**21st CCLC FC 645**

**Addendums**

**A- Requirements and Assurances**

**B- SAYO Information and Outcome Selection Form**

**C- Program Schedule and Components**

**D- Project Assessment Tool**

**E- Mentoring Log**

|  |  |
| --- | --- |
| **Name of Grant Program:** Massachusetts 21st Century Community Learning   Centers Program - Continuation Grants | **Fund Code:** 645 |

**Addendum A - Fiscal Year 2017-2018 (FY18) Requirements and Assurances**

The signatures on this Addendum A confirms that the grantee understands that as a recipient of a 21st Century Community Learning Center (CCLC) Continuation Grant through Fund Code (FC) 645 they will be held during FY18 to the same requirements and assurances that were included in the RFP documents from the original FC 647 grant application award year.

Additionally the grantee understands they will continue to meet the following grant requirements and priorities:

* Offer an ELT and/or OST schedule that meets the minimum number of required hours based on the chosen model (300 hours for ELT and 400 Hours for OST).
* Have an advisory community council/group that, as one of its functions, advises the grant-funded program(s). It is encouraged that this group consider/coordinate the full-scope of opportunities for additional learning time (including ELT and/or OST) in the community in order to maximize resources and avoid duplication of effort. Membership of the council/group must be representative of the school district boundaries, community, and populations to be served.
* Designate a part- or full-time coordinator whose primary role is to oversee administration and implementation of this grant.
* Attend required trainings and implement Department-designated program evaluation tools.
* Submit required reporting by the due dates posted (including student data and narrative).
* Submit Program Schedules (for OST) within two weeks of the start of each session.
* Submit pre/post school year and summer SAYO and enrollment data to the Department on students who are served in programs and services funded by this grant.
* Attend 21st CCLC coordinators meetings and trainings.
* Use more time to implement service-learning and project-based learning that supports core academic areas as well as other innovative teaching and learning strategies that support students in all developmental areas (academic, social and emotional, civic, wellness, etc.). Attend required training on and implement a minimum of one project-based learning/service-learning project during the school year and one during the summer.
* Use data effectively in designing programming that addresses student needs and interest and demonstrates continuous program improvement efforts.
* Develop systems of support that are culturally competent and relevant to the select population of students and families to be served with these funds.
* Provided engaging summer programming that addresses summer learning loss and helps students transition successfully into elementary, middle, and high school.
* Engage families and build strong school-community partnerships to support student outcomes in all developmental areas. It is also recommended that funds be set aside to support family engagement. This may include a part-time Family Engagement/Outreach Liaison if one does not currently exist.
* Developing sustainable models for supporting additional quality learning time.

**Addendum A - Fiscal Year 2017-2018 (FY18) Requirements and Assurances Signature Page**

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| --- | --- | --- |
| **GRANT RECIPIENT:** |  | |
| **SITE NAME:** |  | |
|  | |  |
| ***Print or Type Principal’s Name*** | |
| **✓** | |
| ***Signature of Principal*** | | **Date** |
|  | |  |
| ***Print or Type Name of Superintendent or Executive Director*** | |
| **✓** | |
| ***Signature of Superintendent or Executive Director*** | | **Date** |
|  | |  |
| ***Print or Type Name of 21st CCLC District-Wide Program Coordinator*** | |
| **✓** | |
| ***Signature of 21st CCLC District-Wide Program Coordinator*** | | **Date** |

*NOTE: You may include attach other pages as needed for signatures for additional sites. The Superintendent/Executive Director and district-wide Program Coordinator only need to sign one page.*

|  |  |
| --- | --- |
| **Name of Grant Program:** Massachusetts 21st Century Community Learning   Centers Program - Continuation Grants | **Fund Code:** 645 |

**Addendum B – Survey of Academic & Youth Outcomes (SAYO)**

**INSTRUCTIONS**

Programs are required to utilize the SAYO tools to assess the overall effects of how participation in 21st CCLC programs supports a student’s academic and social emotional learning experiences. The SAYO is designed to measure the effect of the instruction and support provided to students enrolled through use of the SAYO-T completed by the school day teachers of the students served by the program, SAYO-S completed by the program staff, and SAYO-Y completed by the student participants. The SAYO is a research based program outcome evaluation tool developed by the Massachusetts Department of Elementary and Secondary Education and the National Institute on Out-of-School Time.

#### SAYO Youth (SAYO-Y) Survey Description

The SAYO-Y measures youth’s experiences in the 21stt CCLC program, youth’s sense of competence, and youth’s future aspirations. The SAYO-Y is designed to supplement areas measured by the SAYO-Staff and SAYO-Teacher surveys is an opportunity to hear directly from youth and learn more about their experiences, attitudes, perceptions, and beliefs.

