

Guide to Acronyms

1. CCLC - 21st Century Community Learning Centers
2. ESEA - Elementary and Secondary Education Act
3. NCLB - No Child Left Behind Act
4. SEA - State Educational Agency
5. ESSA - Every Student Succeeds Act
6. LEA - Local Education Agency
7. BIE - Bureau of Indian Education
8. RFP: Request for Proposal
9. MOU: Memorandum of Understanding
10. STEM: Science, Technology, Engineering, and Mathematics
11. CQI: Continuous Quality Improvement
12. BSCA: Bipartisan Safer Communities Act

Levels of Evidence-Based Practices

| Level | Definition | Requirements |
|---------------------------------|--|---|
| Strong Evidence | Demonstrates a statistically significant effect on improving outcomes based on experimental studies. | At least one well-designed and well-implemented experimental study. |
| Moderate Evidence | Demonstrates a statistically significant effect on outcomes based on quasi-experimental studies. | At least one well-designed and well-implemented quasi-experimental study. |
| Promising Evidence | Demonstrates a significant effect on outcomes based on correlational studies with controls for selection bias. | At least one well-designed and well-implemented correlational study with statistical controls for selection bias. |
| Rationale-Based Evidence | Shows potential for improving outcomes based on high-quality research findings or positive evaluation. | Demonstrates a rationale based on research findings or positive evaluation. Includes ongoing efforts to examine the effects. |

Design Activities Utilizing Data

1. Creating a Welcoming, Safe, and Inclusive Environment:

- **Data Used:** Student demographics, school climate surveys, and safety assessments.
- **Activity:** Develop cultural competency workshops and events that celebrate diversity and promote inclusivity. For example, host cultural heritage celebrations, diversity panels, or language exchange programs to foster understanding and appreciation among students from different backgrounds. Conduct safety audits and drills to ensure students feel secure and supported in their learning environment.

2. Supporting Family Engagement and Providing Family Supports:

- **Data Used:** Family engagement surveys, needs assessments, and input from community meetings.
- **Activity:** Organize family workshops and support groups based on identified needs and preferences. Offer sessions on topics such as parenting skills, academic support strategies, and navigating community resources. Provide opportunities for families to participate in decision-making processes and contribute to program planning through advisory committees or parent councils.

3. Promoting Strong Connections Between Schools and 21st CCLC Programs:

- **Data Used:** Student demographics, family engagement surveys, and communication preferences.
- **Activity:** Develop outreach strategies tailored to the cultural backgrounds and communication preferences of students and families. Utilize multiple channels, such as social media, newsletters, and parent-teacher conferences, to keep families informed and engaged. Establish regular communication channels between school staff and 21st CCLC program coordinators to ensure seamless coordination and collaboration.

4. Implementing Trauma-Informed Practices:

- **Data Used:** Trauma prevalence data, student behavior observations, and mental health assessments.
- **Activity:** Provide training and resources for staff on trauma-informed approaches and strategies. Create safe spaces within the school environment where students feel comfortable expressing their emotions and seeking support. Offer counseling services, mindfulness activities, and peer support groups to help students cope with trauma and build resilience.

5. Establishing Mentoring Programs Built on Strong Relationships:

- **Data Used:** Family engagement surveys, student academic performance data, and mentorship program evaluations.
- **Activity:** Engage families in the mentoring process by soliciting their input and involvement. Offer parent-mentor training sessions to educate families about the benefits of mentoring and how they can support their children's mentoring relationships. Facilitate regular communication between mentors, mentees, and families to ensure alignment and continuity of support.

Design Activities Utilizing Data

6. Providing Relevant and Engaging Learning Experiences:

- **Data Used:** Academic performance data, student interest surveys, and curriculum assessments.
- **Activity:** Tailor academic enrichment activities to address specific learning gaps and academic challenges identified through data analysis. Offer tutoring sessions, homework assistance programs, and skill-building workshops in subjects where students may need additional support. Incorporate project-based learning, hands-on activities, and real-world applications to make learning engaging and relevant for students.

Example 21st CCLC and BCSA Framework

| Section | Data Used | Activity | Implementation | Evaluation |
|--|--|---|--|--|
| Creating a Welcoming Environment | Student demographics, school climate surveys, safety assessments | Organize cultural competency workshops and events | Invite students from diverse backgrounds to share experiences. | Measure participation rates in cultural events and assess changes in school climate. |
| Supporting Family Engagement | Family engagement surveys, needs assessments | Host family workshops based on identified needs | Provide childcare and transportation options to increase participation. | Track attendance at family workshops and gather feedback from participants. |
| Promoting School-Program Connections | Student demographics, family communication preferences | Develop outreach strategies tailored to families' preferences | Regularly communicate program updates via preferred channels. | Measure the effectiveness of communication strategies through feedback surveys. |
| Implementing Trauma-Informed Practices | Trauma prevalence data, student behavior observations | Provide trauma-informed training for staff | Offer counseling services and mindfulness activities. | Monitor changes in student behavior and mental health outcomes. |
| Establishing Mentoring Programs | Family engagement surveys, academic performance data | Engage families in mentoring process and provide training | Facilitate regular communication between mentors, mentees, and families. | Assess mentorship outcomes through surveys and interviews with participants. |
| Providing Engaging Learning Experiences | Academic performance data, student interest surveys | Tailor enrichment activities to address learning gaps | Incorporate project-based learning and hands-on activities. | Measure student engagement levels and academic progress in program activities. |

