
Aligning Afterschool with the School Day



21st CCLC Spring Conference
Illinois
May 13, 2015

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)
-

Learn/Teach/Tools

Online Professional Learning and Technical Assistance for 21st CCLCs



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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

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Type here to filter terms...

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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



Driving Question

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

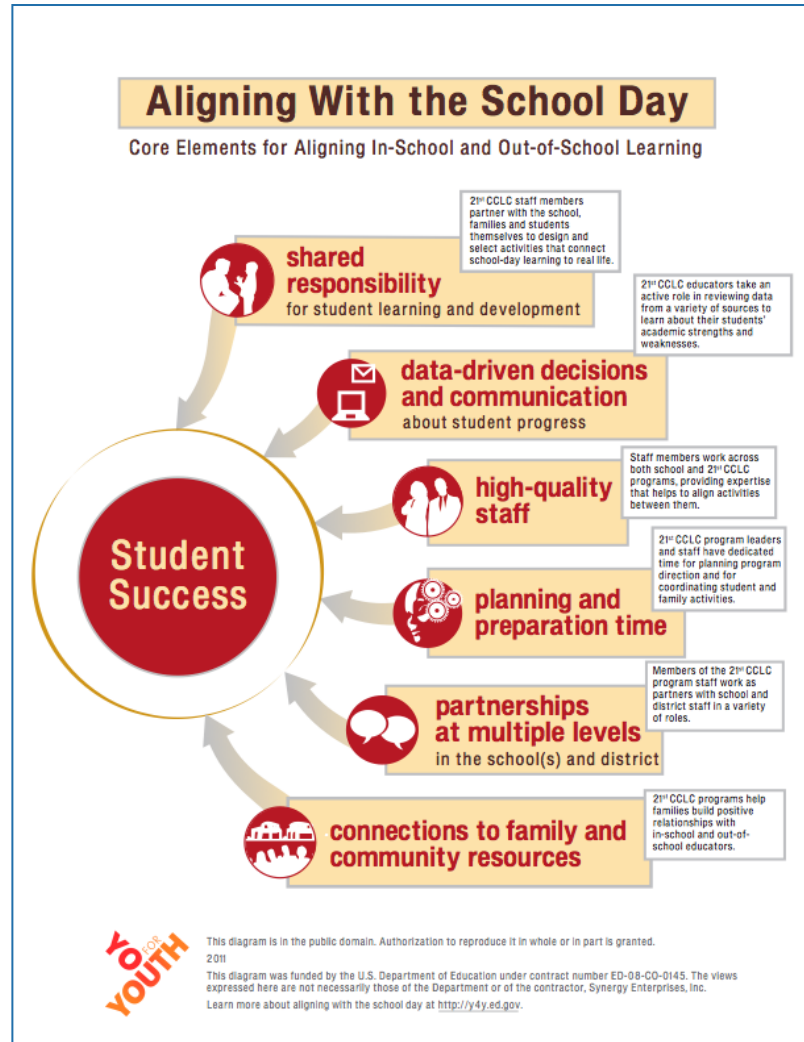
Core Elements of Alignment



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

Alignment Diagram

Six Core Elements



Shared Responsibility

- Connect activities to 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



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

Connecting to Learning Standards



Illinois State Board of Education

James T. Meeks, Chairman
Tony Smith, Ph.D., State Superintendent of Education



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HOT TOPICS

SCHOOL YEAR 2014-15

SUPERINTENDENT'S WEEKLY MESSAGES

NEW Evaluation Systems

Illinois Learning Standards

The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling.

On June 24, 2010 the Illinois State Board of Education adopted new, more rigorous learning standards for Math and English Language Arts to better prepare students for college and the workforce. Prior to the Board's actions the Illinois Learning Standards had not changed since their adoption in 1997.



Copies of ALL Illinois Learning Standards are available for **download and printing** from the **Resources** box on the right side of this webpage. There are no pre-printed copies available for **any** of the standards.

