# ­­Part III-A Required Program Information – Applicant District/Agency

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

*Thank you for your interest in applying for a 21st CCLC SALT Grant for new sites. Please see the Funding Opportunity-Request for Proposals (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 Out-of-School Time (OST) ONLY] –** Only applicants applying for **Model 1 (OST)** should respond.
  + **[Model 2 Expanded Learning Time (ELT) ONLY] –** Only applicants applying for **Model 2 (ELT)** should respond.

# ­­Page limits

# Part III-A Required Program Information – District/Agency section not to exceed 6 pages, not including required charts/tables.

# Part III-B Required Program Information – Applicant Site section not exceed 20 pages for each Part IIIB submitted, not including required tables and charts.

* Responses should be provided within the 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 and do not change the font size or margins. Please Note- requested attachments will not count towards the page limits.
* Please not any additional addendum, attachments, or letters of support not requested will not be reviewed.
* Refer to endnotes for additional details.

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

**I. COVER SHEET**

**INSTRUCTIONS: Please complete the information below**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **applicant name** | | | **address (street, city, state, zip code)** | | | | | |
|  | | |  | | | | | |
| **grant contact** | | | **phone number** | | | **email address** | | |
|  | | |  | | |  | | |
| **number of schools/sites included in the application** |  | **district/partnering district**  **% of students who are** [**low Inc****o****me**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) | | | | | |  |
| **non-lea applicants - list the name of partnering district** | |  | | | | | | |
| **previous recipient of a 21st cclc grant** | |  | | **yes** |  | | **no** | |

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

**APPLICATION:**

|  |  |  |
| --- | --- | --- |
|  | **school/site 1** | **school/site 2**  **(if applicable)** |
| **School/Site of proposed program**  **(where program will occur)** |  |  |
| **for non-school based applicants**  **name of partnering school** |  |  |
| **model type**  **(OST or ELT)** |  |  |
| **projected enrollment**  For OST List Projected Students to be Served /  For ELT Fiscal Year (FY) 2023 School Enrollment |  |  |
| **grade levels**  **(to be served by grant funds)** |  |  |
| **Indicate % of students who are**  [**low Income**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx)**[[1]](#endnote-2)** |  |  |
| **✓ If** [**ACCOUNTABILITY LEVEL (2019)**](http://profiles.doe.mass.edu/statereport/accountability.aspx)**is**  [**Requiring**](http://profiles.doe.mass.edu/statereport/accountability.aspx) **Assistance or Intervention[[2]](#endnote-3)** |  |  |
| **✓ If** [**School Wide (SW) TITLE I**](https://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238) |  |  |
| **Indicate % of Students whose** [**First Language not english**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) |  |  |
| **Indicate % of Students who are** [**english language learners**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) |  |  |
| **✓ if submitted in full partnership [[3]](#endnote-4)** |  |  |
| **if above checked list partners** |  | |
| **Funding Request** | | |
| **OST School/Site Grant Funds Requested**  **(SY &Summer)** | A. | B. |
| **ELT Amount Requested for SY** | C. | D. |
| **ELT Amount Requested for Summer** | E. | F. |
| **Total Funds REQUESTED**  **(A+B+C+D+E+F)** | |  |

# ­­Part III-A Required Program Information – Applicant District/Agency -6 pages max not including required tables/charts.

# *IMPORTANT NOTE: Applicants should submit ONE Part III-A and a Separate Part IIIB School/Site Implementation Plan for each school/site included in this application*.

**I. Program Abstract**- [no more than 50 words]

For each site included in the application use the table below to provide a brief description of the proposed program and highlight intended program outcomes. **Note**: This description will be shared as part of the final grant approval process.

|  |  |
| --- | --- |
| Sample 1 | Students in grades 6– 8 will engage in academically enriching programming with a focus on STEAM activities that will contribute towards strengthening identified Math skills, critical thinking, and peer relations. |
| Sample 2 | In partnership with Alpha Elementary School students in grades K – 5 will engage in academically enriching programming that contributes to improved reading though a literacy based arts focus as well as supporting social emotional well-being. |
| Site 1 |  |
| Site 2 |  |

**II. District/Organizational Vision and Overview**

It is important that all partners involved in the design of this application share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The information provided below will provide the review team with a framework for your vision and readiness to implement a 21st CCLC program.

