**­­Part III-A Required Program Information – Applicant District/Agency (FY20)**

**Part III –B Required Program Information- Applicant Site(s) (FY20)**

*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. 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. Please Note- requested attachments will not count towards the page limits
* Refer to endnotes for additional details

**I. DISTRICT/ORGANIZATION COVER SHEET**

***IMPORTANT NOTE:*** *If the lead applicant is not a district, it must work with the applicable district/school 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)**](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238) |  |

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

|  |  |  |
| --- | --- | --- |
|  | **List School Site 1** | **List School Site 2 ( if applicable)** |
|  |  |
| **Projected Enrollment** For OST List Projected Students to be Served /For ELT School Enrollment |  |  |
| **INDICATE % OF STUDENTS WHO ARE** [**ECONOMICALLY DISADVANTAGED**](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238) **[[1]](#endnote-2)**  |  |  |
| * **If** [**ACCOUNTABILITY LEVEL**](http://profiles.doe.mass.edu/statereport/accountability.aspx)**IS**

[**REQUIRING ASSISTANCE OR INTERVENTION**](http://profiles.doe.mass.edu/statereport/accountability.aspx)**[[2]](#endnote-3)**  |  |  |
| * [**IF S**chool **Wide (SW) TITLE I SCHOOL**](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238#M)
 |  |  |
| **INDICATES GRADES TO BE SERVED** |  |  |
| * **IF HAVE NOT PREVIOUSLY RECEIVED 21ST CCLC FUNDING**
 |  |  |
| * **IF SUBMITTED IN FULL PARTNERSHIP[[3]](#endnote-4)**
 |  |  |
| **IF ABOVE CHECKED LIST PARTNERS** |  |
| **Funding Request** |
| **OST Total Requested** **(SY & Summer)** |  |  |
| **OST Total requested transportation[[4]](#endnote-5)** |  |  |
| **ELT amount requested for school year**  |  |  |
| **ELT amount requested for summer** |  |  |
| **Total Requested/School/Site** |  |  |
| **Total Funds Requested** **school/site (1+2)** |  |

**II. District/Organizational Summary (6 pages Max.)**

**A. Process and Rationale for Adding Time**

### Needs Statement/Needs Analysis

To make a convincing case of need and interest in having a proposed 21st CCLC program, applicants must conduct a needs assessment to determine 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.*

The needs statement is a key element of a proposal that makes a clear, concise, and well-supported statement of the need or problem to be addressed. The needs statement reflects the mission of the applicant organization and fits with the purpose of the funding opportunity.

This section presents the case for the project and should be a clear, factual, and compelling statement of the need or challenge(s) to be addressed.

If applying for ELT the proposal must describe/demonstrate teacher, student and family support for the longer day/year.

1. Describe the process used to conduct the needs assessment and the type of data collected (e.g., student level data, school climate data, teacher/student/family 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. If applicable, describe the involvement of the collaborative partners in the needs assessment process.

1. Based on the findings from the needs assessment provide the following:
* Interest level of school administration, educators, students and families in having a proposed 21st CCLC OST program or longer school day/year.
* 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.
* Needs of the school(s), students and community, include pertinent data that demonstrates the needs to be addressed.
* If an after-school program is currently operating at the proposed school/site, describe the program and include the number of students being served, the source of funding, and how many days/hours per week the program is operating. Explain if or how the proposed 21st CCLC will operate in conjunction with the existing program. Consider impact on days/hours of operation, number of students served, services/activities provided, etc.
1. **For School District/ Lead Applicants:** Identify the specific elements of the district’s improvement, turnaround, and/or other strategic plans supported through the proposed program model (OST/ELT). Additionally, describe how the MA 21st CCLC model fits into or enhances these efforts.

Please attach a letter of support from the Superintendent of schools and/or School Committee.

 **For Non-School District/Community Based Lead 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 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.*

1. **Previous Experience**
2. Regardless of the funding source, describe all previous experience implementing ELT and/or OST 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, provide information that will support the likelihood that the organization can successfully implement this type of program.

