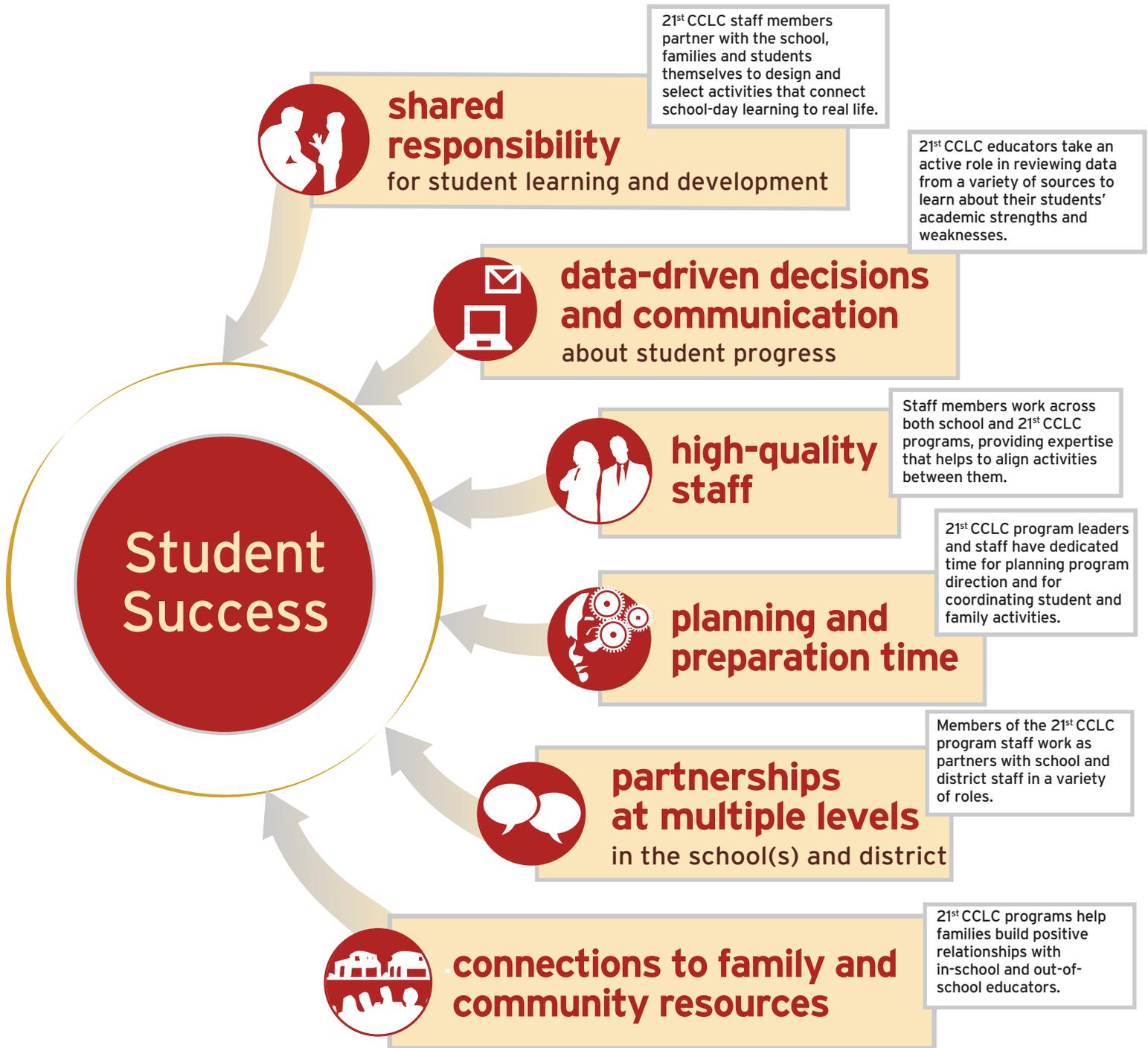


Aligning With the School Day

Core Elements for Aligning In-School and Out-of-School Learning



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Learn more about aligning with the school day at <http://y4y.ed.gov>.



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 | | | |
| | | | |
| | | | |



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 21 st 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 | | | |



Communication and Collaboration Checklist

| | | | |
|---------------------------------|--|--|--|
| <input type="checkbox"/> Other: | | | |
| <input type="checkbox"/> Other: | | | |

Communication and Collaboration Tasks

Strengthen communications and collaboration by identifying specific goals, tasks, and action steps.

| | Afterschool Program | School |
|---|----------------------------|----------------------------|
| Communication or Collaboration Goals Purpose, what will be gained | | |
| Tasks | | |
| WHO needs to do WHAT, WHEN | WHO WHAT WHEN | WHO WHAT WHEN |
| Check-in and review dates | | |
| Next THREE steps and target dates within two weeks (e.g., ask for meeting, do research, get contact information) | | |



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)