**Assessment of Program Practices (APT) Description**

The APT is a research-based field-tested observation tool that includes those program practices which research suggests are related to the outcomes measured by the SAYO.  The goal of the APT is to assess the extent to which 21st CCLC programs are implementing practices congruent with their desired SAYO outcomes.  The APT is intended to be a tool that assists with continuous program improvement and with identifying areas for professional development.

**All sites are required to:**

* Implement the SAYO-T, S and Y
* Sample a **minimum of 50 students** engaged in 21st CCLC grant-funded activities pre/post. For OST if a site serves less than 50 students then it must sample everyone enrolled in the program.
* Implement the Assessment of Program Practices Observation Tool (APT Q & O).
* *Note: the Department0 will be adding new learning skills outcomes to the SAYO-T/S and SEL Outcomes to the SAYO-Y.*

**Addendum B – Survey of Academic & Youth Outcomes (SAYO) Selection Form**

***If the outcome selection will vary across sites please complete a separate form for each of those sites. Sites that have the same outcomes may be included on one form.***

|  |  |
| --- | --- |
| **District/Program** |  |
| **ELT Site(s)** |  |
| **OST Site(s)** |  |

**SCHOOL-DAY TEACHER SURVEY TOOL (SAYO-T)**

### A. OST ONLY Primary Academic Focus for SAYO-T - *Required select one (1)*

|  |  |
| --- | --- |
|  | **Mathematics** (Includes: Communication, Reasoning & Problem-Solving) [may also include Science/STEM] |
|  | **English Language Arts** (Includes Reading, Verbal Communication, and Written Communication) [may also include Social Science] |
| **Please Indicate if You Will utilize the SAYO- T or Student Level Data to measure academic outcomes:** | |
|  | We opt to utilize the SAYO-T to measure academic outcome. |
|  | We opt to utilize student level data to measure academic outcome. Indicate type of data to be used below: |

**B.** **Homework Support *(Must select if provided)***

|  |  |
| --- | --- |
|  | **Homework** (must be a structured homework support program) |

### ELT and OST

### C. Learning Skills

|  |  |
| --- | --- |
| X | New Outcome both ELT and OST will be required to pilot |

### D. SEL Outcomes for SAYO-T and SAYO-S *- Select a minimum of three (3). Note: You MUST collect data on the same SEL outcomes for both SAYO-T and SAYO-S.*

|  |  |
| --- | --- |
|  | **Critical Thinking** (Includes: interpret and explain new information, identify relationships between ideas, evaluate validity of arguments and claims / information effectively, draw conclusions or hypotheses, explain conclusion and how it was reached, articulate own position or bias, & identify alternative perspectives) |
|  | **Engagement in Learning** (Includes: staying on task, interested in learning new things, & participates in classroom activities) |
|  | **Leadership** (Includes: interpret and explain new information, motivated to learn, identifies ways in which she/he is a leader, comfortable speaking in front of others, able to accomplish tasks, able to be organized,& displays ethical consideration in decision making |
|  | **Perseverance** (Includes: goal setting, identifies manageable steps to achieving goals, sticks to a plan to complete a task, makes continued attempts to complete a task identifies connections between current task and future goals, & able to understand that at times there is value in knowing when to quit) |
|  | **Self Regulation** (Includes: able to work independently, Is able to regain control of behavior or adjust behavior when given warning, able to focus and remain on task) |
|  | **Relations with Adults** (Includes: discussing interests or ideas, showing respect, and seeking assistance) |
|  | **Relations with Peers** (Includes: works well on cooperative tasks, able to compromise with peers during times of disagreement or conflict., & makes friends) |

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| --- | --- |
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**ADDENDUM C – Program Components – Fiscal Year 2017-2018 (FY18)**

|  |  |
| --- | --- |
| District/Program |  |

**OST SITES**

**ELT Skip to next the next page**

All grantees must adhere to the following guidelines.

* Participating OST students must attend during the school year a minimum of 100 hours on average for elementary schools, 90 for middle school, and 80 for high school. Drop-in program are not allowed.
* OST Programs must offer a daily, nutritious snack (and breakfast if offering a morning program) that meets the requirements of the [United States Department of Agriculture (USDA) National School Lunch Program](http://www.fns.usda.gov/cnd/About/AboutCNP.htm) for meal supplements.