1. If the proposed applicant school(s)/site(s) received 21st CCLC funding in the past three years, has the school(s)/site(s) continued 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.

**B. Support and Sustainability**

1. Applicants must designate a full or part-time district 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. Research has established the importance of cultural competency in improving students’ academic and behavioral outcomes. Describe the types of support or training that has been or will be provided to staff and administrators on effective methods for growing culturally responsive practices.
3. **[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’s 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 snacks/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.

**OST Only - Program Fees**

**As per federal requirements, any program that charges or plans to charge families a fee to attend a federally funded 21st CCLC program must adhere to the following guidelines:**

* All income must be expended during the grantee’s award period to supplement, enhance, or otherwise improve 21st CCLC programming for students and families, and not to supplant other funding sources. This may include but is not limited to educational field trips, additional qualified staff to support learners of all ability levels, summer programming, and transportation costs.
* Grantees will take into account the relative poverty of the students served by their 21st CCLC programs, and **those students that are eligible for free lunch will be provided access to the program at no cost** and a sliding fee scale is established for all others.
* Students that are economically disadvantaged should be enrolled first with no expectation of them paying a fee; if there is space, then the program may be open to families who are able to pay.
* Demonstrate that there are established procedures in place for monitoring, accounting and reporting of program income.
* Program income generated without prior approval from the Department of Elementary and Secondary Education or does not adhere to the above criteria will be used to proportionally reduce the federal award.
* As part of the required reporting process, grantees will be required to report on program income generated, and expenditures related to 21st CCLC program operations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Will one or more of the applicant sites charge students to attend? |  | YES |  | NO |
| **If you answered Yes to the above, please provide the information below. If you responded NO skip to Section C.**  |
| If yes, check all that apply |  | School Year |  | Summer |
| Please indicate the per student cost to attend the program | $ |
| Please indicate the expected total amount of funds to be generated from program fees. | $ |

1. Please describe the process for determining the per student cost to attend, if a sliding fee is used, and how you ensure that families of children/youth who would be eligible to receive free or reduced price lunch fully understand that cost should not be a deterrent from participation.
2. Describe the procedures in place for monitoring, accounting and reporting of program income. Describe specifically how those funds are/will be used to supplement proposed grant expenditures.

**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 (FY20)**

**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 the students who will participate in the program attend. |  |
| If applicable, list partners/contractors for this school/site | Name | Indicate if a Partner (P) [[6]](#endnote-7)or Sub-Contractor \* (C) |
|  |  |
|  |  |
|  |  |
| **Program Overview:** Please provide a brief description (no more than 150 words) of the proposed program and 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.[[7]](#endnote-8)****Note**: This description may be posted on the Department’s website. |
|  |

**B. Planning and Oversight (3 Pages Max.)**

1. Describe the planning process for implementing the proposed model that supports and expands engaging learning opportunities.[[8]](#endnote-9) Address the following in your response:
* Describe and list the planning team members that contributed to developing the proposal, their respective expertise and how often the team met.
* How Social Emotional Learning (SEL) will be incorporated into the school/program practices, and not just as a stand alone activity.
* Describe the added value this grant will bring to the school/site.
* **[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 OST and the summer program, including how often students will be required to attend.
* **[Model 2 (ELT) Only]** Describe the **student attendance policy** for the proposed summer program, including how often students will be required to attend.
1. Describe the plans and structures for overseeing, monitoring, and evaluatingthe implementation.
* 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 3 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. Describe how the proposed school/program is/will be designed to be culturally responsive, collaborative, and demonstrates an understanding of different languages, norms, and values. Describe how the school/program will build on the strengths and assets of students from varied backgrounds and cultures.