- New Illinois Learning (Common Core) Standards (ELA/Mathematics)
- Next Generation Science Standards (NGSS)
- Performance Descriptors and Assessments by Standard
- Evaluation Study of the Illinois Learning Standard
 - 2005 ILS Complete Report
 - 2005 SAC Final revised
- Introduction to the Illinois Learning Standards
- Introduction to Descriptors and Assessments
- Teacher's Guide to Classroom Assessments
- Report of the Illinois Task Force on Civic Education Posted! (May 2014)
- Standards Aligned Classroom Information
- Standards Aligned Classroom Lessons (SAC) Lesson Plans developed by teachers on past SAC teams
- Illinois Standards Appendices
- Standards — Questions and Answers 
- ILS Reports
 - Year 2 Report 

Resources

- ▶ New Illinois Learning Standards (NILS) in English Language Arts
 - ▶ English Language Arts - adopted in 1997
- ▶ Fine Arts
- ▶ Foreign Languages
- ▶ Physical Development & Health
- ▶ New Illinois Learning Standards (NILS) in Mathematics
 - ▶ Mathematics adopted in 1997
- ▶ NGSS Science Standards
 - ▶ Science adopted in 1997
- ▶ Social Emotional Learning
- ▶ Social Science **Updated!!**
- ▶ Language Development Standards
- ▶ Early Learning Standards
- ▶ Common Core Standards Home Page

Complementing School Day Learning

Grade(s) and Subject	6 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
Standard	ELA.W 6.3A: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.



Aligning to Standards

Activity	Grade level(s)	Skills, Concepts, and Standards	Where is it in Y4Y?
Learning about Tadpoles	K-2	Animal life cycles, how animals adapt to survive LS1.B (NGSS)	Y4Y > Tools > Plan and Implement
Three Billy Goats Gruff	3-5	Basic principles of engineering 3-5-ETS1-1 (NGSS)	Y4Y > Toolkits > Afterschool Training Toolkit > Science > Exploring Science Through Projects and Problems
Balls and Tracks	6-8	Understanding the design process MS-ETS1-4 (NGSS)	Y4Y > Tools > Plan and Implement
Heavy Weight Lesson	9-12	Cause and effect, collecting and analyzing data HS-LS3-1; HS-LS3-2 (NGSS)	Y4Y > Tools > Plan and Implement


Keeping Homework Time Engaging

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





Offering Choice

You For Youth / Aligning With the School Day


 **A+ Math Worksheet**

$\frac{2}{+3}$	$\frac{7}{+4}$	$\frac{4}{+2}$	$\frac{2}{+7}$	$\frac{9}{+3}$	$\frac{2}{+6}$	$\frac{1}{+7}$
$\frac{5}{+8}$	$\frac{2}{+1}$	$\frac{9}{+4}$	$\frac{1}{+7}$	$\frac{0}{+3}$	$\frac{5}{+0}$	$\frac{3}{+2}$
$\frac{2}{+3}$	$\frac{5}{+1}$	$\frac{6}{+6}$	$\frac{2}{+3}$	$\frac{2}{+5}$	$\frac{9}{+3}$	$\frac{8}{+2}$
$\frac{3}{+0}$	$\frac{4}{+4}$	$\frac{7}{+2}$	$\frac{1}{+7}$	$\frac{9}{+1}$	$\frac{2}{+8}$	$\frac{5}{+3}$
$\frac{2}{+7}$	$\frac{9}{+8}$	$\frac{5}{+2}$	$\frac{7}{+0}$	$\frac{2}{+4}$	$\frac{5}{+5}$	$\frac{9}{+2}$
$\frac{1}{+0}$	$\frac{9}{+4}$	$\frac{4}{+1}$	$\frac{9}{+9}$	$\frac{7}{+3}$	$\frac{8}{+5}$	$\frac{1}{+3}$

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

You For Youth / Aligning With the School Day


 **Odds or Evens**



Players: Two

Goal: Be the first to make 15 from three cards in a row, column, or diagonal.

