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

# Addendum F – Exemplary Programs Grant Requirements, Expectations/ & Elements

## The Exemplary programs applicants must be able to demonstrate how your district/site(s) can contributed to the growth, development, and deeper learning of the MA 21st Century Community Learning Centers (CCLC) Network of programs.

* **The exemplary applications should** **demonstrate** how applicant sites may serve in a mentoring, coaching or resource capacity.

### *District level* - **Mentoring** consists of a formal ongoing relationship focused on supporting the growth and development of the mentee over a period of time. The mentor becomes a source of wisdom, teaching, and support.

*Site level* - **Coaching** focuses on strengthening/supporting improvement in a given area or set of activities and may be a one time thing.

*District and Site Level* – Being a **resource** means having the capacity to supply something or provide support in some area that can be readily drawn upon when needed.

***Both mentoring and coaching offer incredibly valuable developmental support. One offers a high-level of guidance while the other helps provide improvement in targeted areas.***

The information below is intended to help applicants and grantees better understand the expectations for each level.

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**MENTOR EXPECTATIONS EXEMPLARY PROGRAMS GRANT**

(NOTE: WITH EACH ADDITIONAL FUNDING CYCLE, MENTORING EXPECTATIONS INCREASE)

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| **PROMISING SITES** | **PRACTITIONER SITES** | **DEMONSTRATION SITES** |
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| **Sites that are in their second cycle of funding (generally years 4-6)** | **Sites that are in their third cycle of funding (generally years 7-9)** | **Sites that are in their fourth or more cycle of funding (generally years 10+)** |
| * Demonstrate the particular area(s) the site may or has serve as a resource to other 21st CCLC ELT/OST prgrams. | | |
| **Opportunities to serve as a resource/mentor include but not limited to the following:** | | |
| * Conduct a Peer APT visit to, preferably, another distinct with a focus on a section(s) of the APT of their choosing. * Share promising practices and lessons learned through Think Tanks, coordinator check in/meetings, other PD opportunities. * Upon request, host a site visit from other districts, schools, or communities. * Participation in and/or presenting at pertinent trainings, workshops (local, regional of national), TA sessions, train the trainer sessions, pilot projects, research studies, etc. * Collaborate with regional networks. * Share pertinent resources | | |
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**Elements of Exemplary 21st Century Community Learning Centers Programs**

*The following list is not exhaustive but includes the major areas that contribute to exemplary 21st 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. |

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.

**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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| **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](https://www.doe.mass.edu/21cclc/ta/apt.docx)). * 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 and implement high quality **project-based learning** (HQPBL) * 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** and includes HQPBL 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; * 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. |