# FY2025 Massachusetts 21st Century Community Learning Centers - Supporting Additional Learning Time Grant (SALT) for new sites Grant (Fund Code 0647)

*Thank you for your interest in applying for a 21st CCLC SALT Grant for new sites. Please see the* [*FC647 Funding Opportunity-Request for Proposals (RFP)*](https://www.doe.mass.edu/grants/current.html) *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 submitting an application:**

# Please make sure to review the priorities and eligibility requirements for FC 0647 RFP Massachusetts 21st Century Community Learning Centers (CCLC) - Supporting Additional Learning Time Grant (SALT) – for new sites posted on the [Grants Web Page](https://www.doe.mass.edu/grants/current.html).

* All responses and required documents must be entered directly into [GEM$](https://mass.egrantsmanagement.com/), this document is intended as a planning tool to facilitate applying.
* Applicants should respond to all questions unless otherwise indicated.
* Please note any additional addendum, attachments, or letters of support not requested will not be reviewed.

Attendance Hours- 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.

* **SAMPLE Model 1 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** |

**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) MA 21st CCLC sponsored PD session. Please see *Addendum B Grant Assurances* for details on grant PD requirements.

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

**Definitions: The definitions below provide a context to assist in responding to question in the RFP that utilize these terms.**

* **Mastery** - Students apply knowledge to real world situations.
* **Identity** – Students see themselves as changemakers, innovators, collaborators, and disseminators of knowledge. Shift from I am someone that does science to I am a scientist.
* **Creativity** -Students engage with culturally relevant tasks that have multiple paths to standards aligned evidence based solutions. Students present on their product to showcase the effectiveness of their reasoning.
* **Deeper Learning -** Deeper learning is the ability to address the complex elements of a subject or topic and to draw connections within and across contexts whether in the same class, another discipline, students’ community or the broader world. Deeper Learning is the intersection of Mastery, Identity and Creativity.
* **Youth Agency -** The ability and desire of young people to make decisions and drive change in their communities, lives, and larger spheres of influence.
* **Culturally Responsive –** Practice of authentic and equal partnerships rooted in a deep knowledge and appreciation for the rich social and cultural identities assets and contexts that students and families bring to learning.
* **Multi-Tiered Systems of Support (MTSS)** - A framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. The MA model focuses on equitable access and universal design for learning (UDL) and fully integrates social emotional, behavioral, and academic learning.

**I. Applicant Information**

**Please complete the information below**

* 1. Type of Organization (choose one):

School District

Charter School

Community Based Organization or other not for-profit organization

Faith Based

For Profit

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **district/organization** | **grant contact** | | **email address** | **phone** |
|  |  | |  |  |
| **district applicants only**  **if submitted jointly name of partnering agency**  **If not applicable indicate NA** | | | **partnering agency contact** | **partnering agency contact email address** |
|  | | |  |  |
| **number of schools/sites included in the application**  **(refer to rfp for eligibility requirements)** | |  | **district/partnering district**  **% of students who are**  [**low Inc****o****me**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) |  |
| **applicant partnering School #1 (required all applicants)** | | **school contact person (required of all applicants)** | **role in the school** | **partnering school contact email address** |
|  | |  |  |  |
| **applicant partnering school #2**  **if applicable** | | **partnering school contact person** | **role in the school** | **partnering school contact email address** |
|  | |  |  |  |
| **YES, we are a new applicant** | |  | **NO, we are/were a previous 21st cclc grant recipient)** |  |

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

**APPLICATION. Note that Schools/Sites will each be entered into GEM$ separately by selecting “Add Grant Application” in the “select / create school/site here” dropdown in the required program information section of the application:**

|  |  |  |
| --- | --- | --- |
|  | **school/site name 1** | **(if applicable)**  **school/site name 2** |
| **location of proposed program**  **(where program will occur)** |  |  |
| **projected FY2025 school year ost enrollment**  Projected # of Students to be Served |  |  |
| **projected 21st cclc 2025 summer enrollment** |  |  |
| **school year grade levels to be served**  **(to be served by grant funds)** |  |  |
| **summer grade levels to be served**  **(to be served by grant funds)** |  |  |
| **previous 21st CCLC funded school/site**  **Yes/No** |  |  |
| **Indicate % of students who are**  [**low Income**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) (in 2024) |  |  |
| **yes/no school (or the school with which the site is partnering) is in chronically underperforming status** |  |  |
| **yes/no** [**School Wide (SW) TITLE I**](https://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238) **(in 2024)** |  |  |
| **% of Students With Disabilities (in 2024)** |  |  |
| **% of Students who are** [**English language learners**](https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx) (in 2024) |  |  |
| **Funding Request** | | |
| **SY Funds Requested**  **(to support activities and expenditures September – June, including materials and planning for summer programming)** |  |  |
| **Summer Funds requested**  **(to support activities/expenditures in July and August)** |  |  |
| **Total Request/Site** |  |  |
| **Total Grant Funds REQUESTED** | |  |

