



Aligning Afterschool with the School Day



**Virginia's 21st CCLC
New Coordinators'
Professional Development Academy
Charolettesville, VA
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Your Facilitator



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Session Objectives

- Identify Y4Y resources that enhance alignment efforts
- Review six core elements of alignment
- Develop strategies to improve alignment in your program(s)



http://y4y.ed.gov



Online Professional Learning and Technical Assistance for 21st CCLCs

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Y4Y > Learn > Aligning With The School Day

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Aligning With The School Day

Introduction



Explore the benefits of aligning learning across in-school and out-of-school experiences. Learn about six core elements that support and nurture strong alignment and partnerships between in-school and out-of-school programs.

Implementation

Put alignment into action with practical steps for sharing responsibility for learning and development, collaborating with schools, and using data to support student success.

Coaching My Staff



Make staff development an ongoing part of quality-building with tips, tools, and pointers to build a team for alignment.

Tools



Find ready-to-use and customizable tools that can assist you in planning, implementing, and expanding your alignment efforts.

My Notebook

ALIGNING WITH THE SCHOOL DAY

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please **sign in** if you already have an account or **register now** to join the Y4Y community!

Glossary

ALIGNING WITH THE SCHOOL DAY

Search This Topic

Type here to filter terms...

Show Aligning With The School Day Glossary

View Entire Glossary

Benefits of Alignment

For students...

- Increased attendance in school
- More classroom engagement
- College and career readiness
- Self-esteem and 21st-century skills

For programs and schools...

- Stronger partnerships
- More opportunities to collaborate
- Professional learning for school and OST staff



Ways to Align



- Understand what students are learning in school
- Collaborate with school-day staff to develop supplemental activities
- Focus on exploration and inquiry to build background knowledge

Aligning to Standards

| Grade level(s) | Skills, Concepts, and Standards | Where is it in Y4Y? |
|---------------------|--|---|
| 3-5 | Basic principles of engineering 3-5-ETS1-1 (NGSS) | Y4Y > Toolkits > Afterschool Training Toolkit > Science > Exploring Science Through Projects and Problems |
| | | MS-ETS1-4 (NGSS) |
| Heavy Weight Lesson | 9-12 | Cause and effect, collecting and analyzing data HS-LS3-1; HS-LS3-2 (NGSS) |
| | | Y4Y > Tools > Plan and Implement |



Driving Question

How can we use Y4Y to improve our program's efforts to align with school day objectives?



