**Elements of High Quality 21st Century Community Learning Centers Programs**

*The following list is not exhaustive but includes the major areas that contribute to high quality 21st CCLC programming that contributes to deeper learning and supports students’ academic and social-emotional learning and well-being.*

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 elements listed below.

**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.

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| **Exemplary Element** | **Evidence** |
| **District, School, and Community Support & Collaboration** | * **Support**s the district and school **strategic initiatives, goals, and values.** * Effective in **reaching/serving students, who have been historically marginalized** – including, but not limited to students that are black, indigenous, and people of color (BIPOC), emerging multilingual students, students living in poverty, and students with disabilities * Developing **sustainable models** for supporting additional quality learning time during school year and summer. * **Collaboration** and **coordination of resources** (e.g., Title I, Special Education, Title III, Title IVA, other public/private funding, etc.) * **Effective management** and **oversight** - Programming is monitored for rigor, quality, fidelity to the instructional focus and intended goals/outcomes. * Regular and ongoing **collaborative planning time** (which includes providers/partners). * Staff are provided with **sufficient planning** time to develop high quality academically enriching programming that addresses student needs and interests. * **Opportunities for professional growth** are in place for educators and contractors/partners. * A system in place for ongoing **professional development** and **technical assistance** that contributes to deeper learning. * **Stakeholders** are **meaningfully involved, and authentically represented** in the design and development of programming. |
| **Effective Use of Data and Meeting Benchmarks** | * **Leverage assessment data** to design programming that is tailored to the needs and interests of students and demonstrates continuous program improvement efforts. * Use **multiple data sources** (e.g., student growth, EWIS, SAYO, district /school benchmark data, Youth Risk Behavioral Survey, attendance data, school climate data, etc.].   + A system in place for **collecting and submitting** student 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.pdf)). * Demonstrate the capacity and capability to meet and **sustain program benchmarks, including student attendance hours.** |
| **Provide Opportunities to Deepen Student Learning** | * Strengthen student school year and summer learning by combining content knowledge with a **deeper approach to learning** that emphasizes the skills necessary to apply that knowledge successfully. * Implementation of ***interactive****,* ***relevant****,* and ***engaging*** teaching and learning during the *school year and summer* that addresses the academic, social emotional learning, and developmental needs of students. * Participate in MA 21CCLC sponsored professional development opportunities. * Implement authentic **project-based learning**. * Provide **academically enriching 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**   + Contributes to the development of **skills and knowledge** that support a **career pathway** for students. * Programming that is **interdisciplinary, cross curricular**:   + Connect to **academic content**, **student interest**, and supports **youth voice** and **leadership.**   + **Promotes youth agency**- Youth agency is the desire and ability of young people to **make decisions** and **drive change**—in their own lives, in their communities, and in their larger spheres of influence. Agency is a right that allows young people to become the architects of their own future.   + 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; * 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 academically enriching programming. * Educators able to respond and **adapt** to the **changing needs** of students and families. * There is a structure for teacher and staff **collaboration** time/program **planning.** * Staff **participate** in pertinent **professional development** opportunities. |
| **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. |