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

**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.

|  |  |
| --- | --- |
| 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 the selection process and rationale for choosing the school(s)/partnering school(s) included in this application.
2. Describe the district’s goals and priorities that relate directly to and support the development of a 21st CCLC Program. Include how the program will be intentionally designed to support those priority areas.
3. Describe your district/organization’s vison for promoting [deeper learning](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx) that engages students in academically enriching real- world, relevant, and interactive programming. 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.
4. Given the important role cultural competency plays in improving students’ academic and behavioral outcomes describe the district’s/organization’s practices and/or structures that support [culturally responsive, anti-racist practices.](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html)
5. High quality academically enriching programming occurs through intentional planning and on-going communication and collaboration. If you want positive outcomes, you must plan and design for it; it doesn’t happen accidently.

* List the planning team members, and their respective expertise and creativity that they contributed to the planning of this application.
* Describe the process your team went through in planning, designing, and writing your application.
* How often did the planning team meet and in what format (in person, remote, hybrid)

1. Which tier(s) of the [MTSS framework](https://www.doe.mass.edu/sfss/mtss/blueprint.pdf) (1,2,3) will your 21st CCLC program best support (refer to page 10 of the MTSS Blueprint for more details). If your organization is a CBO, please work with your partner school on this question.
2. Regardless of the funding source, describe all previous experience implementing similar types of programming that are educationally related and academically enriching.

* Provide and describe any 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 evidence that will support the likelihood that the district/organization can successfully implement this type of program.

**III. Support and Sustainability**

Applicants *mus*t designate a full time 21st CCLC coordinator whose primary role is to oversee the administration, design and implementation of grant funded programming. (See Addendum B – Grant Assurances).

1. Provide a description of the qualifications/credentials the applicant will seek for the required 21st CCLC program coordinator position. Describe where the 21st CCLC Coordinator position will sit within the district/ agency organizational structure. If the applicant currently has a person that will serve in this capacity, describe their qualifications/credentials and where they sit in the districts/agency’s organizational structure.

**IV. Federal Requirements**

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

* Applicants demonstrate how grants funds are being coordinated to maximize resources.
* 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 must provide a plan for safe transportation of students.

1. Describe how the 21st CCLC coordinator will collaborate with staff coordinating and/or implementing other federal, state, and local initiatives 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, SEL & Mental Health Grant, Department of Early Education and Care initiatives, etc.).

* Include any in-kind services/supports that will be provided and will supplement grant funds.

***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.

1. If you plan to host the 21st CCLC program at a community-based site (non-school site)describe the reasoning behind that decision, what role did the partnering school play in the decision, 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.

* Describe the process for maintaining open and ongoing communication and collaboration with the partnering school.
* Describe the process for transporting students from the school to the community location. Please note grants funds cannot be used to support transporting of students to the OST program location at the end of the school day.

1. If awarded funding, describe your plan to disseminate information about the 21st CCLC program to the community in a manner that is understandable and accessible.
2. Describe how the program will ensure that students travel safely home at the conclusion of the school year OST program and to and from during the summer program. This includes any students being transported off site for enrichment programming or field trips. **Note**: All off-site activities must be educational in nature, age-appropriate, and relevant to the goals and objectives of the 21st CCLC program.

## **V. PARTNERS /CONTRACTED PROVIDERS**

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

* **District Applicants** - If you plan to contract with a community-based organization to administer the program how do you plan to ensure meeting licensing requirements prior to the startup of the program no later than October 2024.
* **All applicants**- Process for selecting qualified partners, vendors, and volunteers (if applicable) to support the additional learning time.
* 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 evaluation requirements, SAYO Outcomes, as well as policy, procedures, and protocols on [Medical and Behavioral Health Emergency Response Plans](https://www.doe.mass.edu/sfs/safety/medical-erp.html), and Bullying Prevention and Intervention. Note: For CBOs serving as the lead must confer with the partner school for protocols.