How to Play:

1. Make a set of cards 1-9.
2. One player takes the five odd-number cards and one takes the four even-number cards.
3. Player with odd cards places on card on the grid.
4. The player with the even cards puts one on the grid.
5. Keep it going! The first player who makes a row, column, or diagonal that equals 15 wins!

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Grouping



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

Grouping Sort



Student Grouping Cards

<p>Warren Johnson</p> <ul style="list-style-type: none"> 5th grade Excellent reader and writer; good student Competitive; able to set and achieve goals; impatient <p>Homework: Pick a state for your "state project" and write a proposal on why you should be able to do a report on that state.</p>	<p>Sheila Rodriguez</p> <ul style="list-style-type: none"> 5th grade Very good in math; has trouble completing homework Very patient; likes number and logic games <p>Homework: Develop questions for your interview with an older person. Ask about his/her life and community when he/she was your age.</p>
<p>Francis Chan</p> <ul style="list-style-type: none"> 5th grade English language learner; likes science Natural leader; excellent artist <p>Homework: Think of two project ideas for the science fair. Write down your question and two possible hypotheses for each idea.</p>	<p>Khalil Peters</p> <ul style="list-style-type: none"> 5th grade Average student; has trouble staying focused Good athlete; likes to create and play games; likes to help the younger students <p>Homework: Read section 1.4 in the Social Studies book. Answer the end of the chapter questions.</p>
<p>Elizabeth Stewart</p> <ul style="list-style-type: none"> 4th grade Excellent reader; very creative thinker Bundle of energy; likes to dance and sing <p>Homework: Turn in corrections on the "Matter" test.</p>	<p>Elliot Monroe</p> <ul style="list-style-type: none"> 4th grade Good student; likes Social Studies best Prefers to work independently; very imaginative <p>Homework: Write a story about what happens to Wilbur or one of Charlotte's baby spiders at the end of <i>Charlotte's Web</i>.</p>
<p>Boomer Okara</p> <ul style="list-style-type: none"> 4th grade Excellent student; math and science are his favorite subjects Friendly; outgoing nature; relatively patient; needs his alone time Has a younger sister, Teresa in the program <p>Homework: Complete problems #1, 2, 6, 19, 20, and 26 in the math workbook.</p>	<p>Matthew O'Neil</p> <ul style="list-style-type: none"> 3rd grade Average student; has trouble completing homework. Competitive, outgoing. Likes games with physical activity. Has a younger sister, Sarah, in the program <p>Homework: Spelling test tomorrow.</p>



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Student Grouping Cards

<p>Maryam Bello</p> <ul style="list-style-type: none"> 3rd grade Good student; likes to write stories Very patient; somewhat quiet; able to set goals <p>Homework: Complete worksheet comparing fractions using less-than, equal, and greater-than symbols.</p>	<p>Jamie Freemont</p> <ul style="list-style-type: none"> 3rd grade Has difficulties with reading; good with numbers Easygoing nature; likes to work with others <p>Homework: Identify and write a description of the clouds that you see in the sky this afternoon after school.</p>
<p>Ana Maria Schwartz</p> <ul style="list-style-type: none"> 2nd grade Average student; likes spelling and reading Bundle of energy; likes working with the older kids <p>Homework: Write a story about the day after Alexander's bad day in <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>.</p>	<p>Mike Pascal</p> <ul style="list-style-type: none"> 2nd grade Has difficulties with math; likes Social Studies; good reader Competitive; likes riddles and jokes <p>Homework: Write a paragraph on how you would have handled the bad incidents, if you were Alexander in <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>.</p>
<p>Mikey Dillon</p> <ul style="list-style-type: none"> Kindergarten Learning how to read; likes to play games Has trouble following direction; likes working with others <p>Homework: Draw pictures of three animals and three foods that begin with the letter of the week, "R."</p>	<p>William Ortiz</p> <ul style="list-style-type: none"> 1st grade Likes spelling and math; has trouble focusing during homework time Prefers to work in groups; likes word games <p>Homework: Write a sentence from Tar Beach and illustrate it; write five sentences using this week's vocabulary words.</p>
<p>Edith Carmen Moreno</p> <ul style="list-style-type: none"> 1st grade Likes math and science; large vocabulary Has trouble setting goals and judging outcomes; natural leader; can be disruptive <p>Homework: Rewrite the vocabulary list definitions in your own words.</p>	<p>Nigel Jacobs</p> <ul style="list-style-type: none"> Kindergarten Learning how to read A little shy; once acclimated, works well with others; likes counting and number games <p>Homework: Practice writing numbers 1-20. Identify the following coins, and know their value: penny, nickel, and dime.</p>



