**INSTRUCTIONS FOR COMPLETING THIS DOCUMENT**

**General Information (Page 2)**

**Part IIIA Required Program Information - Applicant District/Agency (Pages 3-6)**

**Part IIIB Required Program Information - Applicant Site (Pages 7-14)**

***IMPORTANT NOTE:*** *If the lead applicant is not a district, it must work with the applicable district/school to complete this application.*

* Applicants should respond to all questions unless otherwise indicated as described in the bullets below.
  + **[OST ONLY] –** Only schools applying for **OST** should respond.
  + **[ELT ONLY] –** Only schools applying for **ELT** should respond.
* The responses to Part IIIA should be specific to the District needs/priorities. School-specific needs/priorities will be described in Part IIIB School/Site Implementation Plan.
* The narrative pages (Part IIIA/IIIB) must be numbered with a one-inch margin. The font size should be no smaller than 10-point Arial type. It is in the best interest of the applicants to ensure that the proposal is easy to read, developed logically in accordance with grant priorities, and addresses each question fully.
* Responses should be provided within this document leaving the questions above each response.
* 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.

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# Review Process

* A peer review team with expertise in the field of education and out-of-school time will review the eligible submitted applications.
* The proposal submitted by the applicant will be worth approximately 85% of each applicant's overall score. Information gathered by the Department through data collection will account for approximately 15%. Additionally, points will be deducted based on risk assessment data. Refer to Addendum F for risk assessment data points.
* Each proposal will be evaluated on the extent to which it clearly and completely addresses each question as well as clarity of program design; clarity in ways the district/site could serve as a mentor, coach and resource; sustainability plan including external and internal partnerships; and explicit connections between proposed plans, grant priorities, and eligibility requirements.
* **[ELT]** Priority will be given to schools that demonstrate that grant funded programming has been incorporated in and part of a seamless day/week and includes PBL in the school/student schedule.

**General Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **APPLICANT NAME** | | |  | | | |
| **ADDRESS (Street, City, State, Zip Code)** | | |  | | | |
| **GRANT CONTACT PERSON** | | |  | | | |
| **EMAIL ADDRESS** | | |  | | | |
| **In the corresponding level below please list the school(s)/site(s) included in this application** | | | | | | |
| **Level** | **# Sites included in application** | **school/site(s)** | | **model** | | |
| **ost** | **elt** | |
| **Promising site applicant(s)**  FY18 FC 647 |  |  | |  |  | |
|  | |  |  | |
| **Practitioner site applicant(s)**  FY18 FC 646 |  |  | |  |  | |
|  | |  |  | |
|  | |  |  | |
|  | |  |  | |
| **Demonstration site applicant(s)**  FY18 FC 646 |  |  | |  |  | |
| Total Number of sites |  |  | |  |  | |
| **Total grant funds requested** | | | | | | $ |
| **OST - Total requested transportation** | | | | | | $ |
| **ELT - Total amount requested for summer program** | | | | | | $ |
| **Amount/In-Kind Value ($) of match** | | | | | | $ |
| **% of original grant award funds matched** | | | | | | **%** |
| **Total Budget** | | | | | | $ |

**PART IIIA REQUIRED PROGRAM INFORMATION – DISTRICT/AGENCY (6 pages max)**

1. **DISTRICT SUPPORT AND SUSTAINABILITY**
2. For the school/sites included in this application, identify the specific elements of the district’s improvement, turnaround, and/or other strategic plans supported through the program model (OST/ELT).

* Describe how this grant enhances and adds value to the district efforts. Describe how the district (and lead applicant if not the district) and proposed school(s)/site(s) collaborate to support these efforts including collaboration on grant related budgetary decisions.
* Describe how the district level strategy around ELT (if applicable) and/or OST (if applicable) has evolved over time.
* If services are contracted through a community-based organization (CBO) vendor/partner or if the lead is a CBO `

1. Describe how the 21st CCLC Coordinator fits into the lead applicant’s organizational structure. Is the 21st CCLC Coordinator included in district/organizational level leadership team meetings?