In the table below provide details on the partner/contracted programming and/or supports that will be provided with grant funds. *Note: If applying for more than one school please list in column 3 the school in which the serves will be provided.*

Add rows as needed

|  |  |  |
| --- | --- | --- |
| **Partner/Contractor** (Agency) | **Role**  **Objective(s)** | **Specific Contributions and Deliverables**  The relevance of the services they will provide |
| *Ex: Example Inc.* | *To provide weekly STEAM learning experiences to 5th grade students that will support* student inquiry, dialogue, and critical thinking | *1.Provide and implement a weekly STEM curriculum.*  *2. Provide qualified teachers for instruction and materials.*  *3. Complete SAYO data on students served* |
|  |  |  |

**Part III-B – School/Site *School/Site Implementation Plan***

***IMPORTANT NOTE:***  *Applicants 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 RFP.**Schools/Sites are each entered into GEM$ separately by selecting “Add Grant Application” in the “Select / Create School/Site Here” dropdown in the Required Program Information section of the application.*

**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[[1]](#endnote-2) for this school/site.** | **Partner / Sub-Contractor Name(s)** |
|  |

**II. Assessment of Need – The needs analysis should be recent and specific to the school/partnering school.**

In order to identify existing gaps, demonstrate need, interest, and formulate a plan on how to best serve the students and families all applicants are required to work with school/community teams to conduct a school-level needs assessment prior to submission of the application.

The purpose of the assessment is to identify the strengths you can build on and challenges that the grant can help to address.

The assessment is expected to:

* Address the educational, academically enriching, and social emotional learning needs of the students to be served.
* Assess interest of students, teachers, families and partnering schools (if a CBO is the applicant) in having a 21st CCLC program.
* Identify currently existing opportunities.
* Identify where the gaps exist.

1. Describe the process used to conduct the needs 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 for when the assessment was conducted.
* If surveys or focus groups were used describe who was sampled (school administration, educators, students, and families, etc.), the sample sizes, and the number of actual responses from each group.
* What role did collaborative partners play in the assessment process.

1. Provide a description of current academically enriching and/or OST opportunities that exist and based on the needs assessment

* Describe why the existing opportunities don’t meet needs and interests of students, families, and school.
* Note: If an OST program is currently operating at the proposed location include the number of students currently being served, the source of funding, and how many days/hours per week the program currently operates.

1. Based on the analysis of the data collected identify the school/site specific gaps/needs in priority order.
2. Based on the response to Q3 use the chart below to identify the specific gaps/needs, strategies, and resources this grant will address. Add rows as needed.

|  |  |  |
| --- | --- | --- |
| **Gaps to be Addressed by Grant Funds** | **Strategies to Bridge Gaps**  **(the specific strategies that will be used to accomplish your goals (help get you from where you are to where you want to be)** | **Current or Potential Resources** |
|  |  |  |
|  |  |  |

1. Describe how the program will intentionally and purposely address gaps/needs identified in Q4 and selected SAYO academic and SEL outcomes (Addendum E). The response to this question should also demonstrate

* How the grant will be used to redesign/rethink student, teachers and family practices and experiences.
* If applicable, how the 21st CCLC program will operate in conjunction/ collaboration with an existing OST program?
* How the program will be designed to build on the strengths and assets of students, families and educators from varied backgrounds and cultures.

**III. Student Demographics & Recruitment**

1. A. Tell us about the students that make up your applicant/partnering school day community beyond the data and demographics.

B. Describe the demographics and the makeup of the students to be served by 21st CCLC grant funds. How will the school/program ensure equitable access to and meet the needs of special populations (e.g., students with disabilities, multi-language learners, BIPOC, etc.). The response to this question should also address

* the total number of students to be served during the school year, demographic information such as grade levels, ethnic and racial background, economic status, and if applicable the number and nonpublic school participants;
* recruitment and retention plans, and
* if applying for middle and/or high school grades 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.).