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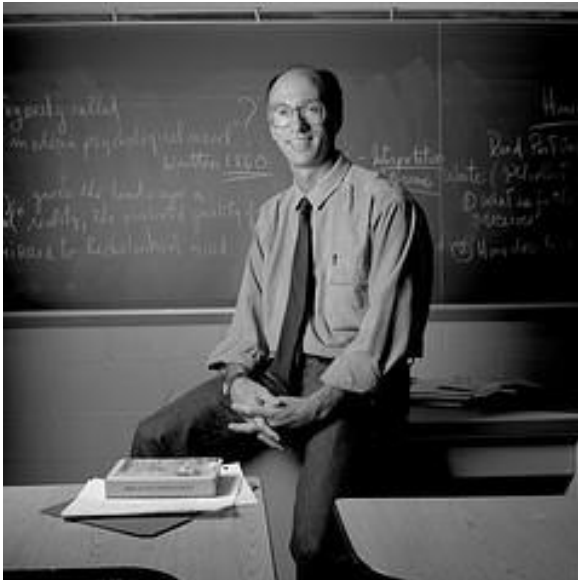
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Data Driven Decisions and Communications

- 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”



Sources of Data



- Teachers
- School and district staff members
- School improvement plans
- Parent involvement plans

What to Look for Challenge

This is information on academic and family engagement goals your 21st CCLC program can help the school meet.

- A. School Improvement Plan
- B. Strategic Plan and Parent Involvement Plan
- C. A and B

The big concepts your program's activities can focus on to boost students' mastery of essential content.

- A. School performance data
- B. State Learning Standards
- C. Title I

Connecting with School Staff

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



Communicating Student Progress

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Homework Contract

Student Name: _____ School grade or class: _____

I work best (check all that apply)

<input type="checkbox"/> when it's quiet	<input type="checkbox"/> with a little background noise	<input type="checkbox"/> with music
<input type="checkbox"/> with food	<input type="checkbox"/> at a desk and chair	<input type="checkbox"/> on a sofa or soft chair
<input type="checkbox"/> on the floor alone	<input type="checkbox"/> with other people	<input type="checkbox"/> after doing other activities
<input type="checkbox"/> after a snack	<input type="checkbox"/> after a break	<input type="checkbox"/> other: _____
<input type="checkbox"/> right away, before other things		

My best subject areas are _____

My worst are _____


I need the most help with _____


When I need help I usually (check all that apply)

<input type="checkbox"/> ask for it	<input type="checkbox"/> ask, but still don't understand	<input type="checkbox"/> try harder
<input type="checkbox"/> get frustrated	<input type="checkbox"/> give up	<input type="checkbox"/> other: _____
<input type="checkbox"/> look for information on own		

The hardest part about homework for me is

<input type="checkbox"/> finding the time	<input type="checkbox"/> it's not particularly hard	<input type="checkbox"/> other responsibilities
<input type="checkbox"/> it's too hard	<input type="checkbox"/> understanding assignments	<input type="checkbox"/> having the right books/supplies
<input type="checkbox"/> getting started	<input type="checkbox"/> it's boring	<input type="checkbox"/> other: _____
<input type="checkbox"/> remembering the assignment		

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- Gain buy-in from students, families, and teachers
- Track student progress
- Ask family members to sign the form when HW is done

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
-

Partnerships at Multiple Levels

- Our programs are part of the education continuum
- Communicate with school partners to support student achievement and academic alignment
- Identify and resolve problems between school partners
- Celebrate student and program successes with school

Partnerships: Group Discussion

How can your program form strong partnerships with school staff?