* If the coordinator is a part-time position, please provide the number of hours per week dedicated to the funded program. Additionally, provide information to support that sufficient time and resources are available for the coordinator to assure all program requirements will continue to be met.
* If there will be or it’s anticipated there will be a change in the district coordinator position in FY21, provide the following:
* A description of the qualifications/credentials that the district/agency will seek for the required coordinator/facilitator position. If the applicant currently has a person that will serve in this capacity, describe their qualifications/credentials including any previous experience.
* Describe the transition plan and the type of support that will be provided to the new coordinator.

1. Please describe any other changes or anticipated changes that may/will affect the district such as change in leadership, redistricting, consolidation, etc.
2. Describe the process for monitoring, oversight, and on-going communication and coordination including the process for fiscal management and oversight of the grant funds.
3. Describe opportunities provided for leadership/professional development for the 21st CCLC coordinator.
4. Exemplary grant applicants are required to demonstrate that there is a process in place for development of a longer-term sustainability plan.

* Describe the additional resources, other than this grant, that demonstrate efforts to, at minimum, sustain the current 21st CCLC program and/or enhance the amount and quality of services offered. Be specific in describing the actual dollar amount and/or in-kind value. The listing of additional resources may be provided in chart, bullet, or paragraph format.
* Describe how this grant does/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 (ASOST) grants, Department of Early Education and Care programming, etc.].
* Describe the lead applicant’s financial and non-financial contributions.
* Describe how partners and/or contractors contribute towards sustaining the applicant site(s).
* Describe other in-kind support.
* **[ELT]** 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.

1. Federal regulations require that all 21st CCLC grantees describe a plan for safe transportation of students*.* For the school year and summer programs, describe how the district/organization ensures that students travel safely to and from school/program. This includes any students (OST or ELT) being transported off site for enrichment.

* **[OST]** If applying for additional funds to support transportation costs, additional staffing and/or the health and safety of students and staff provide a justification for the need, cost and any match in funds to support these costs. Please note for school year, OST additional transportation funds may only be used to transport students home from the OST program.

1. **PARTNERS/CONTRACTED PROVIDERS (Note: If outside providers are not utilized please indicate N/A).**
2. If the applicant hires or contracts with outside vendors/CBO’s (fee for service) or individuals to implement all or a portion of the grant-funded programming, describe the following:

* In order to ensure that enrichment providers are designing programming that addresses student needs and interests, describe the process of communicating and sharing pertinent aggregate data (with appropriate confidentiality) including state and other school/student assessment data in order to ensure programming is aligned to identified student needs and school day focus. Refer to attached sample MOU.
* What are the identified needs the contractor/provider meet and the added value to the program (*what do they bring to the program that would not otherwise be able to be provided)?*
* Describe the criteria that will be created to assure collaborative partners/providers are following and adhering to district and state developed protocols regarding COVID19.
* How do you ensure the services provided connect to and support SAYO outcomes?

**C. MENTORING/COACHING**

1. Describe the district coordinator’s participation in any networking opportunities provided by the Department.
2. **Practitioner/Demonstration Sites Only** *(All others skip to section D)* - Please refer to Addendum D – Eligible Sites if unsure of the level for which you are applying. Information may be provided in the form of a chart, bulleted list or paragraph(s).

* Document and describe any mentoring and related activities conducted or to be conducted by the district coordinator during the current funding cycle (that ends August 31, 2020). Activities may include serving as a mentor, resource, support for a site or organization interested in applying for a 21st CCLC grant, presenting at a 21st CCLC promising practices forum, training, TA session or conference and presenting at other related conferences.

***Please Note****: Conducting or hosting a site visit may also constitute mentoring or serving as a resource if you are able to document that sufficient time was spent debriefing.*

**D. BUDGET**

Complete the excel budget form and provide a description for each expense. Budget lines and descriptions should match and support proposed program activities. Please note materials and supplies should not exceed 10% of the total budget request. Indirect costs are not allowed for exemplary grants but may be used as supporting/matching funds.