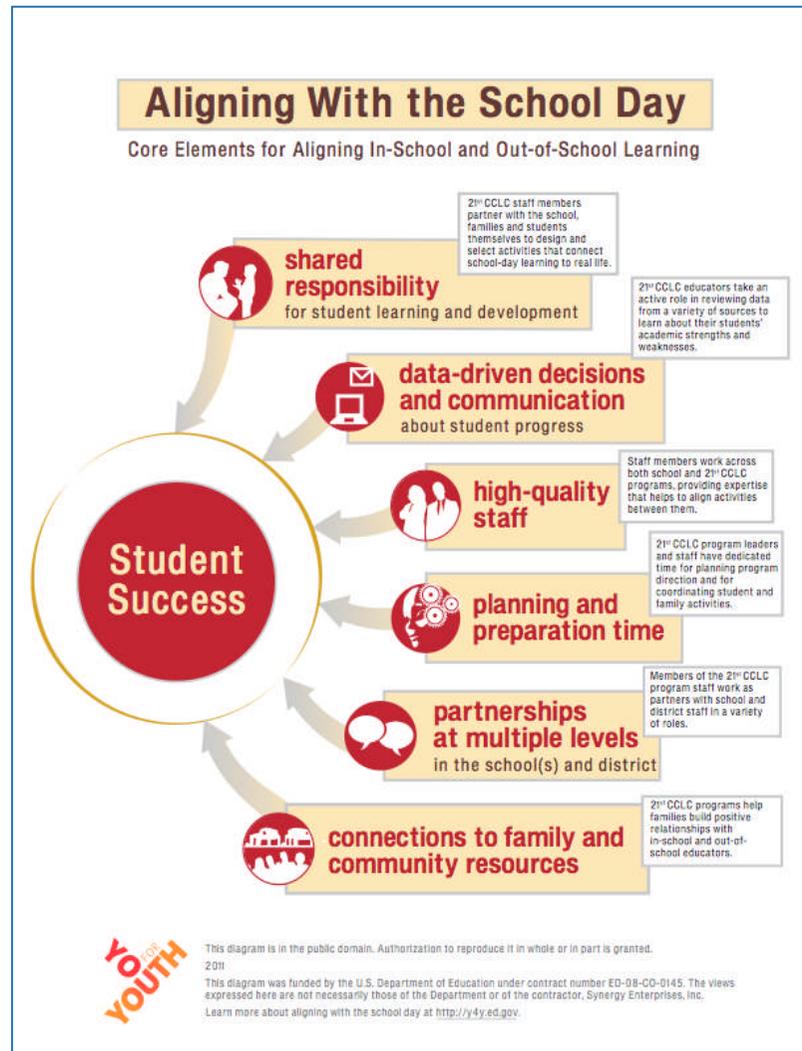
Core Elements of Alignment



Learn/ Aligning With The School Day/ Introduction p.26

Alignment Diagram

Six Core Elements



Shared Responsibility

- Connect activities to Virginia's academic standards and skills
- Collaborate with school-day teachers to create curriculum and goals
- Focus on students' individual needs (ELL, have IEP, etc.)
- Learn the school's policies on bullying and other issues; reinforce in your program



Sharing Responsibility in Practice

- Read through the handout
- Pick 2-3 Action Steps to focus on
- Begin to outline who will be involved, resources needed, and a timeline
- How would you help staff implement these steps?

You For Youth / Aligning With the School Day

Sharing Responsibility for Student Learning

Use the planner below to build program-wide awareness of school content, and to begin facilitating tighter links between programming and school content.

| Action Step | Who Will Be Involved | Resources Needed | Timeline |
|--|----------------------|------------------|----------|
| Obtain content standards | | | |
| Search school district websites, or ask teachers and school-day staff | | | |
| Choose one or two academic subject areas to focus on | | | |
| Share content standards with staff | | | |
| Integrate into orientation, activities, and project planning | | | |
| Make accessible through plain language | | | |
| Show relevance and application | | | |
| Observe what children are working on for homework | | | |
| Allocate staff meeting time to share notes on what children and youth are working on | | | |
| Identify challenges, and support strategies | | | |
| Communicate with Teachers | | | |
| Get teacher names and contact info at the beginning of the year | | | |
| Reach out to establish regular communications | | | |
| Get copies of lessons or curriculum sections | | | |
| Visit classrooms | | | |
| Talk with children and youth | | | |
| Have youth explain what they are learning in school, what they are excited about, and what is confusing them | | | |
| Use informal times such as transitions, snack time, and dismissal to talk with youth | | | |
| Create a survey to get youth feedback | | | |
| Other | | | |
| | | | |
| | | | |

You For Youth
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Complementing, Not Replicating

- Frontload concepts to students before they are covered in school
- Provide extensions, such as building real-world connections
- Provide extra help for students that are struggling
- Build background knowledge



Photo credit: Korea.net

Complementing School Day Learning

| | |
|-----------------------------|--|
| Grade(s) and Subject | 8 th grade, Language Arts |
| School Day Learning | Write a paper discussing an important or popular novel |
| OST Activity | |



Complementing School Day Learning

| | |
|-----------------------------|---|
| Grade(s) and Subject | 8 th grade, Language Arts |
| School Day Learning | Write a paper discussing an important or popular novel |
| OST Activity | Students create a play or movie based on themes from the book |



Keeping Homework Time Engaging

- Transition activities
- Incorporating social elements
- Activities for when youth finish early



Teach/ Aligning with the School Day/ Training to Go/ Effective Homework Time

Grouping



- Promotes 21st Century skills such as collaboration
- Frees up staff to help youth most in need
- Youth teach other youth, fostering content mastery

