

Academic Achievement

Programs can accomplish this by:

- Providing structured homework time and tutoring
- Including academic aspects in enrichment programs to reinforce similar themes.
- Incorporate high-yield learning activities into academic time
- Encourage students to engage with technology-based learning provided by school or various resources available to grantees

Problem Solving

Programs can accomplish this by:

- Integrating youth voice into planning opportunities
- Creating a peer-to-peer conflict resolution team
- Utilize dimensional programming that involves completing multiple steps
- Allow youth to struggle with an activity/program to ensure they work through steps on their own
- Discuss being proactive vs. being reactive

Best Practices

In an effort to better support high-quality programming, IDOE encourages grantees to incorporate these five best practices into their programming. Each best practice is linked directly to Indiana Afterschool Network's [quality standards](#).

Academic Achievement

Aligns with Standard 4 & Standard 13

Problem Solving

Aligns with Standard 4 & Standard 6

Health and Wellness

Aligns with Standard 10 & Standard 12

Positive Discipline

Aligns with Standard 5 & Standard 6

Equitable Access

Aligns with Standard 1 & Standard 2

Health and Wellness

Programs can accomplish this by:

- Incorporate physical activity into every day; allow this programming to be structured as well as unstructured
- Train staff on how to work with youth experiencing trauma; bring in outside resources to help when needed
- Provide developmentally appropriate programs around key topics; nutrition, hygiene, healthy relationships, etc.

Positive Discipline

Programs can accomplish this by:

- Training staff to utilize redirect techniques when applicable
- Encourage a culture of honesty and empathy
- Transform conflict skills into leadership skills by giving youth a role in programming to keep youth engaged appropriately
- Engage with parents with there is positive behavior, not just when there is negative behavior

Equitable Access

Programs can accomplish this by:

- Engage with school district and local stakeholders to compile data and other relevant information to create a holistic picture of demographics served
- Educate staff on how to tailor programming to needs of individual youth
- Encourage youth to embrace differences and allow them space to showcase those differences in a positive, supportive way
- Utilize the advisory board to create opportunities for staff/parents/community stakeholders to collaborate on special events/programming centered in global education



21st Century Community Learning Centers Best Practices Resource Guide

| Academic Achievement | | |
|--|---|---|
| Title | Author/Source | Description |
| Improving Student Achievement and Closing the Achievement Gap | Hanover Research | Hanover Research examines best practices for improving student achievement, including strategies for engaging students and improving student outcomes. Best practices and case studies examine achievement levels and approaches for certain student sub-groups, academic programs, and innovative solutions at high-needs schools. |
| Best Practices in Increasing Academic Learning Time | Maribeth Gettinger and Jill K. Seibert University of Wisconsin-Madison | This paper overviews basic considerations focusing on (a) defining academic learning time and its constituent parts and (b) describing procedures to assess current levels of learning time and identify classroom practices that contribute to academic learning time. It also includes a best practices section describing strategies for increasing academic learning time that can be offered to classroom teachers through collaboration, consultation, or in-service training by school psychologists. |
| Structuring Out-of-School Time to Improve Academic Achievement | What Works Clearinghouse National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences | The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators using out-of-school time programming to address the challenge of improving student academic achievement. |
| C.A.R.E. Strategies for Closing the Achievement Gaps | National Education Association | “Closing the gaps” involves not only improving achievement for all students, but taking the steps needed to significantly raise the achievement of traditionally underachieving groups of students, so that their achievement is on the same level as that of mainstream groups of students. As identified in reviews of the research literature, significant changes are needed to close these gaps. In order to take a leadership role in closing the achievement gaps, this report outlines a several things you can do. |



