

Appendix B: Practice Lists

Increased Learning Time Practice List

Definition

Increased learning time is defined as the strategy of increasing the total number of hours dedicated to engagement in core academic subjects and enrichment activities, as well as to teacher-afterschool staff collaboration, joint planning, and professional development through the alignment of out-of-school time programs with the school day.

Practices

1. *Alignment with the School Day*

Examples that may be used when identifying site(s):

- 21st CCLC program and school have mechanisms for communications
- 21st CCLC program and school have a designated person to support alignment
- Staff from 21st CCLC program and school work in both contexts
- The 21st CCLC activity leaders and school day teachers share curriculum and resources
- The 21st CCLC program staff, particularly the coordinator and/or activity leaders, and school staff engage in joint planning
- The 21st CCLC program and school have a shared vision for success
- 21st CCLC activities are aligned with national and state standards
- 21st CCLC program uses a blended staffing model with cross-over between school and after school staff
- 21st CCLC program and school day staff participate in joint professional development experiences

2. *Promoting Attendance and Removing Barriers*

Examples that may be used when identifying site(s):

- The 21st CCLC program engages in recruitment strategies that target specific students
- The 21st CCLC program employs transportation strategies to enable sufficient participation
- The 21st CCLC program has policies to address chronically absent participants
- The 21st CCLC program connects to community partners to assist with recruitment
- The 21st CCLC program seeks input from school day personnel on how to target recruitment efforts

3. *Supporting Student Engagement*

Examples that may be used when identifying site(s):

- Intentional efforts are made to create positive youth-adult relationships
- 21st CCLC program considers the developmental needs of each student
- Youth are involved in decision-making
- The 21st CCLC program communicates with parents about the importance of participation
- 21st CCLC program supports families' efforts to promote student achievement

4. *Instructional Practices Promote Increased Time for Learning*

Examples that may be used when identifying site(s):

- Project-based learning is used as an instructional approach
- Collaborative peer learning is used as an instructional approach
- Learning settings are designed to best meet student needs (group, one-on-one, peer)
- 21st CCLC program coordinates instruction with school day teachers
- 21st CCLC program is able to articulate similarities and differences with the school day

5. *Using Information to Evaluate Program Implementation and Student Outcomes*

Examples that may be used when identifying site(s):

- The 21st CCLC program and school have formal agreement to share student test scores and other relevant information
- 21st CCLC program has data coaches to help staff use school day information
- The 21st CCLC program and school use student data such as test scores to target specific skills in need of remediation or support
- There are structures in place for the 21st CCLC program and school communicate about student progress
- 21st CCLC program has an “early warning system” of examining student attendance, grades, and behavior
- The 21st CCLC program engages in assessment for continual program improvement and/or external evaluation

6. *Leveraging Partners*

Examples that may be used when identifying site(s):

- The 21st CCLC program engages community partners to increase learning time
- 21st CCLC program partners are actively involved in the implementation of other key practices

Science, Technology, Engineering, and Mathematics (STEM) Practice List

Definition

In the context of K-12 education, the term **STEM** refers to teaching and learning in the science, technology, engineering and mathematics (STEM) content areas.

Practices

1. *Opportunities to Engage in Project-based Activities*

Examples that may be used when identifying site(s):

- Students in the 21st CCLC program are engaged in hands-on, experiential activities
- Students in the 21st CCLC program lead investigations to solve authentic problems
- Students in the 21st CCLC program are engaged in projects that end with a product
- Students in the 21st CCLC program use technology to support their work in STEM-related projects (for example, using a GPS for a mapping project or cameras/PDAs to document a science project)
- Staff in the 21st CCLC program are intentional about the design of the activities to incorporate STEM knowledge and skills

2. *Alignment with the School Day*

Examples that may be used when identifying site(s):

- There is a structure in place for 21st CCLC staff and school day teachers to communicate about students
- There is a structure in place for 21st CCLC staff and school day teachers to share resources
- Activities/Curricula in the 21st CCLC program are aligned with national standards
- Activities/Curricula in the 21st CCLC program are aligned with state standards
- Activities/Curricula in the 21st CCLC program are aligned with school-day instruction

3. *Community Partnerships*

Examples that may be used when identifying site(s):

- The 21st CCLC program uses scientists, engineers, or mathematicians (e.g., statisticians, accountants, actuaries) to provide activities
- The 21st CCLC program uses scientists, engineers, or mathematicians (e.g., statisticians, accountants, actuaries) to expose students to STEM careers
- The 21st CCLC program uses professional STEM educators or features professionals from STEM-oriented educational organizations to provide activities
- The 21st CCLC program is engaged in a relationship with and uses resources from local institutions such as museums, parks, and nature preserves

4. *Professional Development in Content Area*

Examples that may be used when identifying site(s):

- Professional development/training on how to teach in any of the STEM areas
- Professional development on how to teach using technology to support instruction (e.g., running virtual experiments, running simulations, using GPS technology for mapping)
- Professional development on how to differentiate instruction for all levels of STEM learners

English Learner Practice List

Definition

The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency. This includes: newcomers that arrived within one year; English Learners who have arrived between one and three years; students who are orally English proficient socially but not yet fully proficient and therefore not yet reclassified; and, newly reclassified students (within the past two years).