Teach/ Aligning with the School Day/ Training to Go/ Effective Homework Time

Data Driven Decisions and Communications

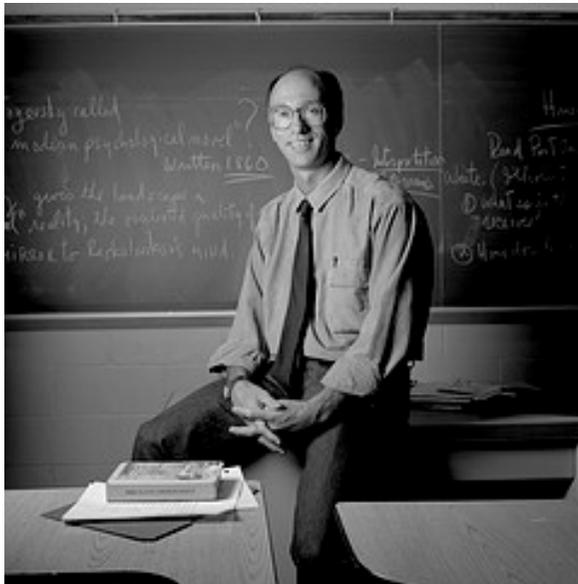
- Data should link to overall program goals
- Sources can range from standardized tests to interviews with parents
- Use data for everything from planning program activities to “the big picture”



Types of Data



- School Level Data: State Assessment, Report Cards
- Student Level Data: Teacher Reported, Specific skills needing mastery
- Student Voice



Find School Level Data

The screenshot shows a web browser window displaying the Virginia Department of Education's website. The address bar shows the URL: www.doe.virginia.gov/statistics_reports/research_data/. The page title is "STATISTICS & REPORTS" and the main heading is "DATA FOR RESEARCHERS & DEVELOPERS".

The page content includes:

- A navigation menu on the left with options like "VDOE Home", "About VDOE", "Board of Education", "News", "For Public Education Administrators", "For Students & Parents", "Education Directories", "Standards of Learning (SOL) & Testing", "Instruction", "Special Education", "Student & School Support", "Teaching in Virginia", "Federal Programs", "Statistics & Reports", "Information Management", and "School Finance".
- A search bar in the top right corner.
- A section titled "STATISTICS & REPORTS" with a sub-section "DATA FOR RESEARCHERS & DEVELOPERS".
- A paragraph stating: "A number of education data sets are available for use by policymakers, educators, the public, program directors and researchers through the [Virginia Longitudinal Data System](#)."
- A section titled "Important Information about the Data for Research datasets:" followed by a bulleted list:
 - For a complete list of all the table descriptions and data elements, see the [data dictionary \(XLS\)](#) | [\(PDF\)](#)
 - These datasets are intended to be used in applications that have filtering and query building capabilities such as spreadsheet applications (MS Excel or Numbers), analytical applications (SPSS or SAS), or development-type applications. The datasets are compiled using all the possible combinations of all the demographics about students so each row within the dataset contains a rate or count in addition to the demographics used to arrive at the rate or count.
 - Suppression rules consistent with DOE policy have been applied. Within each dataset, rows were withheld if deemed that the number of students in the group could lead to the identification of a single student. In most cases, student groups of 9 or less are suppressed.
 - The datasets are formatted as comma separated values (*.csv). After the dataset is downloaded to your computer, import the data into the application of your choice to view the data. DOE recommends spreadsheet, database or analytical applications to best view the data.
- A table listing data sets with expandable/collapsible icons:

| Click on a Data Set below, for details | Expand All Collapse All |
|---|---|
| Fall Membership | |
| December 1 Special Education Child Count | |
| Test Data | |
| Career & Technical Education (CTE) Program Graduates and Completers | |
| Annual High School Graduates and Completers | |
| Annual Dropouts | |
| On-Time Graduation Rate and Cohort Dropout Rate | |
| Postsecondary Enrollment | |
- A sidebar on the right with a "STATISTICS & REPORTS" menu containing items like "School, Division & State Report Cards", "Accreditation & Federal Reports", "Virginia Index of Performance Incentive Program", "Graduation, Completion, Dropout & Postsecondary Data", "Enrollment & Demographics", "School Climate Reports", "Superintendent's Annual Report", "Data for Research", "Program Participation Data:", "Gifted Programs", "Advanced Programs", "Career & Technical Education (CTE) Programs", "Special Education Performance Report", "School Nutrition Program Statistics & Reports", and "You May Also Be Interested In:" with a link to "Standards of Learning (SOL)".

The Windows taskbar at the bottom shows the time as 7:11 PM on 9/17/2015.

http://www.doe.virginia.gov/statistics_reports/research_data/

Survey of Teacher Programming Needs

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Survey of Teacher Programming Needs

Directions: Use the following survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills in which students need assistance. Then ask them to assign a priority level—low, medium, or high—to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences, and parent feedback.

School-Day Teacher Name: Judy Ha

Grade Level(s): 6

| Subject/Topic Area | Specific Skills | Priority Level |
|--------------------------|--|--|
| English Language Arts | Establishing context and event sequencing | <input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low |
| | | <input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low |

Tools/ Aligning with the School Day/ Assess and Reflect

Student Voice Planner for Brainstorming

You For Youth / Project Based Learning



Planner for Brainstorming

Use this checklist to plan brainstorming sessions and to check afterward on which elements need improvement or revision. If students are leading the sessions, share the checklist and techniques with them ahead of time to help them build their leadership and facilitation skills.

Date: 7/9/15

Topic for Brainstorming Session: Program activities everyone can enjoy

Getting Ready

- Places provided for writing responses (board, easel/pad, paper) that all can see
- Goals for the brainstorming session are clear
- Roles and responsibilities of staff and/or student leaders for the brainstorming session have been shared in advance
- The length of the session is adequate for the goals to be accomplished
- Select timekeeper, recorder, and facilitator in advance

During Brainstorming

- Guidelines are clear and have been explained to the group:
 - Participants can say whatever response comes to mind.
 - Responses are recorded without judgment. There are no right, wrong, or silly responses.
 - The more responses, the better.

Tools/ Project Based Learning/ Plan and Implement

Intentional Program Design

- School Need: Only 70% of 6th grade students met standard on State ELA Assessment.
- Student Need: Students not meeting standard on State ELA Assessment failed most often to master establishing context and event sequencing
- Student Voice: Students want activities in readers' theatre, journaling, and the arts



Photo credit: Korea.net

Now It's Your Turn

You For Youth / Aligning With the School Day

Linking with Academic Content and Skills

Use this tool to plan lessons and activities that deliberately link to academic content and skills for success in school.

Description: (In 1-3 sentences, summarize the activity or lesson)

Academic Standards: (Choose a few academic standards -- or Common Core Standards, as appropriate to your program -- to be incorporated)

21st Century Skills: (Check developmental skills that can be supported)

| | |
|---|--|
| <input type="checkbox"/> Persistence | <input type="checkbox"/> Sense of efficacy |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Work habits |
| <input type="checkbox"/> Self-expression | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Time management | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Self-esteem, confidence | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Self-regulation and anger management | |

Materials Needed: (List any materials, space, or resources needed)

Activity Steps: (Flesh out what students will do during the activity that will help them learn, practice, or deepen the academic content)

Reflect, Assess, Revise: (After the activity or lesson, how will students and staff be evaluated? How will growth be determined? For example, for students pre-and post- tests may be effective. For staff peer observation using an agreed upon rubric)

Connecting with School and District

- Speak with teachers about academic goals
- Establish communication procedures
- Share data
- Ask to join school's professional development meetings



Communication and Collaboration

You For Youth / Aligning With the School Day

Communication and Collaboration Checklist

Review the techniques you can use to build communication, relationships, and collaboration with schools. Check those you already do, those you can achieve in the next several weeks, and those that will be long-term initiatives.