21st Century Community Learning Centers Best Practices Resource Guide

| | | |
|--|-------------------------------------|--|
| <u>Strategies for Closing the Achievement Gap</u> | The Urban Education Network of Iowa | <p>The strategies outlined in this handbook are shared as a means for teachers and staff to help all students reach their academic potential. Some may be more applicable than others, but they all have value. The strategies should serve as a strong support system to all school districts, buildings, teachers, students and community alike as they work together to help all students achieve success.</p> |
| <u>Identifying Achievement Gaps in Your School, District, and Community</u> | National Education Association | <p>This is the first in a series of short guides designed for NEA members to use in leading discussions about achievement gaps in their schools and communities. This guide includes a series of questions that will help identify the specific achievement gaps that exist locally, a first step in closing the gaps.</p> |
| <u>Identifying Factors that Contribute to Achievement Gaps</u> | National Education Association | <p>This guide is designed to help NEA members lead a discussion with other educators and community members that will identify the specific factors contributing to local achievement gaps in schools, school districts, and communities.</p> |
| <u>Identifying Stakeholders' Responsibilities for Closing Achievement Gaps: District and School Based Strategies</u> | National Education Association | <p>This guide focuses on district- and school-based strategies for closing achievement gaps.</p> |
| <u>Identifying Stakeholders' Responsibilities for Closing Achievement Gaps: Stakeholder Actions</u> | National Education Association | <p>This final guide in a series on closing achievement gaps, is designed for NEA members and others to use to identify stakeholders who share responsibility for closing local achievement gaps. Each of these stakeholders should be involved in, and accountable for, implementing programs and strategies that will close achievement gaps. Several stakeholders -- and a summary of actions each might take to close achievement gaps -- are listed below.</p> |



21st Century Community Learning Centers Best Practices Resource Guide

| | | |
|---|--|---|
| <p><u>Steps for School-Wide Reading Improvement</u></p> | <p>Barbara M. Taylor, University of Minnesota Barbara J. Frye, University of South Florida–St. Petersburg Debra S. Peterson, University of Minnesota P. David Pearson, University of California–Berkeley</p> | <p>This booklet created by the National Education Association reviews research backed approaches to school-wide reading improvement which are highly effective in enhancing students’ reading growth in two parts; Implementing a School-Wide Plan for Reading Improvement, and Using Study Groups To Improve Reading in Your School.</p> |
| <p><u>Academic Achievement of K-12 Students with Emotional and Behavioral Disorders</u></p> | <p>J. Ron Nelson, Gregory J. Benner, Kathleen Lane, and Benjamin W. Smith</p> | <p>This cross-sectional study was conducted with a random sample of 155 K-12 students served in public school settings and established the extent to which students with emotional/behavioral disorders (E/BD) experience academic achievement deficits with attention to age and gender differences.</p> |
| <p><u>Improving Academic Success For Economically Disadvantaged Students</u></p> | <p>Mac Taylor and Stefanie Fricano Legislative Analyst’s Office</p> | <p>This report provides data on the academic performance of ED students and surveys the programs that are designed to serve them. The report reviews trends in program spending and participation and attempts to look at the effectiveness of these programs individually and in the aggregate. Finally, it identifies shortcomings with the state’s existing approach to serving ED students and makes recommendations designed to improve the performance of these students.</p> |
| <p><u>Raising Minority Academic Achievement: A Compendium of Education Programs and Practices</u></p> | <p>Donna Walker James, Sonia Jones, and Steve Estes American Youth Policy Forum</p> | <p>This report covers a 22-month effort to identify, summarize and analyze evaluations of school and youth programs that show gains for minority youth across a broad range of academic achievement indicators, from early childhood through advanced postsecondary study</p> |
| <p><u>Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes</u></p> | <p>Anamarie Auger, Kim Pierce & Deborah Lowe Vandell American Educational Research Association</p> | <p>This report examines the intensity or amount of low-income students’ participation in multiple OOS contexts—high-quality programs, structured activities, and unsupervised time with peers— and associations with student academic and behavioral outcomes, controlling for prior adjustment and student and family characteristics</p> |



