**Addendum F- Elements of Exemplary Programs**

The Elements of Exemplary Programs includes the major areas that contribute to exemplary21st Century Community Learning Centers (21 CCLC) programming that supports students’ academic and social-emotional learning.

As schools/sites are developing and/or in the early years of implementing a 21st CCLC grant these elements should guide you in the planning and implementation process.

As 21st CCLC programs complete their original funding cycle and position themselves to apply for a competitive Exemplary Programs Grant the elements detailed on the following pages are areas that should continue to improve over time and be sustained. These elements apply to all 21st CCLC Sites (OST & ELT) and are listed alphabetically by general category. There is no priority order to this list; all of these areas are important and contribute to program improvement*.*

***Throughout their respective funding cycles:***

| ***New and Promising Sites…*** | *Should be developing these areas.* |
| --- | --- |
| ***Practitioner and Demonstration sites…*** | *Should continue to improve and sustain these areas.* |

**Note regarding ELT:** It is encouraged that these elements are applied throughout the entire school-day, however, for the purposes of the 21st CCLC grant, programs are especially encouraged to focus on these elements with respect to the work supported with 21st CCLC funds.

1. **Academic Enrichment**

**Creative and innovative programming that:**

* builds skills towards mastery and provides opportunities to demonstrate knowledge and skills;
* reflects the ethnic/cultural background of youth;
* connects to outcomes selected through the Survey of Academic & Youth Outcomes ([SAYO](http://www.doe.mass.edu/21cclc/ta/sayo.html)), including programming provided by partners/contractors;
* is interdisciplinary/cross curricular;
* includes high quality project based learning (including service learning) opportunities that connect to academic content, student interest, and support youth voice and leadership opportunities;
* creates an environment that provides opportunities for youth to make decisions and choices about the process and product or to shape activities to reflect their own interests, ideas, and preferences;
* contributes to students’ social and emotional learning competencies and reflects a variety of learning needs and styles;
* supports the development of College and Career Readiness skills.
1. **Community/District Support**
* An active and contributing community council.
* Strong and sustaining community partners.
* Collaboration and coordination of resources with other district/school/ state/community programs (e.g., Title I, Special Education, Title III, other public/private funding, etc.).
* 21st CCLC program is connected to school and district improvement efforts (considered to be a strategy to supports improvement efforts).
* Demonstrated support from school and district level administrators.
* Established system of effective management and oversight of program implementation.
* Staff is provided with sufficient planning time to develop high quality programming that addresses student needs and interests.
* Collaborative planning time between classroom and 21st CCLC instructors including provider/partner staff.
* Trained observation team to assist with implementing Assessment of Program Practices Tool (<http://www.doe.mass.edu/21cclc/ta/apt.docx>).
* System for providing ongoing professional development and technical assistance to 21st CCLC staff that addresses student needs (e.g., staff meetings, lesson planning, etc).
1. **Effective Use of Data and Meeting Benchmarks**
* Data informed decision making that addresses student needs and leads to continuous program improvement.
* Use of multiple data sources [e.g., Edwin (student growth, EWIS, etc.), SAYO, district /school benchmark data, Youth Risk Behavioral Survey data, attendance data, school climate data, etc.].
* System in place for collecting and submitting data in a timely way.
* Effective in reaching/serving students in high need subgroups (e.g., students on IEP’s, limited English proficient, economically disadvantaged, and other at-risk populations).
* **OST:** Provides at least 400 hours of school year and summer programming. **ELT:** Offers a schedule that increases the total number of hours required for all students by a minimum of 300 hours (180 above the amount offered (in the one or two years prior to grant award), and reflects a total of a minimum of 1,330 hours.
* **OST:** Students attend on average at least 80 hours for high schools, 90 hours for middle schools, and 100 hours for elementary schools.
* **OST:** Numbers of students served is reasonable for program scope.
1. **Family Engagement**
* Engage families in meaningful ways to better support student learning and development.
* Ongoing and/or sustained involvement by the adult family member(s).
1. **Qualified Staff**
* Instructors, including partner/provider staff, have the requite skills and knowledge to implement project/activity.
* Appropriate student to staff ratios.
* Staff participates in professional development opportunities.
1. **Welcoming Environment**
* Space and resources support high quality programming.
* Staff-youth interactions are positive and respectful.
* Staff are respectful and supportive of one another, cooperate with one another.
* Youth are kind and respectful of each other.
* Program environment stimulates curiosity and learning.
* Students' work and projects are exhibited.
* Materials and curriculum reflect a wide variety of cultures.