**INSTRUCTIONS FOR COMPLETING THIS DOCUMENT**

**General Information (Page 2)**

**Part IIIA Required Program Information - Applicant District/Agency (Pages 2-5)**

**Part IIIB Required Program Information - Applicant Site (Pages 6-13)**

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

* Please respond to all questions unless otherwise indicated as described in the bullets below.
	+ **[OST ONLY] –** Only respond to these questions if applying for **OST**.
	+ **[ELT ONLY] –** Only respond to these questions if applying for **ELT**.
* 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 Part IIIA/IIIB page 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 90% of each applicant's overall score. Information gathered by the Department through data collection will account for approximately 10%. Additionally, points will be deducted based on risk assessment data. Refer to Addendum G 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 interactive and creative opportunities that contribute to deepening learning.
1. **General Information**

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| --- | --- |
| **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** |
| **Indicate Level** | **school/site(s) Name** | **model** |
| **Prom** | **Prac** | **Demo** | **ost** | **elt** |
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| **Total Number of sites included in the application**  |  |
| **Total grant funds requested** | $ |
| **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**
2. From the lead applicant perspective describe what **your** successful 21st CCLC OST and/or ELT Program looks like and how it supports the district’s strategic initiatives.
* What are your success indicators and progress benchmarks?
1. Describe how the grant fits into district plans to reconnect and reengage students and families that have been disconnected this past year as part of the planning process for returning all students to in-person school in the Fall of the FY2022 school year.
2. As a result of the equity, diversity and inclusion professional development sessions conducted over the past three years and most recently the Equity Advocates training, describe how your 21st CCLC grant funded programming is/will be intentionally designed to promote diversity, equity, and inclusion?
* What outcomes or changes in the program and/or environment that have been/will be made does/will indicate a meaningful improvement in equity (e.g. policy changes) and how do/would you document progress towards these goals (attendance, staff recruitment, SAYO engagement data, etc.)?
1. Describe how the district coordinator works with the applicant/partnering school(s) to leverage assessment data to design programming that is academically enriching and tailored to the needs and interests of students.
* Include the different types of assessment data that is used, the equity implications of the data, and how it informs decision making.
* In addition to testing, what are other ways in which the district/program measures academic progress?
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.
1. Please describe any changes or anticipated changes that may affect the 21st CCLC grant. If not applicable indicate NA for each (a/b).
2. Describe any changes at the district/organizational level (e.g., change in district leadership) that has/will occur.
3. If there will be a change in the district coordinator position in FY22provide the following:
* description of the qualifications/credentials for the required coordinator position. If the applicant currently has a person that will serve in this capacity, describe their qualifications/credentials including any previous experience; and
* the transition plan and the type of support that will be provided to the new coordinator
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.
1. Describe opportunities provided at the district/organizational level for leadership/professional development for the 21st CCLC coordinator.
2. Describe your stakeholders and how they have been meaningfully involved, and authentically represented in the development of this grant application.
3. If the applicant contracts with community-based organizations (CBO’s), or individuals (fee for service) to implement all or a portion of the grant-funded programming, describe the following:
* What are the identified needs the contractor addresses and their added value to the program (*what do they bring to the program that would not otherwise be able to be provided)?*
* How do you ensure the services provided connect to and support selected SAYO outcomes?
* Describe the process for training partners/providers on district COVID-19 and emergency management protocols.
* *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. For Districts that serve as the lead describe the process for fiscal management and oversight of the grant funds including procurement policies. (CBO leads skip to question 12).
2. For CBO’s that serve as the lead please attach the following to the application:
* The organizations fiscal polices and procedures including process for cash management and procurement;
* the organization’s most recent annual audit (note a current tax return is not sufficient); and
* a required letter of support, and Memorandum of Agreement (MOA) for data sharing from the partnering school/district.
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 provide a justification for the need, cost, and any match in funds to support these costs. Please note these funds may only be used to transport students home at the end of the OST day.
1. Describe the district coordinator’s participation in any training/networking opportunities provided by the Department and any programmatic changes or new programming that has resulted from participation.
2. **Sustainability**

Exemplary grant applicants are required to demonstrate 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/support received. The listing of resources may be provided in chart, bullet, or paragraph format.

1. 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, ESSER II & III funds, etc.].
* Describe how partners and/or contractors contribute towards sustaining the applicant site(s).
* **[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. **Practitioner/Demonstration SiteApplicants Only**

Please refer to Addendum E- 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).

