

**PART III – REQUIRED PROGRAM INFORMATION**

**A. BACKGROUND INFORMATION** (2 page maximum)

1. Include the names of the sites for which you are applying for exemplary program status and, if different, the names of the original sites funded.
2. If you have not met one or more of the eligibility requirements, provide detailed information that will demonstrate clearly how the issues have been addressed successfully in FY2009 (2008-2009).

**B. PROGRAM DEVELOPMENT AND IMPLEMENTATION** (15 pages maximum)

Describe in detail how the 21<sup>st</sup> Century Community Learning Center (CCLC) program(s) has shown continuous program improvement over the five-year grant period.

1. Describe the program in its early years, how it has grown to its current level of programming, and the vision for the program over the next three years. In describing the program(s), include all of the following elements.
  - a. Include specific examples of how the 21<sup>st</sup> CCLC program has grown, both on a district and individual site level.
  - b. Describe how the program has contributed to increased student academic achievement and youth development. To help illustrate the program's effectiveness and efforts made towards continuous program improvement, you may use SAYO data from FY2005-2008 and pre-data from FY2009, the Assessment of After-School Program Practices Tool (APT) observations tables/charts, comparison data, and other district data/benchmarks.
  - c. Note aspects of the program you think are creative and innovative and explain why. Provide specific examples of the types of hands-on creative activities that are offered and ways in which content area(s) are connected to and explicit in the intended program outcomes. Note ways in which youth have been and will continue to be involved in the planning and design of program activities.
  - d. Provide a description of programmatic and administrative strengths and challenges. Given the four years of data from the SAYO and the past year's APT, describe what aspects of the program will be expanded and/or what changes or improvements will be made.
  - e. Describe how effective the program has been over the five-year grant period in reaching students who receive special education services, are low income, and/or are limited English proficient or whose first language is not English. Use the Addendum E - Target Population Form to provide information on students in the failing/warning and needs improvement MCAS categories. **Note:** Enrollment data submitted to the Department over the five-year grant period will be used to assess target populations served as compared to Student Information Management System (SIMS) data for individual schools. (See [School Profiles](#).)
  - f. Provide information on how effective the program has been over the five-year grant period in having students attend on a consistent basis. **Note:** Enrollment data submitted over the five-year grant period will be used to assess attendance rates.

**C. ACCOUNTABILITY AND EVALUATION** (3 pages maximum)

1. Indicate the outcomes the program will focus on in the next year. If selecting new outcomes, explain the reasons for the new selections.
2. Describe the process, factors, and other data elements used to determine the outcomes.
3. Describe how SAYO and other district data are used to inform program design.

**D. TRAINING AND TECHNICAL ASSISTANCE** (2 pages maximum)

1. Describe how the program has made effective use of the resources provided through the Department (trainings and technical assistance opportunities, Coordinators' meetings, peer networks, etc.).
2. Describe the system created to provide oversight, supervision, and feedback to staff, including professional development as it relates directly to implementing the 21<sup>st</sup> CCLC program.
3. If high school or college students are used as staff (either as unpaid peer mentors or paid student workers), describe the type of training and supervision provided.

**E. HOURS OF OPERATION** (2 pages maximum)

Services must continue to be offered during non-school hours or periods when school is not typically in session, including before school, after school, evenings, weekends, school vacations, and during the summer.

1. Provide the daily hours of operation for each proposed site (if the schedules will differ by site). You may submit separate school year and summer schedules. Include the total number of children and youth to be served at each site, the collaborating partners that will be providing services, and the months of the year and days of the week the program will be offered.
2. Select the program's hours of operation from the three following options. If selecting Option 2, provide a description of the proposed expanded summer program. If selecting Option 3, provide details and data that support the proposed hours of operation. Programs must offer a daily, nutritious snack (and breakfast if offering a morning program) that meets the requirements of the USDA National School Lunch Program for meal supplements.