**C. Implementing Additional Time (11 Pages Max.)**

1. **[OST ONLY]** Based on the needs assessment data describe the following:
* Specific population of students to be served through grant-funded programming;
* the specific needs and priorities (academic, SEL, Health and wellness, civic engagement, etc.) that will be addressed and;
* planned **outreach strategies** to **recruit** and **retain** the selected population of students. Applicants proposing to serve Middle and High school grades should describe specific 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.).
* If the proposed school or partnering school includes **specialized programming** (e.g., students with disabilities, English Language Learners, etc.), please describe how the program will ensure that needs of these students will be met.

1. **[ELT Only]** Describe the student makeup of the school, the academic focus, and how data is used to design systems to support all students in reaching their full potential.
* Describe specific needs and priorities that will be addressed and supported by these funds.
* 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.
* Beyond adding or expanding enrichment opportunities describe how the school day will be enhanced and/or redesigned.
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 describe the student’s experience in the proposed ELT/OST model. The narrative should include an overview of what the schedule may look like, 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 types of academically enriching and engaging 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.
* Describe how or why you believe the activities to be provided through this funding are creative and innovative and will expand and support learning.
* How the activities will support identified needs.
* How youth voice will be supported.
* If applicable, describe how homework, academic support, and/or blended learning will be designed to focus on building skills and practices that support learning, critical thinking and problem solving.
1. Use the chart below to provide specific examples of the types of activities/services/supports to be offered:
* 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** |
| **Example #1-** **Novel Engineering**- Students will use leveled texts to identify character problems and the engineering process to collaboratively design solutions.  | ELA, Engagement and Critical Thinking outcomes. |
| **Example #2- Mindfulness-** Students will learn breathing techniques and yoga poses and will work to answer the question, “How can we bring mindfulness into the classroom?”  | Engagement, Relationships with Adults, SEL outcomes, and Critical Thinking |
| **Example #3- Sports Science** -Students will investigate the mechanics of different movements, connecting STEM concepts, like force, motion and the influence of gravity, to the movement of their own bodies. Students will answer questions like: What does friction have to do with soccer? Why would a football player need to know about unbalanced forces? How would an Olympian hold up against a kangaroo in the long jump? Students will learn the science behind balancing, jumping, throwing and catching, and running. | STEM, Engagement, Critical Thinking, Relationships with Adults, and SEL outcomes. |
| **Proposed Activities** | **Needs/Priorities Addressed** |
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1. **[Model 1 (OST) ONLY]** Describe the following:
* Qualifications/credentials that the program will seek for **program staff** to meet the needs of the selected population including students on Individualized Education Programs Plans and English 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 following:

* Teacher career ladder[[11]](#endnote-12).
* Changes to teachers’ scheduled hours and workload.
* If applicable, role of community based organizations/contracted providers.
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 the process for ongoing planning, coordination and communication to assure enrichment offerings support students’ needs, interests, and selected SAYO outcomes.
* Describe how you will share pertinent data to assure programming/services provided support identified needs.
* Describe the process for communicating policy, procedures and protocols on the Emergency Management Planning, Medical Emergency Response, and Bullying Prevention and Intervention. Note: For CBOs serving as the lead please confer with the partner school for protocols.
1. Describe the structure and opportunities for professional development[[13]](#endnote-14) and collaboration that will support educators and contracted staff (if applicable) in the implementation of the proposed programming to be funded through this grant, as well as continuous program improvement.
* If proposing to contract with outside providers for enrichment describe how you will ensure that staff have the needed training, support, and classroom management skills 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.

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

***Note:*** *Please note episodic, non-reoccurring, or special events that involve families does not fully constitute family engagement. For example, an open house night for parents that involves a meal or social activities would not represent family engagement. Please refer to the recently adopted* [*Department definition of family engagement*](http://www.doe.mass.edu/news/news.aspx?id=25263)*.*

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.

If the applicant site is applying for additional funds to support transporting students home from the school year program (OST Only) and during the summer (OST & ELT) please also provide a justification for the additional transportation funds and cost to transport students.

Please Note: For students that receive special education services and have transportation in their IEP it is the responsibility of the school district to support those costs for school year programming.