1. For Practitioner and Demonstration site applicants, include what is different or improved about the school/services/programming from the previous application (2019).
2. Document and describe any mentoring and related activities conducted during the most recent funding cycle. Activities may include serving as a mentor, coaching, sharing resources, presenting at webinars /other related conferences, etc.)

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| 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]**  | **FY2020** | **FY2021** | **projected****FY2022** |
| **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) |

**A. GENERAL OVERVIEW (7 pages max not including charts)**

1. Describe how this grant enhances and supports the applicant school’s mission and values.
2. Please describe any changes or anticipated changes that may affect the applicant school/site. If not applicable indicate NA for each (a/b).
3. Describe any changes at the school/site level (e.g., change in school leadership, grade reconfiguration, etc.) that has/will occur.
4. If there will be a change in the site coordinator position in FY22 provide the following:
* description of the qualifications/credentials for the required position. If the applicant currently has a person that will serve in this capacity, describe their qualifications/ credentials including any previous experience; and the transition plan and the type of support that will be provided to the new site coordinator.
1. Describe the specific population of students that have been served by grant-funded programming over the most recent three-year funding cycle and any changes that have or will occur in FY22.
* **[ELT]** Describe the student demographics of the school and any changes that have occurred and/or will occur in FY22.
* **[OST]** Describe the specific outreach efforts used ***over this past year*** to attract students to the 21st CCLC Program. How was this outreach culturally/linguistically responsive?
1. Student Attendance -Complete the chart and respond to the appropriate question below.

|  |  |  |
| --- | --- | --- |
| **total students served** | **mean hours enrolled**  | **mean Hours attended** |
| **FY19** | **FY20** | **FY21** | **FY19** | **FY20** | **FY21** | **FY19** | **FY20** | **FY21** |
|  |  |  |  |  |  |  |  |  |

* **[ELT ]** On average has 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)? Why or why not?
* **[OST]** Describe the success the school/program has had in maintaining consistent attendance in particular this past year. Be specific in describing practices that have been successful in sustaining student attendance and active participation particularly in the last year.
1. Provide data that supports the areas where the ELT/OST 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, drop out rate, etc.
* What program improvements/changes have been/will be made as a result of these findings? How will data be used in actionable ways to inform the program?
* What are the limitations of this data? Are there data gaps?
1. Provide a listing of any department sponsored professional development opportunities the school/site has participated in and any changes or new programming that has been/will be implemented as a result of the training. May provide response in paragraph, chart, or bulleted format.
2. **PROGRAM NARRATIVE *(4 pages max.)* / PROGRAM DESCRIPTION *(3 pages max.)***
3. Using quantitative, qualitative, and anecdotal supporting data provide a ***narrative*** that tells the story of how the applicant school/site program has evolved over the course of the funding cycle(s) and continued to support students and families during the pandemic.

The narrative should address the following:

* Describe how the program was intentionally designed to address students and families needs and interests. Include current examples and student stories of how specific school and student needs and priorities were addressed.
* Be specific in describing programming practices that contributed to increased student engagement.
* Describe the successes and challenges the school/program and students have experienced throughout this funding cycle.
* **[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)?
* Describe in detail how the programming has contributed to enhancing and deepening student and teacher’s learning.
1. Provide specific and detailed examples of the types of academically enriching and engaging programming that **was** provided during the most recent funding cycle (2019-2021) and how they were designed to address selected SAYO academic and SEL outcomes.
* What strength-based strategies were implemented in this programming? How did you intentionally promote diversity, equity, and inclusion?
1. If any services/programming was provided by independent contractors and/or community-based providers, describe how the relationship and programming has evolved over the course of the partnership/contract.
2. Provide the school/site plans for implementing an FY21 summer program (July 1 - August 31, 2021). Reminder that **ELT Schools are** required to offer 120 hour summer program. It is expected that summer programming will occur in person. School/sites may also choose to continue to offer a remote component.

