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| **PART IIIA REQUIRED PROGRAM INFORMATION FISCAL YEAR 2023** |

*This application will serve as the year-end evaluation and continuation grant application for eligible recipients:*

**FC 645 –** Eligible entities are recipients of 21st CCLC grants for new sites in through Fund Code (FC) 647 in [Fiscal Year (FY) 2022](https://www.doe.mass.edu/grants/2022/awards/647.docx)**and/or** recipients of 21st CCLC Exemplary Programs grants for sites awarded competitively through FC 646 in[FY2021](https://www.doe.mass.edu/grants/2021/awards/646.docx) and/or [FY2022](https://www.doe.mass.edu/grants/2022/awards/646.docx)***.*** Please respond to questions on pages 2-5.

**FC 244 –** Entities that meet the FC 645 eligibility requirements above are eligible for sites that received a FC 244/245 grant in FY2021 and/or FY2022. Please respond to questions on page 7.

***The Part IIIA for both FC 645 and 244 is due:***

* ***Friday August 12, 2022 for applicants that will need a September 1, 2022 start date.***
* ***Friday August 26,2022 for applicants that will have mid-September start date.***
* ***Please note the start date for use of funds is the date the approved application is entered into EdGrants.***

***Part IIIB – For both FC 645 and 244 Summer Evaluation and FY2023 Program Plans will be due on September 30, 2022 and will made available in early August.***

***HQPBL Cohort III Additional Funding Opportunity – Respond to questions on page 6***

This opportunity is open to all current grantees. If interest exceeds available resources, we will then consider schools/sites that participated in the Nuts & Bolts 21st CCLC PD offering as well as diversity of programs, grade levels, schools, and geographic location. We will also develop a wait list in case additional resources become available or a school/site is not able to fulfill the commitment. See section III HQPBL for additional details.

* Interested schools/sites will be eligible to receive up to an additional $20,000 per site to support staff to fully participate in this unique opportunity.
* **All Interested school/programs should make sure to complete the questions in Section IV HQPBL.**

1. **PROGRAM SUMMARY**

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| **School District /  Applicant Agency** |  | | | | |
| **Program Coordinator / Contact** |  | | | | |
| **Phone** |  | | **Email** |  | |
| **ELT- Total Number of sites for which you are applying for cont. funding** |  | ***ELT* Amount requested for SY 9/1/2022- 6/30/2023** | | **Amount requested for Summer**  **7/1/2023 - 8/31/2023** | **Total Requested ELT** |
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| **OST - Total Number of sites for which you are Applying for FC 645 cont. funding.** |  | ***OST* Amount requested**  **9/1/2022- 8/31/2023** | | |  |
| **Total FC 645 Funds requested** | | | | |  |
| **FC244 Enhanced Programs for students with Individualized Education Programs (IEPs) - Total number of sites for which are applying for cont. funding** |  | ***fc 244 Funds Requested*** | | |  |

**II. Federal 21 APR Data**

**Middle and High School Programs Only. All others skip to Section III.**

**In preparation for submission of the new federal 21APR data,** the Department (DESE) is working on determining what data will be entered for *Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.*

Since DESE does not collect GPA data we will need to collect this from grantees to enter into the 21APR system. Basedon your responses to the questions below DESE will need to decide what improved GPA means. For example, we could decide that improvement is any numerical improvement from under to over 3.0 (from FY2021 to FY2022) - e.g., 3.1 constitutes improvement; or we could decide improvement is a numerical improvement of 0.3 unit or more, e.g., from 2.0 to 2.3 (with a 4.0 grading scale).

Please respond to the questions below.

1. Is Grade Point Average (GPA) Data available for Middle and High School at the district level.

Yes/No?

1. Please describe the district’s grading system e.g., numerical grades, letter grades, proficiencies etc. as it relates to your ed Middle and/or High School..