* *Applicants requesting to subcontract must attach a detailed budget for each vendor requesting $5,000 or more. You may add a tab to the excel budget provided or create one of your own.* ***Please Note****: budgets will not be approved until contractor budgets have been received.*

1. **[OST ONLY] PROGRAM FEES**

**As per federal requirements, any program that charges 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 supplant other funding sources. This may include but is not limited to educational field trips, additional qualified staff to support diverse learners at all ability levels, summer programming, and transportation costs.
* The grantee 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 reasonable sliding fee scale may be established for all others. Grantees are encouraged to utilize the sliding fee scale for income eligible families established by the Department of Early Education and Care as a guide for developing a fee schedule.
* In all program related materials, subrecipients must clearly state that the out-of-school time is funded through a federal 21st CCLC grant and that any child eligible for free lunch may attend the program at no cost.
* The grantee must demonstrate that there are established procedures in place for monitoring, accounting and reporting of program income.
* The program income generated without prior approval from the Department (DESE) or that does not adhere to the above criteria will be used to proportionally reduce the federal grant award.
* As part of the reporting process, grantees will also be required to report on program income generated, and expenditures related to 21st CCLC program operations.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Does one or more of the funded sites currently charge families a fee to attend? | | |  | | | YES |  | | NO |
| Will one or more of the funded sites charge families a fee to attend in FY21? | | |  | | | YES |  | | NO |
| **If you answered Yes to the above, please provide the information below.** | | | | | | | | | |
| If yes, check all that apply |  | School year | |  | Summer | | | | |
| Please indicate the per student cost to attend the program | $ | | | Indicate the % of students that paid a fee to attend in FY20. | | | | % | |
| For FY20 please indicate the total amount of funds generated from program income. | | | | | | | | $ | |
| For FY21 please indicate the total amount of funds expected to be generated from program income. | | | | | | | | $ | |

1. Please describe the process for determining the per student cost to attend, how a sliding fee is used, and how you ensure that families of children/youth that 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 how funds collected though program fees are/will be used to supplement current program expenditures. Be specific in describing how program fees are used to support and enhance the grant funded program and expenses. Please note all funds generated from program fees must be used in the same manner as the grant funds.

1. Please provide an alternative plan for continuing to support students through remote or distance learning should school opening be delayed in the Fall of 2020, or schools close again due to COVID-19.

|  |
| --- |
| PART IIIB – REQUIRED PROGRAM INFORMATION - School/Site Summary |

**School/Site Summary- *Please complete a separate summary for each proposed school/site.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School/Site Name** |  |  | **OST** | |  | **ELT** |
| **Funding Level**  **Place an X in the appropriate box** | | **promising** | | | |  |
| **practitioner** | | | |  |
| **demonstration** | | | |  |
| **Student Information**  **[elt in the School /ost in the program]** | | **FY19** | | **FY20** | | **projected**  **FY21** |
| **Total number of students** | |  | |  | |  |
| **grade Levels** | |  | |  | |  |
| **percentage economically disadvantaged** | |  | |  | |  |
| **percentage special education students** | |  | |  | |  |
| **percentage english learners** | |  | |  | |  |
| **Projected number of students to be serve during summer** | |  | |  | |  |
| In the space below provide a brief, no more than 150-word description, of the proposed 21st CCLC Exemplary Program. Include the name of the district/lead applicant, school/site, grade levels to be served, and program highlights supported through this grant.  Please note this description may be posted on the Department’s website and included in information provided to the Executive Office of Education.   (e.g.; XYZ School will serve students in grades XXXX providing programming that addresses) | | | | | | |

1. **GENERAL OVERVIEW (20 pages max not including charts or d. program narrative)**
2. Identify the specific elements of the school's improvement, turnaround, and/or other strategic plans supported through the program model (OST/ELT).