Address the following in your response:

* Student attendance policy (how often students will be required to attend).
* Describe how the programming is/will be designed to reconnect and reengage students.
* If applicable, describe the role community partners has/will play in the design and implementation of summer programming.
* Provide a description and up to 3 examples of the type of summer programming to be offered.
1. Please complete the Summer Programming chart below.

|  |
| --- |
|  **SUMMER PROGRAMMING (Summer 2021)** |
| **# of students to be served** | **# hours/day** | **# days/ week** | **# of weeks** | **Total hours** | **Days of week (e.g., m-f)** | **Start/End Dates** |
|  |  |  |  |  |  | **start date** |  |
| **end date** |  |

1. **FY22 Action Planning *(4 pages max)***
2. ELT- Describe what a student schedule will/may look like in FY22. Will grant funded programming be weaved thought the teacher/student schedule ( e.g., offered daily, be offered as electives, or as a separate and distinct set of activities (e.g., all students/grade levels get enrichment the same time/day).
3. **[OST]** Describe the student attendance policy for FY22 (how often students will be required to attend) for the school year programming that ensures meeting of required attendance hours.
4. How will programming be designed to strengthen student learning by combining content knowledge with a deeper approach to learning that emphasizes the skills necessary to apply that knowledge successfully. Include the following in your response:
* How lessons learned will inform program design.
* How programming will be designed to support selected SAYO outcomes?
* How youth voice will be supported?
* How the programming will be designed to build on the strengths and assets of students from varied backgrounds and cultures.
1. Describe and provide specific examples of the types of *interactive, relevant,* and *engaging* programming **to be offered** in FY22.
2. If applicable, describe how homework and/or academic support will be designed to focus on building skills and practices that support learning, critical thinking and problem solving.
3. **Staffing, Support, and Development**
4. Describe the qualifications and credentials of the staff that will implement and support the grant funded programming in FY22. If contractors will be utilized, what are the criteria and process for selection?
* How do you ensure that the program has adult staff/contractors that is able to relate to the students’ families/community?
1. Describe the structure for ongoing program planning with educators/program staff and providers? The Department strongly recommends grantees provide staff implementing grant funded programming with adequate planning time.
* Indicate the amount of time provided for staff planning to ensure implementation of high quality programming.
* What supports and opportunities for professional growth are in place for educators and contractors/partners?
* Are educators encouraged to attend DESE 21CCLC sponsored PD?
* If applicable, how do you ensure that contractor staff have the needed training, support, and classroom management skills to assure students of all ability levels are fully included and engaged.
* **[ELT]** Is 21st CCLC programming discussed or a focus of common planning time (CPT)?
* **[ELT]** If contracted 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.
1. Describe plans for building and strengthening[family engagement](https://www.doe.mass.edu/sfs/family-engagement-framework.pdf) practices/partnershipsin order to advance common goals for student success. *Please refer to the* [*Department definition of family engagement*](http://www.doe.mass.edu/news/news.aspx?id=25263)*. For more family engagement resources visit the* [*DESE family engagement web page.*](https://www.doe.mass.edu/sfs/?section=family)
* 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.

***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*

1. **Exemplary Elements and Activities**
2. Be specific in describing what makes your program exemplary and highlight *Elements of Exemplary Programs* (*Addendum F*) that best demonstrate the areas in which the school/site is most exemplary and may be able to serve as 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 F*.
* Practitioner site applicants should highlight at least six (6) elements *Addendum F*.
* Demonstration sites should highlight at least eight (8) *Addendum F*.
1. **Practitioner/Demonstration Sites Only** - Please refer to *Addendum* *E* – 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/resource sharing and related activities including peer APT observations.
1. **RISK ASSESSMENT**
2. If your District/Organization scores in the moderate to high category in any of the risk areas described in *Addendum G - Risk Factor Rubric*, describe those areas have or will be addressed in the coming year.
3. **[OST]** **PROGRAM SCHEDULES - (1 page max.)**
4. Please provide the requested information below on school/program hours of operation.
5. 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** | **# Hours/ Day** | **# Days/ Week** | **# of Weeks** | **Total Hours** | **Days of Week (e.g., M-F)** | **Projected Start Time** | **Projected End Time** |
| **School Year** (before school) |  |  |  |  |  |  |  |
| **School Year** (after school) |  |  |  |  |  |  |  |
| **Total # of SY Hours to be provided:** |  | *Please note it is expected that the difference between SY hours offered and the 400 required hours will be made up in the summer.* |

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 SY2022 (2021-2022)** |
| **date school begins** | **anticipated date school ends** | **anticipated enrollment** | **grades served** |
|  |  |  |  |
|  |
| **school start time** | **school end Time** | **number of hours/day** |  **total hours provided above state mandated hours** | **# hours of grant funded prog provided/ day** | **# hours of grant funded prog 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 (SY2021) Student Schedule-Highlight any PBL, enrichment programming, and services to be supported through grant funds.
* Proposed (SY2021) Teacher Schedule

**Insert schedules here**