1. Describe your district/organization’s vision of what a high quality academically enriching ELT/OST program would/does look like.
2. Describe the added value this grant will bring to district efforts to accelerate learning. The response to this question should demonstrate how the academically enriching programming supported through these funds will enhance efforts to support the district’s strategic improvement plans. **Bonus points:** Please attach a letter of support from the Superintendent of schools.
3. High quality academically enriching programming occurs through intentional planning and on-going communication and collaboration. Describe the planning process your team went through in designing and writing your application. Address the following in your response:

* List the planning team members, the varied backgrounds, and cultures they represented, and their respective expertise and creativity that they contributed to the planning of this application.
* How often did the team meet and in what format (in person, fully remote, hybrid)?
* What was the rationale behind the selection of SAYO outcomes?
* How this grant will contribute to improving creative instructional practices.
* How the school/program will be designed to build on the strengths and assets of students, families and educators from varied backgrounds and cultures.

1. Regardless of the funding source, describe all previous experience implementing programs that are educationally related and academically enriching.

* Provide recent qualitative and/or quantitative information that supports positive results/outcomes.
* Describe lessons learned and specifically how those experiences have informed 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. Given the important role cultural competency plays in improving students’ academic and behavioral outcomes. Describe the district’s/organizations practices/structures that support culturally responsive anti-racist practices.

**III. Support and Sustainability**

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. (See Addendum B – Grant Assurances).

* Multiple Schools/sites- a full time Program Coordinator
* Single School/Site- Part-time program coordinator minimum of 20 hrs/wk. A program coordinator for a single site applicant may act in a dual capacity of program and site coordinator, if necessary.

1. Provide a description of the qualifications/credentials the applicant will seek for the required program coordinator position. If the applicant currently has a person that will serve in this capacity, describe their qualifications/credentials.
2. **[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.
3. 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, ESSER III funds, McKinney-Vento, Title I, Title III, Title IVA, After-School and Out-of-School Time Quality (ASOST-Q) grants, ASOST Rebound Grant, Department of Early Education and Care, etc.).

* Include any in-kind services/supports that will be provided and will supplement grant funds.
* **[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 considered in-kind unless you are able to demonstrate these costs would not be incurred without this grant.

**IV. Federal Requirements**

Federal law (Title IV Part B 21st CCLC) requires that:

* If the applicant is proposing the 21st CCLC program take place at a non-school based location they must demonstrate that the program is/will be as accessible to students as it would be if located at the school.
* Those awarded funding must disseminate information about the 21st CCLC program to the community, in a manner that is understandable and accessible.
* Applicants provide a plan for safe transportation of students.

1. If applicable,describe the rationale for hosting the program at a non-school based location and how you will ensure it is as accessible to the students the grant is intended to serve as it would be if held at the school the students attend.
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.
3. OST applicants Describe how the program will ensure that students travel safely to and from the program. This includes any students being transported off site for enrichment. **Note**: All off-site activities must be educational in nature, age-appropriate, and relevant to the goals and objectives of the 21st CCLC program.
4. ELT applicants Describe how students travel to and from school and highlight any proposed changes as a result of ELT. If students will be transported offsite for programming during the SY and/or summer describe the plan for safe transportation and projected cost. **Note:** Funds may only be used to transport students during the school day to offsite locations for programming that the school does not have the proper facilities to support (e.g., swim lessons, media lab).

**V. Program Income**

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 economically disadvantaged 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, DESE strongly discourages charging program fees but will allow them under certain conditions. If you have need or a reason for charging program fees and would like to request flexibility to assess program fees, please complete Addendum G Program Fees request Form.