21st Century Community Learning Centers Best Practices Resource Guide

| | | |
|---|--|--|
| <p>CLASS MATTERS — In and Out of School: Closing gaps requires attention to issues of race and poverty.</p> | <p>Jayne Boyd-Zaharias and Helen Pate-Bain</p> | <p>A useful way of visualizing the remedy for the chronic problem of low achievement of poor and minority students is to return to Abraham Maslow’s 1954 hierarchy of needs for self-actualization. This article has patterned a hierarchy of needs for a self-actualized society after Maslow’s, using those needs as a lens to review environmental factors that affect the Achievement Gap.</p> |
| <p>The Achievement Gap is Real</p> | <p>Deborah Lowe Vandell University of California, Irvine</p> | <p>New research from Dr. Deborah Lowe Vandell and her colleagues at the University of California-Irvine School of Education demonstrates that consistent participation in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement by grade 5.</p> |

| Problem Solving | | |
|--|--|--|
| Title | Author/Source | Description |
| <p>Teaching Problem Solving: Tips and Techniques</p> | <p>Rhett McDaniel Vanderbilt University</p> | <p>Center for Teaching guide with strategies for Educators from Vanderbilt University - Teaching Problem Solving</p> |
| <p>Social Emotional Learning Problem-Solving in the Middle/High School Classroom</p> | <p>Tara Worthy-Segal Alignment Nashville</p> | <p>Help teachers understand the necessity of problem-solving as it relates to social emotional learning(SEL), feel equipped to use SEL best practices to promote problem solving in their classrooms, feel confident in their “toolbox” of strategies brainstormed with their colleagues in response to hands-on activities.</p> |
| <p>How You Can Help Children Solve Problems</p> | <p>Ellen Booth Church Scholastic</p> | <p>Tips from Scholastic on how you can help children solve problems for grades Pre-K-2</p> |
| <p>Teaching Problem-Solving Skills</p> | <p>University of Waterloo</p> | <p>Basic principles for teaching problem solving and one model to implement in your classroom teaching.</p> |
| <p>5 Steps to a Problem Solving Classroom Culture</p> | <p>Lee Watanabe-Crockett</p> | <p>Creating a culture of problem solving in a math classroom or in a school involves prompting students and educators to think a little differently and systemically.</p> |
| <p>The Executive Guide To Improvement And Change</p> | <p>G. Dennis Beecroft, Grace L. Duffy, John W. Moran</p> | <p>Excerpt: The 4 basic steps of problem solving in the classroom</p> |



21st Century Community Learning Centers Best Practices Resource Guide

| Health and Wellness | | |
|---|--|---|
| Title | Author/Source | Description |
| Best Practices Guide for Healthy Schools | Colorado Legacy Foundation | This pamphlet outlines Colorado's guidelines for a Healthy School District: Healthy schools provide nutritious meals, snacks and beverages, and require that students are physically active every day. They teach students what it means to be healthy. Healthy schools offer access to health care services; provide a school environment that allows students to feel safe and a sense of belonging and engagement; and include workplace wellness programs for all staff. These best practices can help districts develop a comprehensive and coordinated approach to healthy schools. |
| Healthy Schools Program Framework of Best Practices | Alliance for a Healthier Generation | The Healthy Schools Program Framework of Best Practices identifies specific criteria that define a healthy school environment. Through an assessment tool and a customized action plan, the Framework helps schools work towards the Alliance's National Healthy Schools Award. |
| Tips for Teachers: Promoting Healthy Eating and Physical Activity in the Classroom | Nation Center for Chronic Disease Prevention Center for Disease Control | Promoting Healthy Eating & Physical Activity in the Classroom |
| Indiana Afterschool Specialty Standards Healthy Eating and Physical Activity | Indiana Afterschool Network | Indiana Afterschool Network Specialty Standards for Healthy Eating and Physical Activity Evaluation |
| CREATING HEALTHY SCHOOLS Ten Key Ideas for the Social and Emotional Learning and School Climate Community | American Institute of Research | Social and emotional learning (SEL) and school climate are complementary and intertwined. Positive school environments with opportunities for social and emotional learning enable students and staff to develop social and emotional competence, which in turn can make school climate more positive. This report outlines the ten key ideas that lead to positive classroom. |
| Inventory of Best Practices | Frisco ISD Health and Wellness Inventory of Best Practices | List of health and wellness practices happening at Frisco schools. |