**III. FY2023 PROGRAM Information**

1. Applicants must designate a 21st CCLC coordinator whose primary role is to oversee the design and implementation of grant funded programming across all funded sites.

* Multiple Schools/sites- A full-time District/Organization Program Coordinator
* Single School/Site- A part-time program coordinator - minimum of 20-25 hrs./wk. A program coordinator for a single site applicant may act in a dual capacity of program and site coordinator, if necessary.
  + - 1. Describe the role of the 21st CCLC Coordinator and how they fit into your district/organizations structure. Is the 21st CCLC Coordinator included in district/organizational level leadership team meetings?
      2. If the coordinator is not a full-time position provide a justification, the number of hours per week dedicated to the funded program and information to support that sufficient time and resources are available for the coordinator to assure all program requirements will continue to be met.
      3. If there will be a change in the district coordinator and/or site facilitator position in Fiscal Year (FY) 2023 provide the following:
* description of the qualifications/credentials for the required coordinator and/or site facilitator position. If your district/organization 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/facilitator.

1. Please describe any changes or anticipated changes that may affect the 21st CCLC grant at the district or school/site level.
2. Describe any changes in district, school, organizational leadership, grade reconfiguration, etc.). If not applicable indicate NA.
3. Other changes not described above.
4. For **School Year (SY) and Summer 2022** indicate if your site(s) provided services to private schools or private school students/teachers in your geographic vicinity. If yes, describe the service provided and/or the number of students served from private schools.
5. Based on your midyear report did you reach your intended goals and areas for improvement? If yes, congratulations and please provide a brief synopsis of the changes /improvements made. If no, explain why.
6. **Demographic Data** –please complete for SY2022 programming andadd more rows as needed.

**Please note all sites are expected to submit SAYO data as part of Part IIIB of the continuation grant due September 30, 2022. All sites were required to collect pre/post SAYO T & S.**

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| **Site** | **Total students served** | **SY2022 mean hours of prog. offered 9/1/21-6/30/22** | **SY2022**  **mean hours**  **attended 9/1/21-6/30/22** | **SY2022 % econ. disadv. Served** | **SY2022**  **% els served** | **SY2022**  **% swd served** |
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1. Did each school/site serve the anticipated number of participants you had expected? *If* ***not****, provide a brief explanation as to why*.
2. Did the population of students (percentage) who are economically disadvantaged, SPED, and/or English learners (EL) match or preferably exceed that of the school? If not, this may be an area that you want to consider focusing on for improvement in FY2023.
3. Did students attend on a regular and consistent basis (SY 100 hrs. for Elementary, 90 hrs. for MS and 100 hrs. for HS and at least 80% of the summer/vacation program hours offered)? If **not**, provide a brief explanation as to why.
4. Describe the process used to implement the APT (Assessment of Program Practices Tool). Include the APT team members, number of observations conducted, and a synopsis of the findings, (strengths and areas for improvement) for each site. If the required APT observation was not conducted, explain why.
5. For each site, use the chart below to highlight and summarize at least one of the program’s most successful projects/enrichments/accomplishments. Add additional rows as needed.

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| **Site** | **Activity/Project Name**  **Brief Description** |
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1. Describe participation in any training/networking opportunities provided by the Department DESE) in FY2022 and any programmatic changes or new programming, and/or new programming ideas that resulted from participation.
2. If grant funds were used to purchase any type of electronic equipment such as laptops, hand held devices (iPads, chrome books, etc.), cameras, printers, or other types of media equipment, you are required to have a process in place to inventory and track these items.

* Please attach to your grant submission an inventory of electronic items purchased.
* Describe the process you use to inventory and track electronics purchased with grant funds.
* Describe below how the items were used to enhance the 21st CCLC program and learning.