**Part III-B – School/Site Required Program InfoRMATION**

**20 Pages MAx not including required tables/Charts.**

**Instructions for completing this document:**

***IMPORTANT NOTE:*** *Applicants should submit* ***ONE*** *Part III-A proposal with a* ***Separate*** *School/Site Implementation Plan (Part III-B) for each school/site included in this application. Information about the limits on the number of schools/sites for which an applicant may apply can be found in the FO-RFP.*

**I. School/Site Information**

|  |  |
| --- | --- |
| **School/Site Name:** |  |
| **School/Site Location / Address (please provide city/town and zip code)** |  |
| **If the site will be community-based, please indicate the name of the partnering school the students who will participate in the program attend.** |  |
| **If applicable, list partners/contractors[[4]](#endnote-5) for this school/site.** | **Partner / Sub-Contractor Name(s)** |
|  |

**II. Process and Rationale for Adding Time** **Needs Statement/Needs Analysis**

The needs statement is a key element of a proposal that makes a clear, concise, and well-supported statement of the need or gaps to be addressed.

* 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 demonstrate teacher, student and family support for the longer day/year.

To make a convincing case and best serve the needs of students and families all applicant schools/sites must conduct a needs and resource assessment prior to submission of the application. The assessment should include an appraisal of the educational, academically enriching and social emotional needs of the students to be served. The assessment should address

* The need and interest of students, teachers, families and partnering schools (if a CBO is the applicant) in having a 21st CCLC program at the applicant school/site,
* currently existing opportunities and how this grant may build on them, and
* where gaps exist (Gap Analysis),

**Please note:** The assessment may be coordinated with or part of a larger district/community wide effort.

1. Describe the process used to conduct the assessment and the type of data collected (e.g., community mapping, student level data, school climate data, teacher/student/family interest surveys, focus groups, community meetings, etc.). Include the following

* Timeline (when the assessment was conducted),
* If surveys or focus groups were used who was sampled, sample sizes, and the number of actual responses, and,
* What role, if any, did your collaborative partners play in the assessment process.

1. Based on the assessment conducted provide a summary of the proposed project’s need, purpose, interest level of school administration, educators, students, and families.

* The summary should address where gaps exist, why existing programs or school day schedule [ELT] does not meet the need of the students and families the application is proposing to serve.
* How or why you believe the programming to be provided through this funding will expand and support identified needs/gaps?
* What existing resources will you build upon?
* [OST] If an OST program is currently operating at the proposed school/site explain why the program does not meet school/student need and how the proposed 21st CCLC will operate in conjunction/collaboration with the existing OST program, include the number of students being served, the source of funding, and how many days/hours per week the program operates.

**III. School/Site Planning**

1. Describe the added value this grant will bring to school/partnering school efforts to address unfinished learning. The response to this question should demonstrate how programming supported through these funds will enhance and support school improvement efforts. Address the following in your response:

* Describe the specific needs and priorities that will be addressed and supported by these funds.
* Beyond adding or expanding enrichment opportunities additionally describe how the school day [ELT/OST program will be significantly enhanced and/or redesigned.

1. 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 ensure that sufficient time is allotted to oversee the site, manage the administrative requirements of the grant and attend required meetings/trainings.

**IV. Student Demographics**

1. A. OST- Describe who the select population of students to be served by the grant funded programing, are and rationale for the selection.

* Include how the school/program will ensure equitable access to and meet the needs of special populations (e.g., students with disabilities, multi-language learners, BIPOC, etc.).
* 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.).

**B.** ELT Describe the student makeup of the school including any specialized programming (e.g. students with disabilities, English Learners, etc.).

* Include how the school/program will ensure equitable access to and meet the needs of special populations (e.g., students with disabilities, multi-language learners, BIPOC, etc.).