21st Century Community Learning Centers Best Practices Resource Guide

| | | |
|--|---|--|
| School Wellness Policy and Best Practices for Policy Development, Implementation, and Evaluation | Paula H. Moll Office of Superintendent of Public Instruction Child Nutrition State of Washington | The School Wellness Policy Toolkit is designed to help schools implement Healthy Hunger-Free Kids Act (passed by congress in 2010) requirements. Throughout the toolkit you will find “best practice” examples of the great things schools across Washington are doing to improve nutrition and physical activity. |
| National Afterschool Association HEPA Standards | National Afterschool Association | In 2011 the National AfterSchool Association adopted standards for healthy eating and physical activity (HEPA) in Out-of-School time. |

Behavior Management/Positive Discipline

| Title | Author/Source | Description |
|--|--|--|
| How to Develop Positive Classroom Management | Evantheia Schibsted Edutopia | Tips from educators about proactive discipline methods. Join the conversation and share your experience about what works. |
| Discipline By Design The Honor Level System: 11 Techniques for Better Classroom Discipline | Adapted from: Thomas R. McDaniel A Primer on Classroom Discipline: Principles Old and New | Here are eleven techniques that you can use in your classroom that will help you achieve effective group management and control. |
| Tips for Achieving and Maintaining Discipline | Excerpted from: Anthony D. Fredericks, Ed.D. The Complete Idiot's Guide to Success as a Teacher | There are certain steps you can take to ensure that your students are disciplined and behave in an appropriate manner. Find those tips here. New teachers will find this behavior-management resource particularly valuable. |
| Looking into Learning-Centered Classrooms: Implications for Classroom Management | Carolyn M. Evertson, Vanderbilt University and Kristen W. Neal, Modern Red SchoolHouse | Throughout the paper there is extensive body of knowledge about learning and teaching as well as case studies to develop a set of conceptual benchmarks for best practice. The benchmarks are intended to aid teachers in understanding key distinctions between typical management practices and the kind of research-based practices found in learning-centered classrooms where management, teaching, and learning are complementary. |
| Positive Discipline in the Inclusive, Learning-Friendly Classroom A Guide for Teachers and Teacher Educators | Caroline Haddad UNESCO | The positive discipline tools presented here are concrete alternatives to such punishment practices. |



21st Century Community Learning Centers Best Practices Resource Guide

| Equitable Access | | |
|--|---|---|
| Title | Author/Source | Description |
| Equitable Access Toolkit | American Institutes for Research | Designed expressly to support states in developing their State Plan to Ensure Equitable Access to Excellent Educators, our Equitable Access Toolkit includes resources and materials to guide state leaders through the most critical aspects of developing plans— stakeholder engagement, root-cause analysis, and data review. |
| Implementation Playbook | American Institutes for Research | Start the process of implementation with this step-by-step tool designed to support you wherever you are in the implementation process. Use this resource to assess community awareness about your equity plan, identify a project leader and team to implement your equity plan strategies, assess current levels of implementation, clarify leading indicators of success, create a project management plan, and act on the plan. |
| Equitable Access Support Network Resources Library | Equitable Access Support Network | Sort, search and download reusable tools, policy briefs and guidance to raise standards and achievement. State Plans to Ensure Equitable Access to Excellent Educators: Guidance and Examples for States |
| Equitable Access to Excellent Educators: An Analysis of States' Educator Equity Plans | Wesley Williams, II, Richard Adrien, Carrie Murthy, Darcy Pietryka Westat Equity Team | An Analysis of States' Educator Equity Plans |
| Reducing stereotype threat in classrooms: a review of social psychological intervention studies on improving the achievement of Black students | Regional Educational Laboratory At SERVE Center UNC, Greensboro | Stereotype threat arises from a fear among members of a group of reinforcing negative stereotypes about the intellectual ability of the group. The report identifies three randomized controlled trial studies that use classroom-based strategies to reduce stereotype threat and improve the academic performance of Black students, narrowing their achievement gap with White students. |