Practices
<p>1. <i>Adequate Professional Development (PD) Specifically Related to ELs</i></p> <p>Examples that may be used when identifying site(s):</p> <ul style="list-style-type: none">• 21st CCLC staff receive PD in supporting students' English development (e.g., by scaffolding, listening, reading, writing, speaking)• 21st CCLC staff receive PD in supporting students' general academic language development• 21st CCLC staff receive PD in working with immigrant and/or refugee families• 21st CCLC staff receive PD in understanding and addressing the socio-emotional needs of ELs• 21st CCLC staff receive PD in supporting students in their primary language• 21st CCLC staff receive PD in using EL student data to support their instruction and evaluate their progress
<p>2. <i>Instructional Practices Focused on Language/Academic Support</i></p> <p>Examples that may be used when identifying site(s):</p> <ul style="list-style-type: none">• Examples that may be used when identifying site(s): At the 21st CCLC program, ELs are provided structured and focused opportunities to practice using English in a variety of settings (including project-based learning) by listening, speaking, reading and writing in English• At the 21st CCLC program, ELs are provided with opportunities to practice using English by engaging with English speakers in a variety of contexts designed to ensure EL participation• At the 21st CCLC program, ELs are provided with explicit language development and vocabulary development support• At the 21st CCLC program, ELs are provided academic support in their primary language
<p>3. <i>Culturally Relevant Programming</i></p> <p>Examples that may be used when identifying site(s):</p> <ul style="list-style-type: none">• 21st CCLC staff can and do speak to and support youth in their primary language• The 21st CCLC program provides activities and programming that build healthy cultural identities• The 21st CCLC program uses materials and curriculum that reflect the lives and cultures of the EL participants• The 21st CCLC program provides opportunities for non-ELs to formally learn the language of ELs who participate in the program (e.g. bilingual immersion activities)• Lessons and activities are planned to include aspects of the culture and experience of EL students• Environmental print (e.g. posters and pictures on the wall) and other materials in the learning environment reference students' culture or a diversity of cultures• Programs address the socio-emotional needs specific to ELs such as: culture shock, war and other family trauma, family separation, etc.

4. *Alignment with the School Day*

Examples that may be used when identifying site(s):

- There is a structure in place for 21st CCLC and school day teachers to communicate about EL students and program content/curriculum
- There are structures in place for sharing student data on level of English Language Proficiency and academic level (including reading, writing, speaking, and listening)
- Activities/Curricula in the 21st CCLC program are aligned with national standards Activities/Curricula in the 21st CCLC program are aligned with EL standards and state academic standards
- Activities/Curricula in the 21st CCLC program build on school-day instruction

5. *Family and Community Engagement*

Examples that may be used when identifying site(s):

- The 21st CCLC program translates all materials in home language(s)
- Frequent EL family involvement in 21st CCLC program
- The 21st CCLC program conducts frequent and targeted outreach to EL families and communities in a variety of ways
- The 21st CCLC program provides opportunities for EL families to participate in the program
- 21st CCLC staff speak the languages of the EL families and communities
- The 21st CCLC program hires staff from the EL communities
- The 21st CCLC program provides literacy services to families

6. *Meaningful EL Inclusion and Affirming Learning Environments*

Examples that may be used when identifying site(s):

- 21st CCLC staff use strategies that ensure EL comprehension and frequently test students for their comprehension
- 21st CCLC staff use accessible vocabulary
- 21st CCLC staff intentionally elicit participation from all participants, specifically English Learners
- 21st CCLC staff intentionally create emotionally safe learning environments by discouraging bullying and teasing of ELs

Career and Technical Education Practice List

Definition

Career and Technical Education (CTE) activities delivered in after-school programs can provide students with the academic, technical, and employability skills needed to prepare for education and training beyond high school, transitions to the workplace, and long-term career options. CTE activities can be introductory in nature, such as helping students build foundational skills that are required in all workplace settings. They can also be subject-specific with students pursuing career pathways or clusters and learning industry-specific skills.

Program Practices
<p>1. <i>Authentic Career-Related Learning Opportunities (e.g., Apprenticeships or Internships)</i></p> <p>Examples that may be used when identifying site(s):</p> <ul style="list-style-type: none"> • Hands-on, experiential opportunities to learn industry-specific and career-related skills • Project-based learning opportunities that pertain to a specific career, industry or technology
<p>2. <i>Professional Development Related to CTE</i></p> <p>Examples that may be used when identifying site(s):</p> <ul style="list-style-type: none"> • Targeted recruitment efforts to identify instructors meeting technical and academic requirements • Specific pre-service and/or in-service training and professional development for 21st CCLC staff in teaching career education • Specific pre-service and/or in-service training and professional development for 21st CCLC staff in technology • Planning time dedicated to discussion of and planning for CTE activities
<p>3. <i>Alignment with the School Day</i></p> <p>Examples that may be used when identifying site(s):</p> <ul style="list-style-type: none"> • There is a structure in place for 21st CCLC staff and school day teachers, particularly CTE teachers, to communicate about students • There are structures in place for resource and information sharing between school day teachers and 21st CCLC staff • 21st CCLC staff communicate and work with CTE-oriented student organizations • Alignment of national learning standards with CTE activities or curriculum, if applicable • Alignment of state learning standards with CTE activities or curriculum, if applicable • Alignment of school-day curriculum with after-school CTE activities or curriculum
<p>4. <i>Using Data to Target Skills and Outcomes</i></p> <p>Examples that may be used when identifying site(s):</p> <ul style="list-style-type: none"> • Technical skill assessments (written exams, capstone projects, or demonstration of skill) • Employability skill assessments • Team meetings to discuss performance of individual students and prepare action plans • Data-sharing agreements with institutes of higher education and employers to track student postsecondary outcomes
<p>5. <i>Community Partnerships</i></p>

Examples that may be used when identifying site(s):

- 21st CCLC program uses business or other professionals to provide CTE activities
- 21st CCLC program uses businesses or local industries to provide site-based apprenticeships and on-the-job training
- 21st CCLC program uses business or other professionals to expose students to careers
- 21st CCLC program is engaged in a formal relationship with and uses resources from local industry partners
- 21st CCLC program operates in a variety of settings, such as the school, vocational center, or in the community