* Describe how this grant enhances and adds value to those efforts.
* Describe how the school/site and lead applicant collaborate to support these efforts including input into grant related budgetary decisions.
* Describe the added value this grant has had to the school or partnering school.

1. If there will be or it is anticipated there will be a change in the site OST/ELT facilitator/coordinator position in FY21 provide the following:

* A description of the qualifications/credentials for the required coordinator/facilitator position. If the applicant currently has a person that will serve in this capacity, describe their qualifications/credentials including any previous experience.
* Describe the transition plan and the type of support that will be provided to the new facilitator/coordinator.
* Please describe any other changes or anticipated changes that may/will affect the school/site such as change in school leadership, grade level reconfiguration, etc.

1. **Students Selection, Recruitment & Attendance**
2. **[OST**] Describe the specific population of students that have been served in grant-funded programming/activities over the most recent three-year funding cycle and any changes that have or will occur in FY21.

* Be specific in describing any practices that have been successful in increasing enrollment and/or sustaining student attendance and active participation (e.g., offering core/elective credits, etc.).
* **[ELT]** Describe the student demographics of the school over the most recent three-year funding cycle and any changes that have occurred and/or will occur in FY21.

1. Describe the success the school/program has had in maintaining high and consistent attendance over the funding cycle. **(OST respond to questions a, b, & c / ELT respond to questions d & e)**
   1. **[OST]** Use the chart below to provide information on the percentage of students who have participated for more than one (1) session and for more than one (1) year.

|  |  |  |  |
| --- | --- | --- | --- |
| **% of students that participated in 2 or more sessions** | **% of students that participated for 2 years** | **% of students that participated for 3 years** | **% of students that participated for 3+ years** |
|  |  |  |  |

* 1. **[OST]** Provide school year 2017-2018 (SY18), SY19, and SY20 (September 2019-school closing early March) program attendance data to demonstrate if the school/site consistently met, or is on track to meet, the minimum required average attendance hours in each of those years? If not, what will be different going forward that will ensure this requirement can be met? (100 hours for elementary, 90 hours for MS and 80 hours for HS and 80% of summer programming)
  2. **[OST]** Describe the established student attendance policy (how often students are required to attend) for the school year and summer program that ensures meeting of required attendance hours.
  3. **[ELT ]** Utilize SY18, SY19, and SY20 (September 2019-school closing early March)) school attendance data to demonstrate if the school has been able to maintain high and consistent school day attendance. Has the school seen a decrease in chronic absenteeism (missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180)?
  4. **[ELT ]** Describe the student attendance policy (how often students will be required to attend) for the proposed FY21 120 hours summer program to assure the 80% average attendance requirement will be met.

1. **Using data to plan, evaluate and continuously improve**
2. Describe the planning process for developing and delivering relevant academically enriching and engaging learning opportunities. In response to this question please address the following:

* What are the school’s/program’s SAYO academic focus and SEL outcomes?
* Describe in detail how data is used to identify student needs, drive instructional practices and programming specific to this grant.
* How do you assure that the program offerings are aligned with the school day/classroom instructional focus, learning goals and SAYO outcomes?
* How does programming contribute to deepening learning and reflect a variety of learning needs and styles?
* If providers/contractors are utilized, how are they included in the planning process?

1. Provide data that supports the areas where the school/program has demonstrated continuous improvement and growth over the funding cycle**.**

* Provide relevant data that supports evidence of growth, continuous program improvement, and for OST, retention of your selected student population. This may include SAYO, district/school student benchmark data, school attendance data, Student Growth Data, Edwin Data, school climate, dropout data, etc.
* Based on data analysis, what program improvements/changes will you make for FY21 as a result of these findings?

1. Describe how grant funded programming is monitored for rigor, quality, fidelity to the instructional focus and intended goals/outcomes?