*NOTE: Hours of participation are based on MA 21st CCLC statewide data.*

**Use the chart below to provide the daily hours of operation for each funded OST site.**

*Note: Make sure to list an unduplicated (total) number of students to be served over the course of the school year.*

**School Year 2017-2018**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Site** | **# Expected to be served** | **# Hours/ week** | **# Weeks** | **Total # Hours** | **Days of Week  (e.g.,**  **M-F)** | **Program Times** | | **Start/End Date** | |
|  |  |  |  |  |  | Start Time: |  | Start Date: |  |
| End Time: |  | End Date: |  |
|  |  |  |  |  |  | Start Time: |  | Start Date: |  |
| End Time: |  | End Date: |  |
|  |  |  |  |  |  | Start Time: |  | Start Date: |  |
| End Time: |  | End Date: |  |
|  |  |  |  |  |  | Start Time: |  | Start Date: |  |
| End Time: |  | End Date: |  |
|  |  |  |  |  |  | Start Time: |  | Start Date: |  |
| End Time: |  | End Date: |  |

Add more lines as needed

1. Describe the student attendance policy including how often they are required to enroll/attend. If the policy differs by site explain for each site.

**ADDENDUM C- Cont.**

**ELT SITES**

1. **Use the chart below to provide the hours of operation for each funded ELT site.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELT SY18 (2017-2018)** | | | | | | | |
| **Date school begins:** |  | | **Date school ends:** | |  | | |
| **Enrollment:** |  | | **Grades Served:** | |  | | |
| **School Name** | | **Start/End Time** | | **Hours per day** | **Total number of Weeks** | **Total Hours** | **Total hrs/wk students will engage in funded activities** |
|  | |  | |  |  |  |  |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROJECTED SCHOOL VACATION/SUMMER PROGRAMMING FY18** | | | | | | | | | | |
| **School** | **When offered** | | **# of Youth to be Served** | **# Hours/ day** | **# days/ week** | **# of weeks** | **Total Hours** | **Days of Week  (e.g., M-F)** | **Program Times** | |
| **Vac wks** | **Sum-mer** |
|  |  |  |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |
|  |  |  |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |
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| End Time: |  |
|  |  |  |  |  |  |  |  |  | Start Time: |  |
| End Time: |  |

Please addend to this application a copy of the FY18 (2017-2018) school-year student and teacher schedules for each funded ELT school. If the schedule reflects changes from what was offered in FY17 please provide a rationale for the changes. Be sure to indicate within the schedule the specific components that are supported through this 21st CCLC grant funding.

**ADDENDUM C- Cont.**

**Copy and paste this page and complete for each site (ELT and OST) for which you are requesting continuation funds.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| District/Program |  | | School/Site |  |
| Please Check |  | OST |  | ELT |

Program Type Descriptions

|  |  |
| --- | --- |
| **Activity** | One time, stand alone activities, usually with a unifying theme, like “art” or “cooking” or “gym time.” |
| **Unit of Study (often called Projects**): | Theme or outcome linked activities that have a beginning, a middle and a culminating activity; usually have a specific academic focus. |
| **PBL** | Students gain knowledge and skills by working for an extended period of time to investigate research and respond to an authentic, engaging and complex question, problem, or challenge. |
| **Service Learning** | Students identify, research, propose and implement solutions to real needs and problems in their school or community as part of their curriculum. |
| **Academic Support** | Content specific and focused support. |
| **Other** | Other activities that don’t fall under the above. |

1. Use the chart below to provide a sample of the types of programming to be offered at each site in FY18 that will provide students with opportunities to learn, enhance, practice and demonstrate academic skill building in a content-rich cross curricular way. Cells will automatically expand (down) to fit what is typed. Please do not change the column widths. Add rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Proposed Activities** | **Needs/Priorities/ SAYO Outcomes Addressed** | **New? Enhanced?** | **Program Type** |
| ***EXAMPLE:*** *STEM is Awesome. Middle students will participate in this enrichment, offered two days/week for each grade-level. Students and staff will use inquiry to tackle daily questions that prompt them to explore, watch, wonder and work together to respond to their environment. Students will write about and reflect on their learning.* | *Multi-disciplinary, ELA, critical thinking* | *Enhanced* | *Unit of Study* |
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**Addendum D - Project Assessment Tool**

Based on a selected PBL or SL activity, complete an assessment tool for each funded site. If multiple sites participated in the same PBL/SL activity with the same partner, then you may submit one combined assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **District/CBO** |  | | **School/Site** |  |
| **Check one** |  | **Project Based Learning (PBL)** |  | **Service-Learning PBL (SL)\*** |
| **In the space below provide a description of one PBL or SL project conducted in FY17 and the grade levels served.** | | | | |
|  | | | | |

