

APPENDIX A: BEST PRACTICES LIST

This document provides details to help you understand the requirements and best practices of each narrative section in the RFA.

Student Need

This needs assessment provides extensive evidence supporting the need for before and/or afterschool programming at the site. This assessment includes an evaluation of free and/or reduced price lunch eligible youth, academic performance, social-emotional needs of youth, attendance and behavioral concerns as well as parent input. Additionally, school or community resources are documented. Student need defines the project's approach to meeting and reducing/eliminating these barriers.

Promoting Attendance and Removing Barriers: Examples

- The 21st CCLC program engages in recruitment strategies that target high poverty at-risk and students with achievement gaps.
- 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.
- Programs that charge a fee must have a scholarship program and communicate this openly during the enrollment process to insure that no financial barriers are created.
- Fees are considered program income and must be spent on the program and within the fiscal year collected.
- Work with district special education staff to insure no barriers exist for children with disabilities. [Iowa 21 CCLC and Children with Disabilities Guidance](#)

Examples of Best Practice:

- School ABC utilized the Student Needs Assessment found on the Iowa21CCLC.org website to document existing supports and then met as a team to identify gaps in service and develop an implementation plan.
- School DEF identified the need for a community partner to provide books for family literacy events.
- Community Based Organization 123 utilized the Student Needs Assessment to develop a resource sharing plan with the school to align services with the school day.

Project

The Project design clearly demonstrates that the applicant is equipped and able to enhance academic and/or enrichment performance within the lives of the children served. There are links to the Student Needs Assessment in identifying areas of strength and gaps in service. There

is evidence of high quality academic, enrichment, family literacy/engagement, and other services (see list of 17 qualifying activities to be supported by 21st CCLC funds located in the Grant Overview section of the RFA). Activities have clearly defined outcomes in literacy and math; Family Literacy activities are likely to show positive impact. There is evidence of a snack or meal meeting USDA requirements. Programs are operating at their required intervals (60 hours per month during the school year and a minimum of 30 days during summer). There is evidence of a connection and continuation of the school day.

Alignment with the School Day: Examples

- 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
- Literacy Support- Because we serve at-risk children, many who are chronically absent- it is important to review Sight Words (1,000 Fry Words), Vocabulary Words and practice Oral Reading to reduce reading achievement gaps.

Instructional Practices Promote Increased Time for Learning: Examples

- 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 mentoring)
- 21st CCLC program coordinates instruction with school day teachers and the building principal.
- 21st CCLC program is able to articulate similarities and differences with the school day
- Use field trips to extend learning and engage students. Do online field trips, prepare lessons about the field trip to increase student learning from the experience.

Supporting Student Engagement: Examples

- 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 (middle school and high school programs must have student leadership/advisory teams and they provide input into activities offered, field trips, and snacks. **Student leadership/advisory groups are strongly recommended**

for elementary youth.

- The 21st CCLC program communicates with parents about the importance of Participation. Attendance and Engagement.
- 21st CCLC program supports families' efforts to promote student achievement

Examples of Best Practice:

- School ABC has a clearly defined project that includes measurable outcomes for youth in the areas of literacy and math.
- School DEF has a direct link to an identified needs via the Student Needs Assessment to address food insecurity on the weekends through a community partnership.
- Community Based Organization 123 partnered with both the local community college to provide information about high school completion classes for parents connected to the program and the local library to provide high quality literacy experiences for youth.

Research Base

Applicant demonstrates extensive evidence of research and best practices supporting the project as well as how research will be implemented with youth.

Examples of Best Practice:

- School ABC sites research on the importance of coaching to support the literacy component of their program.
- School DEF sites research and shows a strong implementation plan for connecting youth to service learning.
- Community Based Organization 123 sites research on the importance of nutrition and brain development to implement a nightly meal for all program youth.

Management and Sustainability

Applicant demonstrates a plan for effective staffing including recruitment and retention of high quality staff. A professional development plan is in place. Sites can demonstrate alignment with the school day and can show a plan to most effectively utilize volunteers. There is evidence of safe and stable facilities, transportation, and services to youth with disabilities and English Language Learners.

Examples of Best Practice: Management

- School ABC provides job descriptions that meet or exceed standards for the recruitment of high quality staff as well as an implementation plan for support of program staff members.
- School DEF utilizes the Professional Development Template (Appendix __) with student, staff, and parent input to develop a training schedule.
- Community Based Organization 123 provides documentation of a contract held with a transportation provider to bus youth home after programming.

Applicants demonstrate sustainability through evidence of strong program leadership, the convening of a stakeholder's advisory committee, a viable community partnership list, evidence of continuous program improvement and can demonstrate the most effective use of public funds.

Examples of Best Practice: Sustainability

- School ABC meets regularly with a Stakeholder's group consisting of school administration, program leads, parents, and community partners.
- School DEF has identified 15 community partners who assist their program with enrichment support and family literacy.
- Community Based Organization 123 participates in a recognized annual assessment tool for continuous program improvement.

Communication

Applicant has evidence of a solid communication plan to share evaluation and other program highlights with the community and other target audiences. The local evaluation document is made available on the program website and a link is provided.

Examples of Best Practice:

- School ABC posts pictures of an event held at programming on their social media pages.
- School DEF shows a communication calendar that includes plans for interacting with parents and the community via a school wide messenger, social media posts, and a feature in the local newspaper.
- Community Partner 123 shares the activity calendar in monthly newsletter to parents and posts on a bulletin board for all school day staff to see.

Partnerships

Applicant demonstrates meaningful partnerships (existing and future) and describes their role connected to program impact. A minimum of 5 partnerships (new applicants – established applicants should be able to document 25 or more partners) are identified and each partnership has the required Memorandum of Understanding. Meetings or regular engagement of these partners can be identified.

Examples of Best Practice:

- School ABC hosts a monthly community partner meeting to discuss programming, events, and unmet student needs as is documented by a calendar.
- School DEF identifies that a partner is needed to address an unmet issue. An MOU is secured for this partner.
- Community Based Organization 123 clearly outlines the roles and responsibilities of 10

agencies and organizations that provide support for enrichment activities.

Evaluation

The project has a strong evaluation component that demonstrates program effectiveness. The applicant has designated a local evaluator who has the experience and background to rigorously apply standards to comprehensively assess the program. A detailed plan accompanies the application in how the site plans to implement the findings from evaluation documents. If the applicant is a previous grantee, all local evaluation objectives must be met for the previous two years of assessment.

Examples of Best Practice:

- School ABC has identified Professor E. Valuator who holds the appropriate degrees and has experience working with qualitative and quantitative data as their local evaluator.
- School DEF developed a task force to address a deficiency in their evaluation findings to increase literacy amongst their youth.
- Community Based Partner 123 formed a work plan document with timelines and strategies to increase site math scores with enrolled youth.
- **Data and calculations are checked before the local evaluation is submitted.**

Budget

The project budget details extensive information on cost estimates, appropriately allocates required minimum and maximum percentages to specific line items, uses the funding formulas to calculate need, and sustainability is documented through the community partnership list. The applicant provides detailed information about how new funds will not supplant existed funds (supplement vs. supplant).

Examples of Best Practices:

- **School ABC utilized the funding formula to begin to calculate the costs serving 50 youth with programming then deducts community partner contributions as part of the completed budget.**
- School DEF clearly identifies that funding will be used to serve 30 new youth with afterschool programming.
- Community Based Organization 123's budget includes the 8% maximum rate for Administrative costs and shows an addition value of in-kind support from CBO Leadership.