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| **Name of Grant Program:** Massachusetts 21st Century Community Learning Centers - Exemplary Programs Grant | **Fund Code:** 646 |

**Addendum E –** Elements of Exemplary Programs

*The following list is not exhaustive but includes the major areas that contribute to exemplary 21st Century Community Learning Centers (CCLC) programming that supports students’ academic and social-emotional learning.*

Throughout their respective funding cycles:

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

**Note for ELT sites:** It is encouraged that these elements are applied throughout the entire school-day, however, for the purposes of the 21st CCLC grant, programs will be assessed on implementation of these primarily (though not solely) with respect to the 21st CCLC funded programming.

In their book Deeper Learning Authors Jal Mehta and Sarah Fine identify three primary attributes of learning, "mastery, identity (students identify themselves as participants in and contributors), and creativity," that distinguish environments that ask students to think in deeper and more inventive ways.

Successful 21st CCLC programs support “mastery, identity, and creativity" through their ability to create an environment that supports the exemplary elements listed below.

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| **Element** | **Evidence** |
| **District, School, and Community Support**  The value of the 21st CCLC program is evident in demonstrated **support** from district- and school-level administrators, and community resources. | **Connected** to school and district improvement efforts (considered to be a strategy to support improvement efforts)   * **Collaboration** and **coordination of resources** with other district/school/ state/community programs (e.g., Title I, Special Education, Title III, Title IVA, other public/private funding, etc.) * **Effective management** and **oversight** of program implementation * Staff are provided with **sufficient planning** time to develop high quality programming that addresses student needs and interests   + Regular and ongoing **collaborative planning time** between classroom and 21st CCLC educators (which includes providers/partners).   + A system for supporting ongoing **professional development** and **technical assistance** that addresses student needs and encourages deeper learning. |
| **Effective Use of Data and Meeting Benchmarks**  Programs utilize **data-informed** decision making, in order to design programming that addresses student needs and leads to continuous program improvement. | * Use **multiple data sources** (e.g., student growth, EWIS, SAYO, district /school benchmark data, Youth Risk Behavioral Survey, attendance data, school climate data, etc.]. * Effective in reaching/serving students in **high need groups** (i.e., students with disabilities, economically disadvantaged, English language learners (ELLs) and former ELLs).   + A system in place for **collecting and submitting** student program data in a timely way.   + Trained **observation team** to assist with implementing Assessment of Program Practices Tool ([APT](http://www.doe.mass.edu/21cclc/ta/apt.docx)). * Demonstrate the capacity and capability to meet and **sustain program benchmarks** * **OST:** Numbers of students served is reasonable for program scope.   + **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).   + **OST:** Students attend on average at least **80** hours for **high schools**, **90** hours for **middle schools**, and **100** hours for **elementary** schools |
| **Learning Opportunities**  Implementation of ***interactive****,* ***relevant****,* and ***engaging*** teaching and learning that meets the specific academic, social emotional learning, and developmental needs of students. | * **Provides academic enrichment through creative and innovative programming that** supports the **outcomes** selected from the ***Survey of Academic & Youth Outcomes*** **(SAYO),** through the **intentional design** and implementation of programming that:   + is **relevant and connected** to the world around us;   + builds skills towards **mastery** through students applying new knowledge to real-world situations;   + promotes the development of **critical thinking and problem solving** skills, as students learn to consider a variety of approaches to produce innovative solutions;   + is **collaborative** and has students work with their peers, assume leadership roles, resolve conflicts, and manage projects.   + creates an environment that provides **opportunities** for youth to make **decisions and choices** that reflect their own interests, ideas, and preferences; and   + Provide experiences to activate **prior knowledge** |
| **Learning Opportunities**  **Continued** | * Programming that is **interdisciplinary, cross curricular** and includes high quality **project-based learning** opportunities that: * Connect to **academic content**, **student interest**, and supports **youth voice** and l**eadership**; * Builds students’ ability to **effectively communicate** as demonstrated by skills in active listening, clear writing, and persuasive presentation; * Fosters the development of **career readiness** skills * Programming that contributes to students’ **social and emotional learning** competencies. * Reflects a variety of learning needs and styles; * Supports an **academic mindset,** where students feel a sense of belonging and the motivation to persist; and * Reflects the **ethnic/cultural identities** of students. |
| **Qualified School and Community Educators**  Educators, including partners/providers have the **requisite skills and knowledge** to implement projects and activities. | * Appropriate student to staff **ratios**. * There is a structure for teacher and staff **collaboration** time/program **planning.** * Supports and opportunities for professional growth are in place for educators and contractors/partners. |
| **Welcoming Environment that is Culturally Responsive**  Recognizes the assets that students bring to school. | * 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. * Books and materials reflect diverse cultures and experiences. |
| **Family Engagement**  Families are engaged in meaningful ways to better support student learning and development. | * There is ongoing and/or **sustained involvement** by the family/caregivers of participants in the 21st CCLC program/activities. |