**V. School/Site Program Implementation**

1. **Proposed Typical Day (2-page maximum)**

Provide a narrative, highlighting what a students’ experience in the school year and summer program will look like at the proposed school/site. ***Please Note:*** *all applicants are required to offer a summer program. ELT may propose to serve a select population of students over the summer.*

The response to this question should begin with the school year and merge into summer 2023. The narrative should demonstrate how the program will address the gaps identified in Part IIIA Q2, teaching practices that intentionally facilitate and support, incorporate trauma-informed practices to address the variety of traumas that children and families are currently facing and create a welcoming environment.

* If the proposed school/site has an existing program the narrative should clearly demonstrate how it will be significantly enhanced as a result of this funding.

1. Provide ***three examples*** of the types of creative and engaging learning opportunities that will be offered, how they will support identified needs and contribute to deepening learning***.*** Please note the description should clearly demonstrate the connection to selected SAYO outcomes. The response may be provided in either paragraph or chart form.
2. Describe ways in which [student voice](https://schoolguide.casel.org/focus-area-3/school/elevate-student-voice/) will be elevated and incorporated into programming.
3. 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 the development of problem-solving skills.
4. All applicants must submit a detailed description of any anticipated off-site educational activities with this competitive application. If applicable, provide a description of any off-site programming/activities to be provided, how it supports and contributes to identified needs, and the educational benefit of the proposed activity. If not applicable indicate NA.
5. Describe the location and space in which the grant funded program will take place. Describe how the school/site ensures a welcoming environment with access to necessary space and resources to implement proposed programming, stimulate learning, and provide space to exhibit students' work and projects. *Please refer to the Addendum B - Grant Assurances document in the FO-RFP Required Forms section regarding program space requirements.*
6. To achieve improvement in student outcomes and contribute to deepening learning 21st CCLC grantees must carefully plan and develop a program that promotes regular and consistent attendance[[5]](#endnote-6). Drop in or drop in like programming is not allowed.

* **[OST]** To ensure that programs are designed to support intended outcomes describe the student attendance requirements for both the proposed OST and the summer programs, including how often students will be required to attend. Please note, while it is encouraged the same students are not required to attend both SY and summer programs.
* **[ELT]** Describe the **student attendance policy** for the proposed summer program, including how often students will be required to attend.

**VI. Collaboration and Partnerships**

1. Non-school district applicants must designate a school day/ school-based educator (at each funded school site) to serve as an education liaison to ensure ongoing communication, coordination, collaboration, and alignment. Describe the process and timeline for recruiting the liaison and the qualifications you will seek (certified teacher, guidance counselor, etc.). If you have someone in mind for this role describe their qualifications. Please note this person MUST be in place no later than 10/1/22. If not applicable indicate NA.
2. **A. [OST]** 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 (IEPs) 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.

**B. [ELT]** Briefly describe the following:

* Teacher career ladder[[6]](#endnote-7).
* Changes to teachers’ scheduled hours and workload.
* If applicable, role of community-based organizations/contracted providers.

1. In order to assure programming is purposeful, intentional, and designed to achieve intended outcomes DESE strongly encourages that staff is provided with adequate planning time. Describe the process and amount of planning time that will be provided to staff to design and plan grant funded programming.
2. Describe the structure and opportunities for professional development[[7]](#endnote-8), collaboration, and continuous program improvement that will support educators and contracted staff (if applicable) in the implementation of high quality academically enriching programming to be funded through this grant.

* DESE 21st CCLC professional development opportunities are intentionally designed to support good teaching practices in and out of the classroom and contribute to deepening educator and student learning. Will program staff and contractors be encouraged and allowed to attend DESE trainings?

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.