- Brainstorm ways in which program staff can (or already do) build relationships with school staff
- Consider: academic alignment; access to data; training; needs of students, program, school


High Quality Staff



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

Planning and Preparation

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



The screenshot displays a video player interface. The main video area shows a slide with the following text:

Incorporating Academic Content in Afterschool
Training to Go

You FOR YOUTH

21st Century Community Learning Centers
400 Maryland Ave SE
Washington, DC 20003
© 2008 DDC

The right sidebar, titled "Suggested Training Plan", contains the following information:

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...

Sharing Responsibility in Practice

- Read through the handout
- Pick 1-2 Action Steps to focus on
- Begin to outline who will be involved, resources needed, and a timeline
- Share with your partner


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Sharing Responsibility for Student Learning

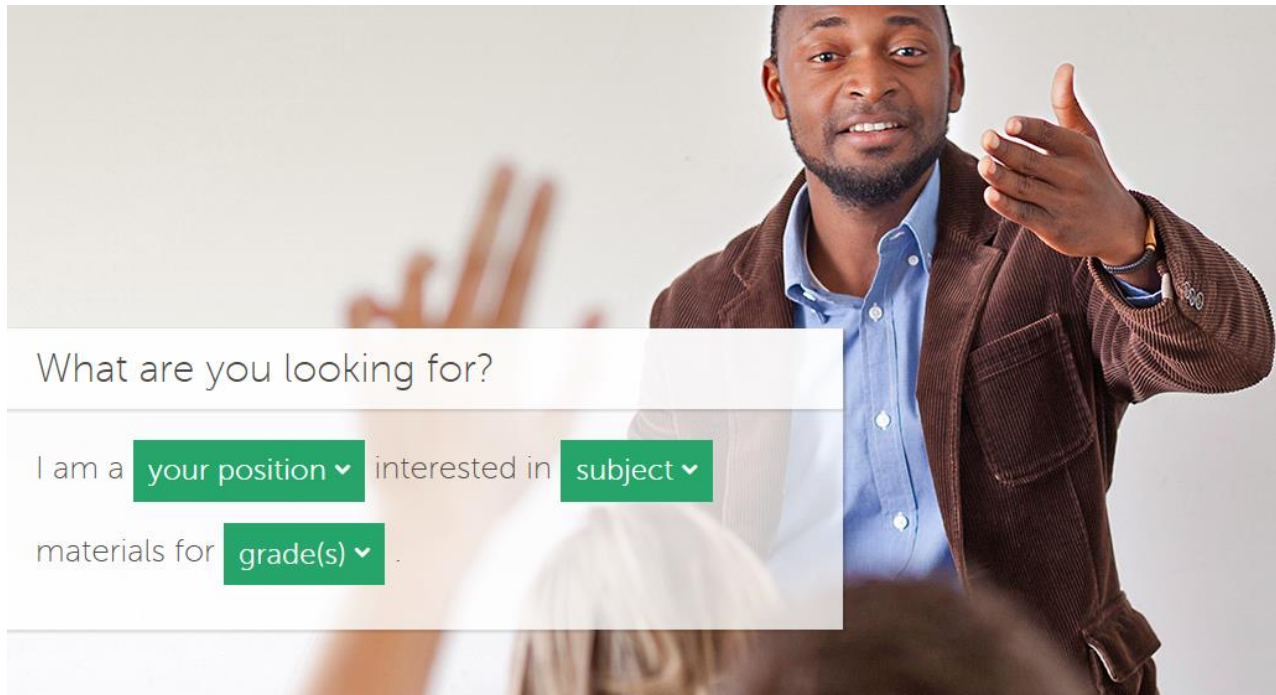
Use the planner below to build program-wide awareness of school content, and to begin facilitating tighter links between programming and school content.

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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More Ways to Connect



Achieve the Core: achievethecore.org

Learn More Library/ Web-based Resources

Questions?

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