| | In place | Can work on now | Long-term |
|---|----------|-----------------|-----------|
| <input type="checkbox"/> Establish process to meet or talk regularly with school principal, afterschool liaisons, and/or teachers | | | |
| <input type="checkbox"/> Obtain and share key contact information | | | |
| <input type="checkbox"/> Discuss integration and alignment goals and opportunities | | | |
| <input type="checkbox"/> Discuss afterschool and school goals for students | | | |
| <input type="checkbox"/> Participate in shared professional development | | | |
| <input type="checkbox"/> Serve on academic and other committees | | | |
| <input type="checkbox"/> Attend school staff meetings | | | |
| <input type="checkbox"/> Find teachers willing to review project or activity objectives and plans | | | |
| <input type="checkbox"/> Invite school staff to visit the program | | | |
| <input type="checkbox"/> Have a school staff person on your board or advisory group | | | |
| <input type="checkbox"/> Discuss attendance, attendance issues, and shared outreach efforts | | | |
| <input type="checkbox"/> Provide school with 21st CCLC student attendance data | | | |
| <input type="checkbox"/> Integrate school and afterschool attendance tracking systems | | | |
| <input type="checkbox"/> Observe or assist in school-day classroom | | | |
| <input type="checkbox"/> Have a written space-use agreement and review it annually | | | |
| <input type="checkbox"/> Create a plan for shared resources and fundraising | | | |
| <input type="checkbox"/> Plan projects and activities related to topics and themes addressed in classes | | | |
| <input type="checkbox"/> Obtain copies of homework assignments | | | |
| <input type="checkbox"/> Obtain and make available copies of textbooks and/or reading materials used in classes | | | |
| <input type="checkbox"/> Understand school behavior expectations and regulations | | | |
| <input type="checkbox"/> Attend PTA meetings and support PTA activities | | | |
| <input type="checkbox"/> Participate in parent/family meetings | | | |
| <input type="checkbox"/> Create shared plan for student recruitment and parent outreach | | | |
| <input type="checkbox"/> Participate in Individual Education Plan (IEP) meetings for program youth with special needs | | | |
| <input type="checkbox"/> Provide teachers with evidence of learning and achievement in afterschool | | | |

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- Read through the handout
- Assess your program
- Pick 1 short term and 1 long term initiative and discuss with a partner

Connections to Family & Community Resources



- Identify “family liaison”
- Build one-on-one relationships with family members
- Identify community resources
- Invite businesses, CBOs, and FBOs to participate

Connecting with the Hardest to Reach



What keeps some families from being involved?

Partnerships



Brainstorm ways program staff can (or already do) build relationships to improve academic alignment with:

1. school staff
2. families
3. the community

Establish a Common Vision

- Develop shared goals
- Create a schedule for regular check-ins
- Define specific roles and responsibilities
- Establish a Memorandum of Understanding (MOU)



High Quality Staff



- Identify highly qualified and motivated teachers and staff
- Include staff that reflect students' ethnic and cultural backgrounds
- Provide professional development opportunities

Group Discussion



What are some strategies you utilize to recruit and retain high quality staff in your program?

Planning and Preparation

- Set aside time for staff to plan and to receive professional development
- Develop a training plan
- Select appropriate trainings



The screenshot shows a video player interface with a title bar that reads "Incorporating Academic Content in Afterschool (00:00 / 00:00)". The main content area displays a slide titled "Incorporating Academic Content in Afterschool" with the subtitle "Training to Go". The slide features the "You FOR YOUTH" logo and contact information for the 21st Century Community Learning Center. A sidebar on the right, titled "Suggested Training Plan", provides a detailed overview of the training, including a total time of 55 minutes, a 3-minute slide time, and specific instructions for preparation and materials.

Suggested Training Plan

Total Time: 55 minutes

Prep:

- Print handouts for all participants
- Locate and print out state academic standards for the grade(s) the program serves
- Arrange the space for group and pair work

Materials:

- Alignment Strategies Worksheet
- Academic Content Standards for the grade(s) served in the program
- Linking with Academic Content and Skills Worksheet

Slide Time: 3 minutes

Explain: As afterschool educators, we can help children and youth keep learning outside of the school day.

