Continuing Regional Forum Conversations: Expanding the Illinois 21st CCLC Community of Practice

Illinois 21st CCLC Community of Practice Regional Facilitators
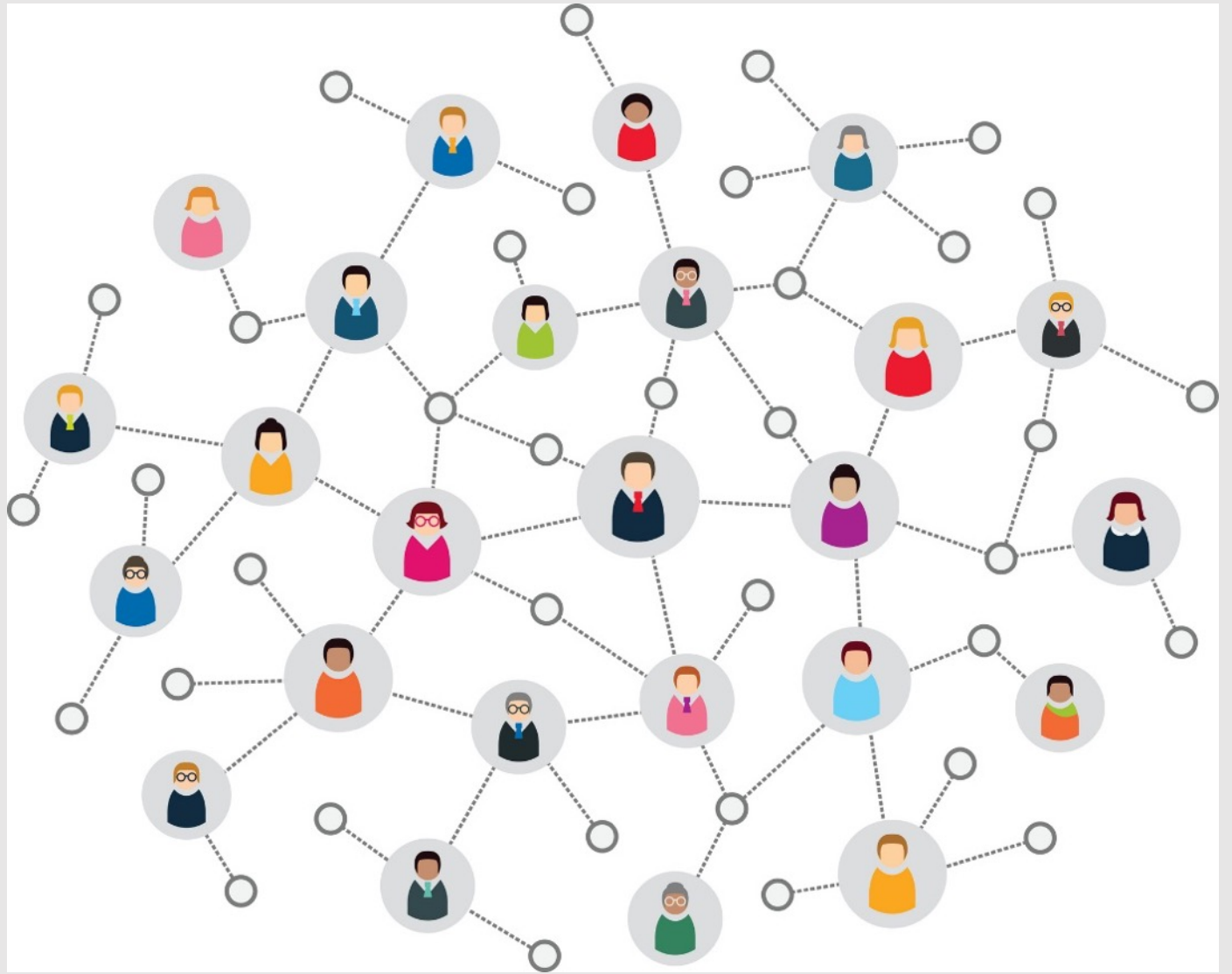

Rachel Shields, Northern Region

Michael Hannan, Cook County & Surrounding Areas

Kim Sellers, Central Region

Tiffanie Hobbs, Southern Region

Community of Practice

A group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Wenger-Trayner, E., & Wenger-Trayner, B. (2015). *Introduction to communities of practice: A brief overview of the concept and its uses.* Retrieved from http://wenger-trayner.com/introduction-to-communities-of-practice/

21st CCLC Program Modes of Operation

Survey responses show:

- 10% of programs offer In-Person Programming

- 50% of programs offer Remote Programming

- 40% of programs offer Blended Remote Programming

Change is constant.

POLL

Has your program had a change in mode of operation?

☐ Yes
☐ No

If your program has changed mode of operation more than once during the current school year, please enter the number of changes into the chat.

