DUE DATE REMINDER: This Part III-B document is due two weeks prior to the program start date (or by September 19, 2014, whichever is earlier) See Funding Opportunity RFP Due Date and submission instruction sections for more details. This later due date is offered in order to provide continuation grant sites with time to plan with staff, school administrators and other key contributors, as well as to analyze student data.

X. FY2015 PROGRAM COMPONENTS

In FY15, changes and updates will be made to the academic skill building areas on the SAYO and APT tools to better align them with the Common Core. The changes will enable grantees to more intentionally address gaps in either English Language Arts (ELA) or mathematics as identified by student level data. Project based and service-learning will continue to be the models for providing students with opportunities to learn, enhance, practice, and demonstrate academic skill building in a content rich cross curricular way. The focus on ELA and math is in no way intended to devalue the importance of science and/or social sciences but rather to encourage addressing the identified ELA and mathematics gaps through those areas as well as Arts, Health, and Wellness focused activities.

Interdisciplinary/cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts in and out of school. Many of the important concepts, strategies, and skills taught in the ELA and math transfer readily to other content areas. Strategies for reading comprehension can be utilized in any content area. Interdisciplinary / cross-curricular teaching can increase students’ motivation for learning and their level of engagement.

Below are a few examples of how common core may be supported through cross curricula programming.

- **FitMath**, a curriculum developed for use by 21st CCLC sites is an example of how fitness and sport is used to support math concepts and vocabulary.

- **Scratch** is a programming language that makes it easy for students to create interactive stories, animations, games, music, and art – and share their creations on the web. As young people create and share Scratch projects they learn important mathematical and computational ideas while also learning to think creatively, reason systematically, and work collaboratively.

- **CCSS.ELA-Literacy.ST.6-8.6** (ST=Science & Technology)
  Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- **CCSS.ELA-Literacy.WHST.6-8.7**
  Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- **CCSS.ELA-Literacy.RH.6-8.7** (SS= Social Science)
  Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
**Name of Grant Program:** Massachusetts 21st Century Community Learning Centers Program Continuation Grants  
**Fund Code:** 647-A / 245-A

For FY15 planned changes to the SAYO and APT include:
- Consolidate ELA from three to one outcome that includes reading, written, and verbal communication.
- Outcomes selection will change to one academic outcome: either ELA or math.
- A STEM outcome will be added to the SAYO-S version.
- STEM section will be added to the APT-O.
- APT will be revised to better reflect the skill building across a variety of interdisciplinary programming offerings.

**A. OUTCOME SELECTION**

**FOR EACH SITE (IF THE SAME FOR ALL SITES PLEASE INDICATE SO):**

1. Describe the process used to determine outcome selection for the SAYO-T (academic and intermediary outcomes) and SAYO-S. Include all of the following:
   a. Who was involved in the process.
   b. The different data elements used to help identify student gaps in learning (specific student data, school climate data, etc).
   c. For each site, a synopsis of the results of the data analysis and specific areas of need identified in both academic and non-academic areas.
   d. Outcomes each site will support in FY15.
B. PROGRAM PLANNING

As noted in the Funding Opportunity all sites are required to implement at least one service- or project-based learning project each year. Use the Addendum D - Program Components Form, in the Funding Opportunity RFP Required Forms section, to describe the projects/program components provided in FY14 and changes, enhancements, projects to be implemented in FY15.

FOR EACH SITE (IF THE SAME FOR ALL SITES PLEASE INDICATE SO):

1. Based on the analysis of data, use Addendum C: Action Planning Template, in the Funding Opportunity RFP’s Required Forms section, to identify a minimum of one priority under each category for improvement.
   - State EACH priority in one to two sentences.
   - Briefly outline or bullet the key possible strategies for each priority.
   - Describe the resources that will be needed to accomplish this change.
   - List key benchmarks that will be used to identify early evidence of change and/or midyear corrections that may need to be made.

2. Describe how programming will provide students with opportunities to learn, enhance, practice and demonstrate academic skill building in a content-rich cross curricular way. Include how science, social sciences, arts and/or health and wellness will be supported.

3. Describe any staff, partner or contractor changes for the upcoming year (FY15).

4. Describe the process that will be used to plan, maintain ongoing communication and collaboration to assure partners/contracted providers have the resources and necessary experience to contribute to meeting selected outcomes.

5. For OST programs only, describe plans for providing a summer program.