Youth learn all the time – from friends, families, and the adults in their lives. They...

Teach/ Aligning with the School Day/ Trainings to Go

Alignment Strategies

You For Youth / Aligning With the School Day

Alignment Strategies Worksheet

Effectively aligning to school involves understanding where areas for alignment exist, and how to achieve common goals. Assess the strategies below as readily doable, somewhat complex, or challenging from the standpoint of your program, feasibility, and time.

| Alignment Strategies | Readily doable | Somewhat complex | Challenging |
|---|----------------|------------------|-------------|
| Obtain copies of textbooks and reading materials to keep available | | | |
| Obtain and use academic performance data from schools to guide programming | | | |
| Talk with teachers about academic goals, topics, and projects | | | |
| Participate in school academic team meetings and in professional development sessions | | | |
| Provide teachers with evidence of youth learning and accomplishment | | | |
| Target oral English and communication skills for English language learners | | | |
| Partner with school teachers for project-based homework learning | | | |
| Establish processes for communicating with teachers and parents about homework | | | |
| Review Individualized Education Plans (IEP's) of any program youth and make modifications accordingly | | | |
| Talk with teachers and school leadership about afterschool goals, programming, and activities | | | |

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- Read through the handout
- Assess the strategies
- Pick 1-2 strategies and discuss with a partner

Learn More Library

The screenshot shows the 'Learn More Library' page on the 'You For Youth' website. The page features a blue header with the 'You For Youth' logo, navigation tabs for 'Learn', 'Teach', 'Tools', and 'Network', and a search bar. Below the header, there are links for 'Contact Us | Join' and 'Sign In'. The main content area is titled 'Learn More Library' and contains a vertical list of seven orange buttons with icons: Project-Based Learning, Civic Learning and Engagement, Aligning With the School Day, STEM, Strengthening Partnerships, Family Engagement, and Literacy. On the right side, there are two featured content boxes: 'Learn More Library' with a book icon and a description of external resources, and 'Drug and Alcohol Prevention' with a large title and a description of resources for program support. A third box for 'Afterschool Toolkit' is partially visible at the bottom.

You FOR YOUTH Online Professional Learning and Technical Assistance for 21st CCLCs

Learn Teach Tools Network Search »

Y4Y > Tools > Learn More Library

Contact Us | Join Sign In

Learn More Library

- Project-Based Learning
- Civic Learning and Engagement
- Aligning With the School Day
- STEM
- Strengthening Partnerships
- Family Engagement
- Literacy

Learn More Library

Visit the **Learn More Library** of each topic area to find links to numerous external resources including videos, lesson plans, publications, and more.

Drug and Alcohol Prevention

Drug and Alcohol Prevention

Find resources to support your program's efforts around **Drug and Alcohol Prevention**.

Afterschool Toolkit

Register



Online Professional Learning and Technical Assistance for 21st CCLCs

Learn

Teach

Tools

Network

Search



Y4Y > Join

[Contact Us](#) | [Join](#)

[Sign In](#)

Join the Y4Y Community

Please fill in the following fields to become a registered member of the Y4Y community.

Your Name

First Name

Last Name

Display Name

Your display name will be shown when sharing in discussions or uploading user content. If you do not enter a display name, your first name and last initial will be used by default (e.g. JohnD)

Your Email

Email Address

Benefits of joining the Y4Y community include...

- Save your work in modules, including the notes in your Notebook
- Participate in the webinars and discussion forums
- Connect with colleagues and programs
- Have the option of receiving email newsletters keeping you informed about new developments to Y4Y, upcoming Webinars and other important afterschool news

You for Youth will collect no personal information about you unless you choose to provide that information to us. We do not give, share, sell or transfer any personal information to a third party.



Reflection

- What will your next step be in aligning your program with school day objectives?
 - What supports do you need?
- 



Questions?

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Visit <http://y4y.ed.gov>