**OST ONLY –PROGRAM FEES if applicable**

The intent of the 21st CCLC program is to establish programs that offer academic enrichment, youth development and literacy services to students and families that are low income and may not otherwise have access to the opportunities provided through this grant funding. Although not specifically prohibited by federal law, and with the availability of ESSER III funding, the Department strongly discourages charging program fees but will allow them under certain conditions. If approved:

* 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. Use of these funds are limited to the allowable use of funds.
* Students that are low-income must be enrolled first with no expectation of them paying a fee. No student will be denied access due to inability on their family’s part to pay.
* Programs must 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 or that does not adhere to the above criteria will be used to proportionally reduce the federal award.
* Grantees will be required to report on program income generated, and expenditures related to 21st CCLC program operations.

1. If you have need or other reason for charging program fees and would like to request flexibility, please respond to a-c below. *If not applicable, please indicate NA.*
2. Please describe your rationale.
3. Additionally, describe the process for determining the per student cost to attend if a sliding fee scale will be used. How will you ensure that families of children/youth who would be eligible to receive free or reduced-price lunch fully understand that cost is not a deterrent from participation?
4. 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.

**IV. HQPBL** ***Cohort III*** If your school/site is interested in applying to considered for participation in the HQPBL training please **complete the questions below.**

This year-long training series will provide participating educators, school, and programs the opportunity to enhance and expand current practices and/or try new approaches to learning in which students are actively collaborating and engaging in HQPBL that is culturally relevant and coherently aligned to the Massachusetts Curriculum Frameworks.

* Participating schools/programs must be able to commit to forming a 3-5 person team plus the school/site based facilitator who will work collaboratively in the design of their PBL Module.
* Teams must include at minimum one (1) person that brings content knowledge, and an understanding of the curriculum frameworks, learning standards, and assessment.
* Teams must be able to commit to attending training that will include
* A total of five (5) full days of in person training on the following dates
  + - December 8 and 9,2022 – 21st CCLC Winter Institute (Thursday and Friday)
    - Wednesday, January 25, 2023 Likely 9:30am-3:00pm
    - Wednesday, March 22, 2023 Likely 9:30am-3:00pm
    - Wednesday, June 7, 2023 Likely 9:30am-3:00pm
* Two (2) Synchronous 90-Minute Zoom Sessions
  + - Wednesday, February 15, 2023 – 3:30-5:00pm
    - Wednesday, May 10, 2023 – 3:30-5:00pm
* Periodic Check-ins with assigned coaches
* Please note these dates may be subject to change or adjusted based on the environment at the time of the training.

1. In the chart below list the school(s)/site(s) for which you are applying for HQPBL Cohort III. (Add rows as needed)

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| --- | --- |
| **School/Site Name** | **Site Contact** |
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1. Describe how HQPBL will enhance and support instructional goals and focus for your school/ program.
2. To what extent are educators in your school/program familiar with HQPBL?
3. Describe any PBL or related professional development opportunities that educators have attended in the past three (3) years.

**FC 244 PROGRAM Information (if applicaBLE SEE aDDENDUM a)**

**This information willl be shared with the Special edcuation Policy and procedues (SEPP) office that genrously provide the funds to support this initiative.**

**Summary Information (Add Rows as needed)**

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| **Schools/Sites that received Fc244/245** | **% of students with ieps in the school** | **% of students with ieps served in SY22 by the 21st cclc site** | **number of students with ieps served in SY22 by the 21st cclc site** | **projected number of students with ieps to be served in SY23** |
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**When responding to the questions below please provide information specific to each site *for which you are applying for FY2023 FC 244 funds.***

1. Were you able to reach the expected number of participants with Individualized Education Programs (IEPs) for each site included in this application? If not, explain why.
2. Describe how the FC 244 funds were used this past year to support, enhance or expand planned programming and services . Summarize one (1) to two (2) of the program’s accomplishments, over the past year with regards to FC 244/245.
3. If additional staff were hired to support the students with IEPs describe their credentials and role in the program (e.g., inclusion specialist, 1:1, etc.).