**In all three options, the total must be at least 448 hours per year.**

**Option 1** (current model includes before school)

- School Year minimum = 12 hours/week x 32 weeks = 384 hours
- Summer minimum = 16 hours/week (4 hours/day for 4 days/week) x 4 weeks = 64 hours

**Option 2** (new option that does not include before school)

- School year minimum = 8 hours/week x 32 weeks = 256 hours
- Summer minimum = 24 hours/week (6 hours/day x 4 days) x 8 weeks = 192 hours

**Option 3** (new option)

- Propose and provide details to support another mix of school-year and summer hours that upholds the spirit of the above options and totals a minimum of 448 hours.

**F. COMMUNITY PARTNERSHIPS** (3 pages maximum)

1. Describe your experience collaborating with partnering and contracted agencies in providing programs and services. Indicate which agencies are substantive partners in implementing the grant activities and which are contracted providers. Include how effective the partner(s)/provider(s) was/were in implementing their program(s) and include plans to continue the partnership(s) and/or contracts.

**F. COMMUNITY PARTNERSHIPS - continued**

2. If proposing to add new partners, collaborators, or contracted agencies during FY2010, provide the following information.
  - a. Provide a description of the partner/contracted agency, services that will be provided, and experience or promise of success by the partner/contractor in providing out-of-school-time educational and related activities that will complement and enhance academic success and positive youth development for students. Include a brief summary of any evaluation studies, reports, or research that may document evidence of previous success and effectiveness of the proposed activities/services. Attach budgets for each contracted provider.
3. Discuss ways in which you reach out to and encourage family support and involvement.<sup>1</sup>

**G. SUSTAINABILITY (3 pages maximum)**

1. Describe the plan to ensure that the program will continue to operate at its current level, by addressing the following items.
  - a. Describe the investment of the lead agency in helping to sustain and maintain the 21<sup>st</sup> CCLC program. Describe the ways in which school and district level administrators support the Community Council's efforts to sustain the 21<sup>st</sup> CCLC program at both the district and individual site level, including full access to needed space and resources.
  - b. Describe the how the Community Council has evolved over the past five years and its current role in supporting sustainability efforts. Include a description of current public/private partnerships and any plans to expand these partnerships. Use Addendum H to list the investments of each of the partners in helping to ensure the program will continue to operate at its current level (e.g., in-kind support, staff development, transportation, and cash investments by local partners).
  - c. Was the program able to secure a match in funds? If yes, be specific about how much has been raised/secured and note what percentage this equals of the FY2005 grant award amount. Describe the source(s) of the match (which cannot be other state or federal funds).
  - d. Provide specific examples of how 21<sup>st</sup> CCLC funds are coordinated with other federal, state, private, or local funds or programs to make the most effective use of resources and to help maintain the FY2009 21<sup>st</sup> CCLC program level of quality and services. For example, these sources of funding may include Title 1, McKinney-Vento Homeless Assistance, Alternative Education, Safe and Supportive Learning Environments, Academic Support, Community Service Learning, private foundation, school- or district-raised funds, etc.

**H. BUDGET (2 page maximum)**

1. If choosing to apply for fewer sites than originally funded in 2005, explain why and how those funds will be redirected to support primarily programmatic expanses at the applicant sites.
2. If you are charging a registration fee, indicate the fee schedule and the process used to ensure that no child or youth is denied access to programming due to financial constraints. Indicate revenues on the budget narrative and how those revenues are expended to support the 21<sup>st</sup> CCLC program.

**I. SUMMARY (3 page maximum)**

1. Describe the specific elements that make the program(s) exemplary. (Refer to Addendum A.) Provide detailed information, data, etc. to support your assertion. Include specific examples of how the 21<sup>st</sup> CCLC program as well as the individual site(s) will be able to serve as a resource/model for other programs.
2. Complete Addendum I (Exemplary Program Practice Form) to identify and describe one exemplary practice for each of the sites included in this application. This should be a practice that is particularly effective for your program and that others may learn from and/or adapt to meet their needs.

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<sup>1</sup> Family involvement requires on-going and/or sustained participation by the adult family member(s) of participants in your 21<sup>st</sup> CCLC program. Examples of activities that conform to these requirements are GED classes or a programming series on effective parenting strategies. Episodic, non-reoccurring, or special events while very beneficial to the program do not as a stand-alone constitute family involvement. For example, an open house night for parents of participating students that involves a meal or social activities would not in itself represent family involvement.