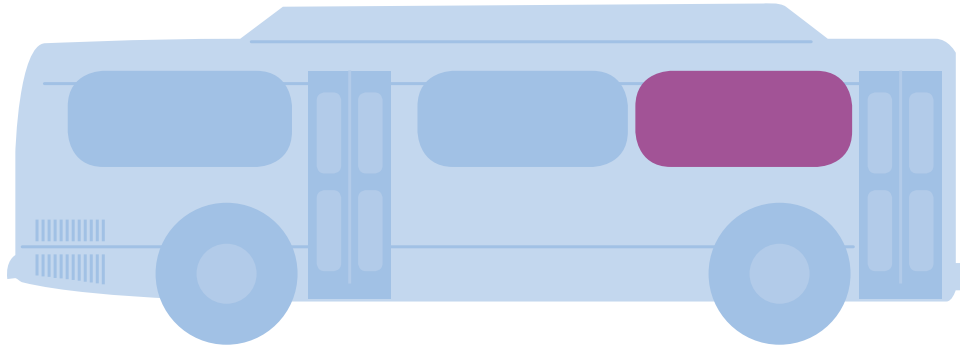


BEST PRACTICES FOR EXCEL PROGRAMS, CONTINUED



ALIGNED ACADEMIC SUPPORT

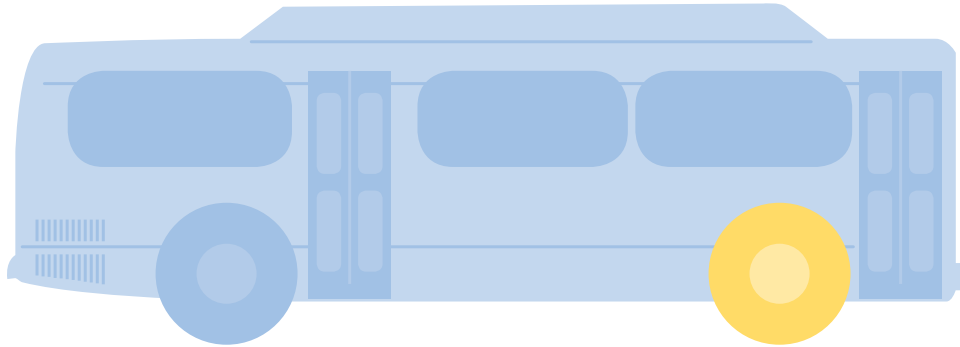
COORDINATION WITH SCHOOL DAY

- Academic Liaison and Site Coordinator utilize student level data to support student progress.
- After school program staff are aware of school day goals for students.
- After school staff communicate with school day teachers to customize academic and behavioral supports after school.
- Academic Liaison provides professional development/training for program staff on how to support student academics and/or social emotional learning.

ACADEMIC SUPPORTS

- Academic supports are strategically offered for targeted students.
- All students have access to homework completion/study time with adult supervision.
- **Students have regular opportunities to build strong academic behaviors including growth mindset, regulating emotions, and self-management focus skills.**
- Students can access credit recovery classes. *(HS only)*
- **Families are provided information about academic offerings, related social-emotional learning skills, and how to best support their child's success.**

BEST PRACTICES FOR EXCEL PROGRAMS, CONTINUED



INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION

PROGRAM DESIGN & SOCIAL EMOTIONAL LEARNING

- Weekly program schedule meets grant requirements and is intentionally designed to address the specific needs of the school community.
- Staff develop quality lesson plans for activities.
- Learning activities are engaging and build upon student interests.
- Program activities result in a culminating project or performance showcase for families and community.
- **Social Emotional Learning (SEL) Competencies are integrated throughout program practices.**

INTENTIONAL LEARNING STRATEGIES

- Students have opportunities to work and play collaboratively with others.
- Students have opportunities to set and accomplish personal and academic goals.
- Staff intentionally group students within activities to maximize learning.
- Staff provide clear directions to students.
- Staff ask open-ended questions to encourage critical thinking.
- Staff incorporate debrief/ reflection opportunities to help students synthesize learning.
- **Staff model SEL skills and develop activities to build these skills.**
- Staff provide encouragement and asset-based feedback.

YOUTH DEVELOPMENT, VOICE, & LEADERSHIP

- Opportunities for student choice are evident in program-level and activity-level decisions about content and process.
- Students have opportunities to connect with caring adults.
- Student voice is incorporated into program activities and planning.
- Leadership opportunities are provided for students according to their age appropriate developmental needs and strengths.