1. Provide a brief description of plans for implementing a summer program. ***Please Note:*** *all applicants are required to offer a summer program. ELT may propose to serve a select population of students over the summer.* ***Note:*** *Funded applicants will be required to submit a more detailed plan for summer programming.*
* 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.
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 program space requirements.*

**D. Schedules**

1. Use the charts below to provide the anticipated program/school schedule.

**[Model 1 (OST) ONLY] Applicants may propose any schedule configuration that meets the following requirements:**

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

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

Sample schedules are provided in the endnotes 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.**

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

|  |
| --- |
| **ELT –OnlyPre-ELT SY19 (2018-2019)**  |
| **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** | **Hours** | **# of days** | **Total Hours** |
|  |  |  |  |
|  |  |  |  |
| **Total # of Hours (School Year ELT)** |  |  |

|  |
| --- |
| **ELT PROJECTED SUMMER PROGRAMMING FY20**  |
|  | **# of Youth to be Served** | **# Hours/ Day** | **# Days/ Week** | **# of Weeks** | **Total Hours** | **Days of Week (e.g., M-F)** | **Program Times** |
| **Summer** |  |  |  |  |  |  | **Projected Start Time:** |  |
| **Projected End Time:** |  |
| **Total # of Summer Hours:** |  |

1. **[Model 2 (ELT) ONLY [5 Pages Max]** Provide the following proposed SY20 schedules. Proposed student schedules should clearly reflect the additional PBL and or academically enriching learning opportunities that will be supported through this grant.
2. Pre-ELT Student Schedule
3. Pre-ELT Teacher Schedule
4. Proposed Student Schedule
5. Proposed Teacher Schedule

**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](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238). [↑](#endnote-ref-2)
2. [accountability data](http://profiles.doe.mass.edu/statereport/accountability.aspx) – *select “district” or “school” and “2018” 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. A 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. **Transportation Costs-**

	* School Year (SY) -For OST Programs transportation funds may **only** be used to support transporting students home from the program at the end of the day during the SY. If the applicant site will be serving students from multiple schools these funds may **not** be used to transport them to the program during the SY.
	* Summer -For OST and ELT funds may be used to support transporting students to and from the summer program.
	* These funds may not be used for busses or transportation for field trips. Applicants must demonstrate that other funds are not available to support transportation costs.
	* **Field trips** are an allowable expense provided they have an educational component and connect to and support program activities and outcomes. Out of state field trips are allowed in rare occasions and must be approved in advance by the Department’s 21st CCLC Program Coordinator. Field trip expenses (entry fees, etc.) should be budgeted under other costs Memberships/Subscriptions/Computer Licenses. Grant funds may be used to cover field trip transportation costs and should be budgeted under student transportation line. [↑](#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. **Partners** –Contribute to the overall planning process and are invested in the long term sustainability of the program. **Contractors** receive payment for services provided and when the services are complete or the funds end the services end. [↑](#endnote-ref-7)
7. **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, project based learning, arts, and physical activity.*  [↑](#endnote-ref-8)
8. **Engaging Learning Opportunities:** The 21st CCLC program prioritizes project based learning as a teaching and learning strategy as well as other types of creative programming that is hands-on, inquiry-based, multi-disciplinary and support SEL. Note: Not all programming needs to be PBL but it should be an aspect of programming offered. [↑](#endnote-ref-9)
9. ix **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. x **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 Student and Family Support (SFS) 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. *xiTeacher 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) website.
 [↑](#endnote-ref-12)
12. xii Volunteers- This includes college tutors, mentors, and retired professionals.
 [↑](#endnote-ref-13)
13. xiii **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 1 (OST) SCHEDULE *(for reference only – programs are not required to follow these exactly)***

|  |  |  |
| --- | --- | --- |
| **School Year** | **Summer** | **Total** |
| 320 Hours (10 hours/week x 32 weeks)  | 80 Hours20 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 hours16 hours/week (4 hours/day for 4 days) x 4 weeks | **400** |

 [↑](#endnote-ref-15)