Addendum F- Elements of Exemplary Programs

The following list is not exhaustive but includes the major the areas that contribute to exemplary programming. These are areas that 21st Century Community Learning Centers (21 CCLC) programs that are new sites and promising sites should work towards developing, and that programs that are practitioner and demonstration sites should work towards continuing to improve and sustain throughout their funding cycles.

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 demonstrate knowledge and skills.
   - Programming that is purposeful, intentional, and connects to outcomes selected through the Survey of Academic & Youth Outcomes (SAYO), including programming provided by partners/providers.
   - Interdisciplinary/cross curricular programming opportunities provided.
   - Project Based and/or Service-Learning programming opportunities provided that connect to academic content, student interest, and supports youth voice and leadership opportunities.
   - Programming that contributes to students' social and emotional learning competencies.
   - Programming that supports the development of College and Career Readiness skills.

2. Community/District Support

   - An active and contributing community council.
   - Strong and sustaining community partners.
   - Collaboration and coordination of resources with other district/school/state/community programs (e.g., Title I, Special Education, Title III, other public/private funding, etc.).
   - 21st CCLC program is connected to school and district improvement efforts (considered to be a strategy for teaching and learning).
   - Demonstrated support from school and district level administrators.
   - Established system of effective management and oversight of program implementation.
   - Collaborative planning time between classroom and 21st CCLC instructors including provider/partner staff.
   - An observation team to assist with implementing Assessment of Program Practices Tool (APT).
   - System for providing ongoing professional development and technical assistance to 21st CCLC staff that addresses student needs (e.g., staff meetings, planning time, lesson planning, etc).

(Continued on next page.)
3. Effective Use of Data and Meeting Benchmarks

- Data informed decision making that address student needs and leads to continuous program improvement.
- Use of multiple data sources [e.g., Edwin (student growth, EWIS, etc.), SAYO, district/school benchmark data, Youth Risk Behavioral Survey data, school climate data, etc.]
- System in place for collecting and submitting data in a timely way.
- Effective in reaching students in high need subgroups (e.g., students on IEP’s, limited English proficient, receive free and reduced lunch, and other at-risk populations).
- Provides at least 448 hours of school year and summer programming.
- Students attend on average at least 80 hours for high schools, 90 hours for middle schools, and 100 hours for elementary schools.
- Numbers of students served is reasonable for program scope.

4. Family Engagement

- Engage families in meaningful ways to better support student learning and development.
- Ongoing and/or sustained participation by the adult family member(s) of participants in the 21st CCLC program.

5. Qualified Staff

- Instructors including partner/provider staff have the requisite skills and knowledge to implement project/activity.
- Appropriate student to staff ratios.
- Staff participates in professional development opportunities.

6. Welcoming Environment

- 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.
- Materials and curriculum reflect a wide variety of cultures.