**Please indicate the current status of each aspect of the project described above, and provide evidence for your rating.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element: Links to Curriculum and Learning** | **Rating** **Scale** | **Needs work** | **Meets the mark** | **Strength** |
|  |  |  |
| The project was intentionally and purposefully used as an instructional strategy to meet learning goals and/or content standards. (e.g., MA Curriculum Frameworks, SEL competencies, etc.) | | | | |
| **Evidence:** | | | | |
|  | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element: Challenging Problems or Questions** | **Rating Scale** | **Needs work** | **Meets the mark** | **Strength** |
|  |  |  |
| Students asked developmentally appropriate, challenging questions throughout the project to deepen their understanding and create a meaningful product.  Students sought out and gain an understanding of multiple perspectives.  ***Service-Learning PBL:*** *Projects were based on a meaningful community problem that students are engaging in to make an impact.* | | | | |
| **Evidence:** | | | | |
|  | | | | |
| **Element: Duration and Intensity** | **Rating Scale** | **Needs work** | **Meets the Mark** | **Strength** |
|  |  |  |
| The project was of sufficient **intensity** to understand and explore questions and/or community problems; and sufficient **duration** to create a meaningful product.  ***Service-Learning PBL:*** *Students had sufficient time to complete a project that made an impact on the community need/or problem.* | | | | |
| **Evidence:** | | | | |
|  | | | | |
| **Element: Authenticity** | **Rating Scale** | **Needs work** | **Meets the Mark** | **Strength** |
|  |  |  |
| The project had a real-world context, used real-world processes, tools, and quality standards, and/or was connected to students’ own concerns, interests, and identities.  ***Service-Learning PBL:*** *The project made a real impact on a community need or problem and students are engaged in reciprocal partnerships with others who work on/care about the problem.* | | | | |
| **Evidence:** | | | | |
|  | | | | |
| **Project Element: Student Voice & Leadership** | **Rating Scale** | **Needs work** | **Meets the Mark** | **Strength** |
|  |  |  |
| The project allowed students to make choices and have a leadership role in making decisions about the products they created, how they worked, and how they used their time, guided/facilitated by the teacher and depending on their age and PBL experience.  ***Service-Learning PBL:*** *Students had a leadership role in deciding on, planning and implementing their solution. Teachers played more of a facilitator role.* | | | | |
| **Evidence:** | | | | |
|  | | | | |
| **Project Element: Reflection** | **Rating Scale** | **Needs work** | **Meets the Mark** | **Strength** |
|  |  |  |
| The project provided opportunities for students to reflect on what and how they learned, and on the project’s design and implementation. Teachers used multiple modalities before, during and after a project for student reflection.  ***Service-Learning PBL:*** *Students reflected on their role as an effective and engaged member of their community. Teachers used multiple modalities before, during and after a project for student reflection.* | | | | |
| **Evidence:** | | | | |
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| **Project Element: Critique & Revision** | **Rating Scale** | | **Needs work** | | **Meets the Mark** | | **Strength** | |
|  | |  | |  | |
| The project included a process for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry. *Students and teachers also monitored progress and collected evidence on learning outcomes.*  ***Service-Learning PBL:*** *Students and teachers monitored progress and collected evidence on both student learning outcomes and community impact.* | | | | | | | | |
| **Evidence:** | | | | | | | | |
|  | | | | | | | | |
| **Project Element: Public Product** | | **Needs Work** | |  | | **Strength** | |  |
| The project required students to demonstrate what they learned by creating a product that was presented or offered to people beyond the classroom.  ***Service-Learning PBL:*** *The students’ product had an impact on the community need being addressed.* | | | | | | | | |
| **Evidence:** | | | | | | | | |
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**Addendum E – Mentor log**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **MA 21st CCLC 2017-2018 Mentor/Exemplary Grant Requirements Log** | | | | | | | |
|
| **District** | | |  | | | | |
| **Site** | | |  | | | | |
| **INSTRUCTIONS** for completing the chart:   * **Date**- List date in which activity occurred. * **Name-** List name of the person that conducted the activity. * **Role-** List the role of the individual- District Coordinator (DC), Site Coordinator (SC), Teacher at the site (T), Partner (P), Other indicate role * **Activities** include a brief description for each activity. Activities may have included serving as a mentor or resource, phone support for another school/site, support for a site or organization interested in applying for a 21st CCLC grant, peer APT visit (required of all Exemplary sites), presenting at a 21st CCLC promising practices forum (PPF), TA session or conference, and presenting at other related conferences. * **Site/Organization** – List the name of the site or organization for which support was provided. * **APT**- Indicate if Peer Apt was submitted on line. * **Topic**- List the topic of PPF, PD, TA or support provided. * Cells will automatically expand (down) to fit what is typed. Please do not change the column widths.   **Add additional rows as needed** | | | | | | | |
| Date | Name | Role | | Activity | Site/Org | APT submitted online  Yes/No | Topic | |
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