* Describe how the Assessment of Program Practices Tool (APT) is used for continuous program improvement and any changes that have been made as a result of observations conducted. Include who is on your observation team and the number of observations conducted this past year.
* **[ELT]** If programming is provided off site or by contracted providers, describe the process for conducting the required APT observation and the process for providing feedback and follow through on program changes and improvements.

1. **PROGRAM NARRATIVE *(4 pages max.)***
2. Using quantitative, qualitative and anecdotal supporting data, provide a program ***narrative*** that tells the story of how the applicant school/site has evolved over the course of the funding cycle(s).

The narrative should address the following:

* Describe how the program was intentionally designed to address the school/partner needs, priorities, and turnaround/school improvement efforts.
* Be specific in describing how the programming supported through 21st CCLC grant funds have contributed to school improvement efforts and increased student engagement.
* Describe the successes and challenges the school/program has experienced and how those lessons have informed this application.
* For Practitioner and Demonstration site applicants, include what is different or improved about the school/services/programming from the previous application in 2018.
* Include current examples and student stories of how specific school and student needs and priorities have been addressed.
* **[ELT]** Describe in detail how the funding has contributed to the redesign of the school day and how the funded components are part of a seamless day. How has the school day continued to evolve over the funding cycle(s)?
* **[OST]** Describe in detail how the programming has contributed to enhancing and deepening school-day learning.

1. **Program Description (Supplemental to info provided in narrative question above)**
2. Provide specific and detailed examples of the types of **interactive, relevant, and engaging** academically enriching opportunities that **were** provided during the most recent funding cycle (2018-2020). Include the following in the response:

* How programming supported SAYO outcomes?
* How youth voice was supported?
* Were opportunities for participation in project-based learning (PBL) provided to staff and/or students?
* [ELT] If services were contracted with community-based providers, describe how the relationship and programming has evolved over the course of the partnership/contract.

1. **Vision Statement**
2. Describe your vision for the next three years. The vision should be clear, concise, and describe what will change, improve or be different going forward and its desired result. The vision should connect to school’s/site’s *specific needs and priorities* related to student learning (including academic, social-emotional, wellness, etc.) that will be addressed.
3. Describe and provide specific examples of the types of *interactive, relevant,* and *engaging* activities and services/supports **to be offered** in FY21.

* Include plans for developing and implementing high-quality (HQ) PBL.
* Describe how or why you believe the activities to be provided through this funding are creative and innovative and will expand and deepen learning.
* Describe how activities will support identified student needs.

1. 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
2. **Summer Program Description:** Provide the school/site’s plans for implementing a summer program.Include the following:

* 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. Please provide an alternative plan for continuing to support students through remote or distance learning should school opening be delayed in the Fall of 2020 or school’s close again due to COVOD19.
2. **Staffing, Support, and Development**
3. Describe the qualifications and credentials of the staff used to implement and support the grant funded programming and any changes that will occur in FY21. If contractors are utilized, what are the criteria and process for selection.
4. Describe the structure for communication, collaboration and ongoing program planning with educators/program staff and providers? The Department strongly recommends grantees provide educators /staff implementing grant funded programming with adequate planning time, including partners providing programming/activities.

* Indicate the amount of time provided for staff planning, including sufficient time for planning of HQ PBL.
* **[ELT]** Is academic enrichment discussed or a focus of common planning time (CPT)?
* **[ELT]** If contracted enrichment providers are used, how do you/will you ensure that classroom teachers are informed and knowledgeable about what their students are doing during their time out of the classroom.
* What supports and opportunities for professional growth are in place for educators and contractors/partners?
  + Are educators able to access PD opportunities outside of the school/district?
  + If applicable, how do you ensure that provider staff have the needed training, support, and classroom management skills to assure students of all ability levels are fully included and engaged.

1. **Equity, Diversity, and Inclusion**
2. Describe and provide an example of how you work towards creating a program culture that is responsive and reflective of the diverse backgrounds and abilities of the students and families.