Additional Resources

Mentoring Resources:

1. You for Youth (Y4Y) Webinar on 21st CCLC Mentoring Programs (<https://youth.gov/youth-topics/mentoring>): Webinar focusing on 21st Century Community Learning Centers (21st CCLC) mentoring programs.
2. National Mentoring Res
3. Youth.gov - Mentoring (<https://youth.gov/youth-topics/mentoring>): Information and resources on mentoring programs for youth.
4. Effectiveness of Mentoring Programs for At-Risk Youth (<https://files.eric.ed.gov/fulltext/ED566904.pdf>): Contains research on the effectiveness of mentoring programs for at-risk youth.
5. Benefits of High-Quality Mentoring Relationships for Young People (<https://safesupportivelearning.ed.gov/voices-field/how-do-high-quality-mentoring-relationships-benefit-young-people>): Discusses the benefits of high-quality mentoring relationships for young people and provides insights from the field.
6. Mentoring Programs for Youth (<https://youth.gov/youth-topics/mentoring>): Provides information and resources on mentoring programs for youth.

21st CCLC Specific:

1. You for Youth (Y4Y) Webinar on 21st CCLC Mentoring Programs (<https://youth.gov/youth-topics/mentoring>): Webinar focusing on 21st Century Community Learning Centers (21st CCLC) mentoring programs.
2. YouTube Video (<https://www.youtube.com/watch?v=jyYXtXkOBE>): Video on 21st CCLC and mentoring.

Addressing Learning Loss:

1. Learning Acceleration Strategies (<https://www2.ed.gov/documents/coronavirus/learning-acceleration.pdf>): Provides guidance on learning acceleration strategies to address learning loss due to the COVID-19 pandemic.
2. Reopening Schools Amid COVID-19 (<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>): Offers guidance on reopening schools safely amid the COVID-19 pandemic.
3. Addressing Lost Instructional Time (<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>): Discusses strategies for addressing lost instructional time due to disruptions such as the COVID-19 pandemic.

Additional Resources

Education Resources:

1. IES What Works Clearinghouse Practice Guides (<https://ies.ed.gov/ncee/wwc/PracticeGuides>): Practice guides from the Institute of Education Sciences' What Works Clearinghouse.
2. U.S. Department of Education - Supporting Child Student Social Emotional Behavioral Mental Health (<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>): Document providing guidance on supporting student mental health in educational settings.
3. U.S. Department of Education - Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/>): Resource hub for creating safe and supportive learning environments.
4. School Survey Planning Tool (<https://ies.ed.gov/schoolsurvey/spp/>): Offers information on school surveys and the tool to help educational institutions gather data for improvement.
5. Impact of Professional Development Programs (<https://ies.ed.gov/ncee/pubs/2022001/>): Offers insights into the impact of professional development programs on teacher practice and student achievement.
6. What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/>): Provides educators with evidence-based information on educational programs, practices, and interventions.
7. What Works Clearinghouse Practice Guides (<https://ies.ed.gov/ncee/wwc/PracticeGuides>): Offers educators practical recommendations for implementing evidence-based practices in various educational settings.
8. Engage Every Student (<https://engageeverystudent.org/>): Aims to engage every student by providing resources and strategies for educators to create inclusive and equitable learning environments.
9. Partnership for Student Success (<http://www.partnershipstudentsuccess.org/>): Partnership focused on student success in education.
10. National Center on Afterschool and Summer Enrichment (<https://childcareta.acf.hhs.gov/center/national-center-afterschool-and-summer-enrichment>): Center providing resources and support for afterschool and summer programs.
11. Improving Reading Comprehension (<https://ies.ed.gov/ncee/wwc/PracticeGuide/10>): Focuses on improving students' reading comprehension in grades 4 through 12.
12. National Comprehensive Center (<https://compcenternetwork.org/national-comprehensive-center>): Resource center providing comprehensive support for educational initiatives.

Additional Resources

Government Guidance:

1. U.S. Department of Education - ESSA SWP Guidance (<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>): Guidance document on Every Student Succeeds Act (ESSA) Schoolwide Programs.
2. U.S. Department of Education - Draft Title VIII Equitable Services Guidance (<https://oese.ed.gov/files/2022/03/Draft-Title-VIII-Equitable-Services-Guidance.pdf>): Draft guidance on Title VIII Equitable Services.
3. U.S. Department of Education - FERPA and Community-Based Organizations (https://studentprivacy.ed.gov/sites/default/files/resource_document/file/ferpa-and-community-based-orgs_2021.pdf): Guidance on FERPA regulations for community-based organizations.
4. ESEA Transferrability Funds (<https://oese.ed.gov/files/2022/03/ESEA-transferrability-funds-April-2020.pdf>): Information on Elementary and Secondary Education Act (ESEA) Transferrability Funds.