Challenges we have learned from the field

- Pivot to a Remote Learning Programming ??? What ~ How ~ When

- Sites are experiencing low enrollment numbers

- Students are experiencing screen time fatigue (they don't want to come after being on Zoom all day)

- Attendance is inconsistent

- Engaging students is difficult

Challenges we have learned from the field (continued)

- Sustaining interest of students and programming is challenging

- Constant change is hard to keep up with (physically and emotionally)

- Technology challenges (lack of access to internet and devices)

- Space for students attending in person (room capacity)

- Students go home and then don't want to log on to virtual programming

- Challenging to meet the variety of needs of students and families

Successes we have heard from the field

- Smaller enrollment numbers allow for stronger relationship building
- Kids are having fun and thrilled to be with peers
- Attendance for high school students has increased
- Variety of offerings has attracted new students
- New (fresh) ideas from program staff
- Have returned to in-person programming

Successes we have heard from the field (continued)

- Staff becoming more confident in remote delivery
- Continuation of support services to students
- Teachers have become VERY creative
- Families seem to be more engaged and interested in student work
- Book Club has been most successful this year

Celebrate your successes!

Words used
to describe your
work as an educator
during this
challenging time

POLL

How confident are you about integrating K-12 and afterschool programming?

- ☐ Confident
- ☐ Not confident
- ☐ Unsure

Integrating K-12 and Afterschool

Can look different between
- School-based programs
- Community-based organizations
- Faith-based organizations

Communication Plan
- School-Day Teachers and Program Instructors
- School Admin and Program Admin
- School-Day Teachers and Program Admin

Forms - Dispersal and Retrieval

Program activities complementing school-day activities/assignments

Transportation to and from program

Challenges

Adding an electronic component between school day and afterschool.

No homework and lack of interests in academics by the time they get to the program.

Knowing the students that need help, but them not wanting to stay. (HS)

Remote all day, getting them back to do afterschool programming as well.

Challenges
continued

Students need the entire time to do homework and get the other interactions they need.

Restricted due to technology concerns, no video, no sound, back internet.

Hard to know what students are learning when staff doesn't see their schoolwork.

Successes

Having school day staff be the same as afterschool staff. They know what is going on in the school day and can coordinate programming.

Providing a safe place for students to talk and express themselves.

Program students doing better than the control group of students.

Providing help to small groups of students.

Successes
continued

Afterschool staff see what students are struggling with and can communicate that to school day staff.

Program being seen as a needed resource by admin and teachers.

Ability to expand course offering beyond what is available by the limited school day.

POLL

How well does your program support cultural diversity?

☐ Very well!
☐ We do okay.
☐ Not so hot.

Becoming Culturally Responsive

A quick conversation

Cultural responsiveness

Culturally responsive teaching (CRT) attempts to bridge the gap between teacher and student by helping the teacher understand the cultural nuances that may cause a relationship to break down—which ultimately causes student achievement to break down as well.
--(*Nikki Williams Rucker,* "Getting Started With Culturally Responsive Teaching*")*

Why culturally responsive learning NOW?

For some, remote learning during the COVID crisis has emphasized the importance of teaching through a culturally responsive framework

- Remote, hybrid or in-person
- Building Learning Partnerships
- Centering Students
- Supporting Communal Learners
- Time for Responsiveness

Take stock

How can our afterschool programs help connect students to caring adults and to the school itself using cultural responsiveness?

- Examine our biases: Do we allow them to shape our assumptions about the families we work with?
- Look at the curriculum: Does it foster a student-centered environment?
- Assess our orientation: Do we reinforce the idea that students belong in our programs?

What did you say? Successes in developing culturally responsive programming

"We have a teacher working with students developing a culturally responsive program."

"Having our social worker available during program time...to give students support during this time"

"We have more parents and have included all community stakeholders in advisory board meetings."

"Each student and staff member is dealing with the pandemic differently...Staff has learned a lot about their students" during this time of crisis.

"At the beginning of the year we give students a survey to find out their interests and a little bit about them."

"Creating open spaces for teens and middle schoolers to talk and socialize, and letting those conversations inform the projects they develop with those youth."

Great Resources

- *Cultivating Genius,* by Goldy Muhammad (2020)
- "Culturally Responsive Teaching & the Brain," in *Teaching Channel (online)* Zaretta Hammond
- "Getting Started with Culturally Responsive Teaching," in *Edutopia (online),* Nikki Williams Rucker
- Gloria Ladson-Billings writing on Culturally Relevant Teaching
- Interest surveys and informal check-ins
- Social workers
- Students, Parents, Teachers

POLL

Have you come across high-quality professional development resources that were motivating for you?

☐ Yes
☐ No

If so, please share the names of those resources in the chat.

Professional Development For All!

When you need to get back to the basics or build a foundation…

https://beyondthebell.org/beyond-the-toolkit

For ongoing PD offerings and current events in the field…

https://iqa.airprojects.org/

PD should be flexible, accessible, and ongoing for all program staff.

Professional Development Challenges

From the feedback shared by everyone completing the survey we found...

❖ PD needs to be shorter and direct as many staff have limited time

❖ PD should be available/recorded for those who cannot attend due to school-day contract hours

Professional Development Challenges (continued)

From the feedback shared by everyone completing the survey we found…

❖ More PD suggestions for virtual programming should be shared with staff so they don't have to search for meaningful, beneficial sessions

❖ Basics of technology uses and confidence-building sessions for staff unfamiliar with many of the apps used for virtual programs

Professional Development Successes

More time for PD due to staff working remotely

Y4Y has had good professional learning offerings

Allowing staff to choose trainings based on individual need and interest has been beneficial

Staff sharing quality PD with others has been very helpful, everyone is constantly learning in this new world

Illinois 21ˢᵗ Community of Practice

Enhancing quality by increasing collegiality

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