* How do you work with educators/providers to design programming that takes into account the ethnic/cultural and diverse backgrounds of youth?
* Describe how the school/program does/will build on the strengths and assets of students from varied backgrounds and cultures.
* Describe the supports in place to ensure students with disabilities, English Language Learners, and LGBTQ students are fully included in grant funded programming.
* If you work with enrichment providers, how do you ensure their staff have the requisite skills and knowledge to work with students of varied ability levels and backgrounds?

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 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.

***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 does not meet the full scope of family engagement. Please refer to the recently adopted* [*Department definition of family engagement*](http://www.doe.mass.edu/news/news.aspx?id=25263)*.*

1. **Exemplary Elements and Activities**
2. Be specific in describing what makes your program exemplary and highlight *Elements of Exemplary Programs* (*Addendum* E) that best demonstrate the areas in which the site is most exemplary and may be able to serve a resource, coach and/or mentor. Be **specific** in describing **how** the school/site will serve as a resource and/or coach beyond just hosting a site visit or conducting a peer visit.

* Promising site applicants should highlight at least three (3) elements from *Addendum E*.
* Practitioner site applicants should highlight at least six (6) elements *Addendum E*.
* Demonstration sites should highlight at least eight (8) *Addendum E*.

1. **Practitioner/Demonstration Sites Only** - Please refer to *Addendum* C – Eligible Entities and Maximum Amounts if unsure of the level for which you are applying. Information may be provided in the form of a chart, bulleted list or paragraph(s).

* Document and describe any mentoring/coaching and related activities conducted or to be conducted during the current funding cycle (that ends August 31, 2020). Activities may include serving as a mentor, resource, support for a site or organization interested in applying for a 21st CCLC grant, presenting at a 21st CCLC promising practices forum, training, TA session or conference and presenting at other related conferences.
* If applicable, list date in which the peer APT visit(s) to another district was conducted, by whom, position, and the school(s) visited.

***Please Note:*** *Conducting or hosting a site visit may also constitute coaching or serving as a resource if you are able to document that sufficient time was spent debriefing.*

1. **RISK ASSESSMENT**
2. If your District/Organization scores in the moderate to high category in any of the risk areas described in *Addendum F - Risk Factor Rubric*, describe those areas have or will be addressed in the coming year.
3. **PROGRAM SCHEDULES - (1 page max.)**
4. Please provide the requested information below on school/program hours of operation.
5. **[OST]** 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.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **OST**  **ONLY** | **# 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) |  |  |  |  |  |  |  |
| **Summer** |  |  |  |  |  |  |  |
| **Total # of Hours Provided:** | | |  | | Must be a minimum of 400 hours. | | |

1. **[ELT]-** Please use the chart below to provide information about the **school hours/days** required for all students. **Note:** See the RFP for requirements for the number of hours offered.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PROJECTED ELT SY21 (2020-2021)** | | | | | | |
|  | | | | | | |
| **date school begins:** |  | | **Anticipated date school ends:** | |  | |
| **anticipated enrollment:** |  | | **grades served:** | |  | |
| **SCHOOL YEAR** | | | | | | |
| **School Start Time** | | **School End Time** | | **Number of hours/day** | **A. Total SY hours provided above the state mandated hours** | **Total hours of enrichment provided/week** |
|  | |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROJECTED SUMMER PROGRAMMING (Summer 2021)** | | | | | | | | |
|  | **Projected # of students to be served** | **# hours/day** | **# days/ week** | **# of weeks** | **Total hours** | **Days of week  (e.g., M-F)** | **Projected program times** | |
| **Summer** |  |  |  |  |  |  | **Start Date:** |  |
| **Start Time:** |  |
| **End Time:** |  |
| **B. Total # of Hours (Summer):** | | | | | |  | | |
| **total hours (a + b) should add up to 300 or more hours** | | | | | |  | | |

**[ELT]** Provide the following schedules **(inserted into this document).**

* Proposed (SY21) Student Schedule-Highlight any PBL, enrichment programming, and services to be supported through grant funds.
* Proposed (SY21) Teacher Schedule

**Insert schedules here**