**IV. Program PlANNING & Implementation**

1. In addition to the planning team members listed in the district section describe the contribution of any other school based administrators and/or educators/staff, students, families, partners in the designing of the proposed program.
2. Describe the schools/partnering schools’ goals and priorities that relate directly to and support the development of a 21st CCLC Program. The response to this question should also address how the program will be intentionally designed to support those priority areas.
3. Describe the school day culture. Is it designed to create a welcoming, affirming, and safe space that promotes students’ and families physical and mental health and wellness? Describe how the 21st CCLC program will enhance, improve, and/or support current practices.
4. Describe how your program does/will promote [**deeper learning**](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx) so that all students engage in programming that is real-world, relevant, and interactive.  Refer to the definitions on the information page.
5. Provide a narrative, of no more than 2 pages, describing a proposed typical day through the eyes of a student. The narrative should give the reader a sense of what a students’ experience in the proposed program will look like. The reader should get a good sense of the practices that will be used to :

* Creatively addresses the gaps and strategies identified in Question 4.
* promote deeper learning as you described above (Q10)
* support intended outcomes (state, district, SAYO)
* create a welcoming environment that recognizes the needs and interests of diverse learners; and
* elevate and incorporate [student voice](https://schoolguide.casel.org/focus-area-3/school/elevate-student-voice/) into programming.
* If the proposed school/site has an existing OST program the narrative should clearly demonstrate how it will be significantly enhanced and expanded as a result of this funding.

1. A. If proposing to provide homework support, how much time will be allotted and describe how the time will be designed to focus on building skills and practices that support learning, critical thinking, and the development of problem-solving skills.

B. If proposing to provide academic support and interventions describe, how much time will be allotted and how the time will be designed to support deeper learning for students, particularly students with disabilities and English learners.

1. Provide ***three specific examples*** of the types of creative and engaging academically enriching learning opportunities that will be offered.

* Describe how they are/will be designed to support needs/gaps identified in Question 4 and contribute to deepening learning***.*** *Please note the description should also clearly demonstrate the connection to selected SAYO academic and SEL outcomes*.
* If applicable, provide a description of any anticipated off-site programming/activities/field trips to be provided, the educational benefit and how they support and contribute to identified needs.

1. Provide a brief description of plans for implementing a summer program. Funded applicants will be required to submit a more detailed plan for summer programming. Include the following:

* Approximate number and select population of students to be served during the summer.
* Number of weeks and hours/week the summer program will operate.
* Brief description of the type(s) of programming to be offered.

**V. Program adminstration**

1. Provide a description of the qualifications/credentials the applicant will seek for the required site coordinator position; or if that role already exists, provide the current site-coordinator’s qualifications/credentials.
2. Describe the location and space in which the grant funded program will take place. Describe how the school/site ensures access to the 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.*
3. To achieve improvement, ensure that programs are designed to support intended outcomes and contribute to deepening learning 21st CCLC grantees must carefully plan and develop a program that promotes regular and consistent attendance. Drop in or drop in like programming is not allowed.

* Describe the student attendance policy for the proposed program, including how often students will be required to attend during the SY and during the summer. (e.g., hours/week, # days/week). Please note, while it is encouraged the same students are not required to attend both SY and summer programs.

1. Describe the 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 multi-language learners.

* Describe plans for recruiting and retaining qualified staff that have the necessary skills and are representative of the population of students to be served.

1. To ensure 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, 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 school day educators that work in the 21st CCLC program and program staff 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/partnershipsto 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.
* Family engagement is measured by impact not intention. How do/will you measure/document the impact of the 21st CCLC program on families?
* 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. ***Non-school district applicants*** *-* Describe the process and timeline for recruiting the required educational 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 October 1, 2024. If not applicable indicate NA.

*• Please note - In addition to a site coordinator, non-school district applicants must designate a school-based educator from the partnering school to serve as an educational liaison to ensure ongoing communication, coordination, access to needed and required data, collaboration, and alignment.*

**VI. Schedules**

1. Use the charts below to provide the anticipated program schedule.

**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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 2025 (**before school) |  |  |  |  |  |  |  |  |
| **School Year 2025** (after school) |  |  |  |  |  |  |  |  |
| **School Year** (vacation weeks) |  |  |  |  |  |  |  |  |
| **Summer 2025** |  |  |  |  |  |  |  |  |
| **Total # of Hours Offered:** | | | |  | | ßMust be a minimum of 400 hours. | | |

1. [↑](#endnote-ref-2)