**Elements of Exemplary Programs (Updated January 2016)**

*The following list is not exhaustive but includes the major areas that contribute to exemplary21st Century Community Learning Centers (21 CCLC) programming that supports students’ academic and social-emotional learning. As you are developing and/or in the early years of implementing a 21st CCLC grant these elements should help guide you in the planning and implementation process. As you move through the funding cycle these are areas the program should continue to improve and sustain. These elements apply to 21st CCLC that take place during out-of-school time (OST) as well as during longer school days (Expanded Learning Time/ELT).*

***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.* ***It should also be noted that there is alignment between these elements and the*** [***ELT Expectations for Implementation***](http://www.doe.mass.edu/redesign/elt/ExpectationsIndicators.docx)***.***

*These elements 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.*

1. **Academic Enrichment**

* Creative and innovative programming that provides students with opportunities to develop new skills.
* Programming that provides students with opportunities to demonstrate knowledge and skills.
* Programming that is purposeful, intentional, and connects to student level data and outcomes selected through the Survey of Academic & Youth Outcomes ([SAYO](http://www.doe.mass.edu/21cclc/ta/sayo.html)), including programming provided by partners/providers.
* Interdisciplinary/cross curricular programming opportunities provided.
* Project Based Learning and/or Service-Learning programming opportunities provided that connect to academic content and student interest.

Opportunities provided for student voice and development of leadership skills

* Programming that contributes to students’ social and emotional learning competencies.
* Programming that 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 with other local, state, federal or private resources (e.g., Title I, Special Education, Title III, EEC vouchers/contracts, After School& Out of School Time Quality Grant (ASOST-Q), other public/private funding, etc.).
* 21st CCLC program is connected to and supports school and district improvement efforts (considered to be a strategy for supporting identified students needs).
* Demonstrated support from school and district level administrators.
* Established system of effective management and oversight of program implementation. This includes a system for providing ongoing professional development and technical assistance to 21st CCLC staff that addresses identified student needs (data sharing, staff development/training, staff planning time, lesson planning, observation, staff meetings, etc).
* Collaborative planning time between classroom and 21st CCLC instructors including provider/partner staff.
* Incorporates feedback from Assessing Program Practices Tool (APT) Observations, teachers, families, students, and partners.

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 for recruitment, program planning and continuous program improvement [e.g., Edwin (student growth, Early Warning Indicator System/EWIS, etc.), SAYO, APT, district /school benchmark data, Youth Risk Behavioral Survey data, school climate data, etc.].
* Support from school/site in completing the required SAYO T/S/T as well as a system in place for collefcting and submitting data in a timely way.
* Effective in reaching/serving students in high need subgroups (e.g., students on Individualized Education Plans (IEP’s), limited English proficient, economically disadvantaged, and other at-risk populations).
* Use of multiple data sources to demonstrate continuous program improvement (SAYO, APT, district/school/student benchmark data). Meets grant requirements for hours of operation and student attendance.
* **Note regarding 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) of participants in the 21st CCLC program/activities.

1. **Qualified Staff**

* Instructors, including partner/provider staff, have the requite skills and knowledge to implement project/activity.
* Staff are actively engaged with students.
* Staff model for the students (e.g., how to do skills, routines, or procedures)
* Staff continue to enhance skills through participation in professional development opportunities.

1. **Welcoming Environment**

* Appropriate student to staff ratios.
* Space and resources support high quality programming.
* Staff-youth interactions are positive and respectful.
* Staff are respectful and supportive of one another, and 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.