*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*

1. If proposing to contract with outsidevendors/community-based agencies or utilize volunteers[[8]](#endnote-9) describe the following (if not applicable indicate NA):

* Process for selecting qualified partners, vendors, and volunteers (if applicable) to support the additional learning time.
* Describe the programming to be provided and how it contributes to supporting selected SAYO outcomes (The relevance of the services they will provide and their capacity to implement proposed offerings).
* How do/will you 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.
* Describe the process for communicating policy, procedures, and protocols on the Emergency Management Planning, COVID 19 policies, Medical Emergency Response, and Bullying Prevention and Intervention. Note: For CBOs serving as the lead must confer with the partner school for protocols.

**VII. Schedules**

1. **[OST]** Use the charts below to provide the anticipated program/school schedule. ELT skip to Q19.

**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.

Sample schedules are provided in the endnotes for reference[[9]](#endnote-10).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **OST**  **ONLY** | **# of students to be served** | **# Hrs/ Day** | **# Days/ Week** | **# of Wks** | **Total Hours** | **Days of Week  (e.g., M-F)** | **Start Time** | **End Time** |
| **School Year 2023 (**before school) |  |  |  |  |  |  |  |  |
| **School Year 2023** (after school) |  |  |  |  |  |  |  |  |
| **School Year** (vacation weeks) |  |  |  |  |  |  |  |  |
| **Summer 2023** |  |  |  |  |  |  |  |  |
| **Total # of Hours Offered:** | | | |  | | 🡨Must be a minimum of 400 hours. | | |

1. **[ELT] Complete** the chart below

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELT –OnlyPre-ELT SY22 (2021-2022)** | | | | | |
| **Date school began:** |  | **Date school ends:** | |  | |
| **Enrollment** |  | **Grades Served:** | |  | |
| **School Start/End Time** | | | **Hours** | **# of days** | **Total Hours** |
|  | | |  |  |  |
|  | | |  |  |  |
| **Total # of Hours (Pre-ELT)** | | | |  |  |
| **PROJECTED ELT SY 2023** | | | | | |
| **Date school will begin:** |  | **Date school will end:** | |  | |
| **Anticipated Enrollment:** |  | **Grades Served:** | |  | |
| **School Start/End Time** | | | **Hours** | **# of days** | **Total Hours** |
|  | | |  |  |  |
|  | | |  |  |  |
| **Total # of Hours (School Year ELT)** | | | |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELT PROJECTED SUMMER PROGRAMMING 2022** | | | | | | | | |
|  | **# 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. [ELT] Provide a sample proposed FY2023 student schedule that clearly reflects the academically enriching learning opportunities that will be supported through this grant. **Insert Schedule here**

1. Priority will be given to applicants that propose to serve youth in schools/communities with 60 percent or more students who are economically disadvantaged. [↑](#endnote-ref-2)
2. [accountability data](http://profiles.doe.mass.edu/statereport/accountability.aspx) – *select “district” or “school” and “2019” 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. **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-5)
5. Attendance Hours- OST- 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 **Elementary School – 100 hours, Middle School – 90 hours, and High School – 80 hours.**  OST & ELT Summer on average students must attend 80% of the hours offered. [↑](#endnote-ref-6)
6. *VITeacher 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. [↑](#endnote-ref-7)
7. VII **Professional Development (PD) Offerings:** The Massachusetts 21st CCLC program offers a variety of professional development opportunities to support program implementation and continuous program improvement. All funded sites are required to participate in a minimum of one (1) MA21CCLC sponsored PD session. Please see *Addendum B - Grant Assurances* for details on grant PD requirements. [↑](#endnote-ref-8)
8. VIII Volunteers- This includes college tutors, mentors, and retired professionals.  
    [↑](#endnote-ref-9)
9. **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 Hours  20 hours/week (5 hours/day for 4 days/week) x 4 weeks | **400** |
   | 256 Hours (8 hours/week x 32 weeks) | 144 Hours  24 hours/week (6 hours/day x 4 day/week) x 6 weeks | **400** |
   | 336 hours (10.5 hrs/week x 32 weeks) | 64 hours  16 hours/week (4 hours/day for 4 days) x 4 weeks | **400** |

   [↑](#endnote-ref-10)