21st Century Community Learning Centers Best Practices Resource Guide

| Human Resources | | |
|--|--|--|
| Title | Author/Source | Description |
| Staffing Practices of High-Quality Afterschool Programs | Ajay Khashu Nikole Lobb Dougherty: The After-School Corporation for Cornerstones for Kids | This is an overview of a study of New York after-school programs and best practices to cultivate. This study examined staffing and other organizational practices that distinguish higher quality after-school programs. The study builds on TASC’s ongoing evaluation of 21st Century Community Learning Centers serving approximately 20,000 youth at 100 New York City public schools. |
| Staff Selection: What’s Important for Out-of-School Time Programs? | Allison J. R. Metz, Ph.D., Tawana Bandy, B.S., and Mary Burkhauser, M.A.; Child Trends | To expand what is known about staff selection, Child Trends recently conducted a review of existing research and collected data on this topic as part of a study on the role of frontline staff in the effective implementation of out-of-school time programs. i This brief presents findings from that study and the research review, as well from other research about staff selection, and links these findings to effective strategies for recruiting and selecting frontline staff. The brief also describes these strategies. |
| Using Professional Development to Enhance Staff Retention | Denise Huang and Jamie Cho | Using rigorous methods, researchers identified 53 high-functioning programs representative of eight geographic regions, including rural, urban, community-based, and school district related programs. Exemplary practices in organization, structure, and especially in content delivery were examined. |
| Teacher Recruitment & Retention | Afterschool Alliance | Teachers who feel prepared and supported enter the classroom excited and encouraged, ready to inspire students and teach them the tools they need to succeed academically, socially and professionally. Through innovative programming and an eye towards professional support and development, afterschool is an ideal platform through which to recruit, retain, and support America’s teachers. |
| Showing Appreciation for Your School’s Staff | National Association for Elementary School Principals | Tool guide: 17 Ways to Show YOUR Gratitude |



21st Century Community Learning Centers Best Practices Resource Guide

| | | |
|---|--|--|
| <p>National Best Practices: Teacher Recruitment & Pipeline</p> | <p>Illinois Network of Charter Schools and National Alliance for Public Charter Schools</p> | <p>The National Alliance for Public Charter Schools and the Illinois Network of Charter Schools have come together to seek out national best practices around teacher job fairs, new recruitment channels, teacher pipelines, and how to recruit high quality candidates in the current education environment.</p> |
| <p>Best Practices In Recruitment And Retention</p> | <p>Business and Legal Reports, Inc.</p> | <p>In this special report you will discover, through actual case studies, how leading companies, large and small, are developing and improving their own HR practices in order to hire the best candidates and keep them.</p> |
| <p>Identifying Staffing Needs and Recruiting Qualified After-School Staff</p> | <p>Policy Studies Associates, Inc</p> | <p>What kinds of staff does a TASC supported project need? Where can those staff be found? This Resource Brief addresses those questions with examples of promising practices from TASC sites.</p> |
| <p>Inspiring a Culture of Appreciation</p> | <p>Anne Marie Canale, Cheryl Herdklotz, Lynn Wild; Faculty Career Development Services; The Wallace Center</p> | <p>The goals of this study are to share research on faculty appreciation, recognition and rewards; present findings on practices at peer institutions; highlight current practices at Rochester Institute of Technology; and provide suggestions to campus leadership on addressing this challenge based on innovative models and promising practices. Rewards and recognition related to tenure, promotion, and merit increases were not the focus of this research, but rather it is a study to highlight the less formal and informal rewards that institutions practice.</p> |
| <p>Examining practices of staff recruitment and retention in four high-functioning afterschool programs</p> | <p>Huang, Denise; Cho, Jamie; Nam, Hannah H.; La Torre, Deborah; Oh, Christine; Harven, Aletha; Huber, Lindsay Perez; Rudo, Zena; Caverly, Sarah L.;</p> | <p>An examination of the influence of staffing practices and professional development opportunities on the ability of after school programs to recruit and retain high quality staff members, based on evidence from the recruitment practices of 4 after school programs, one each from California, Florida, Indiana, and Texas, that participated in the 21st Century Community Learning Centers (21st CCLC) evaluation.</p> |