |  |  |
|  | | |  |  |  |
| **Total # of Hours (School Year ELT)** | | | |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROJECTED SUMMER PROGRAMMING FY19** | | | | | | | | |
|  | **# of Youth to be Served** | **# Hours/ day** | **# days/ week** | **# of weeks** | **Total Hours** | **Days of Week  (e.g., M-F)** | **Program Times** | |
| **Summer** |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |
| **Total # of Hours (Vacation/Summer):** | | | |  | |  | | |

1. **[Model 2 (ELT) ONLY]** Provide the following schedules. Proposed SY19 schedules should reflect the expanded learning programming required for all students. **(Schedules should be inserted into this document – 5 Pages Max):**
2. Pre-ELT (SY18) Student Schedule
3. Pre-ELT (SY18) Teacher Schedule
4. Proposed (SY19) Student Schedule
5. Proposed (SY19) Teacher Schedule

**[ELT Insert Schedules here]**

1. Priority will be given to applicants that propose to serve youth in schools/communities with 40 percent or more students who are economically disadvantaged, as indicated at the [Department's School and District profiles page for 2017-2018](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx?mode=school&year=2016&Continue.x=4&Continue.y=8). [↑](#endnote-ref-2)
2. Propose to implement more time in, or in partnership with, a school designated as Level 3, 4, or 5 in 2016 (to view school [accountability data](http://profiles.doe.mass.edu/statereport/accountability.aspx) – *select “school” and “2016” and then “view report”).* [↑](#endnote-ref-3)
3. Priority will be given to applicants that submit this application in full partnership that includes a school district, and a community-based organization(s) or other public or private organization. An LEA may receive priority points without a partner if they are able to show that they are unable to partner with a community-based organization in a reasonable geographic proximity and of sufficient quality. [↑](#endnote-ref-4)
4. Priority will be given to elementary programs proposing to include Kindergarten (K) in their program model as well as a summer program that will support rising K (Pre-K transitioning to K) [↑](#endnote-ref-5)
5. In the final year of funding grantees are eligible to apply through a competitive Exemplary Grant process for 85% of their current award and must be able to demonstrate they are working towards sustainability and have additional resources in place. [↑](#endnote-ref-6)
6. **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-7)
7. 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 summer programming. [↑](#endnote-ref-8)
8. **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.

   * **Project Based Learning** and [**Service-Learning**](http://www.doe.mass.edu/csl/) are teaching and learning approaches 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.

   [↑](#endnote-ref-9)
9. ***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-10)
10. **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-11)
11. *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-12)
12. Volunteers- This includes college tutors, mentors, and retired professionals. [↑](#endnote-ref-13)
13. **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-14)
14. **SAMPLE Model 2 (OST) SCHEDULES *(for reference only – programs are not required to follow these exactly)***

    | **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-15)