Alignment and Linkage to School Day
Overview

What Is “Alignment and Linkage to School Day”?

Aligning and linking your program to the school day means being aware of the academic expectations placed on each of your participants, and implementing program practices that support them in being successful at school. This means opening lines of communication between your program staff and your participants’ teachers, reinforcing school-day learning through your program activities, and effectively providing homework help and tutoring.

There are three main areas in which afterschool and school day communities can align themselves to bridge the gap.\(^1\)

1. **Interpersonal Bridging:** Creating a personal relationship between the afterschool staff and the school day staff. Of particular importance is the relationship between the afterschool coordinator or program manager and school principals or lead teachers/counselors. This may also include one-on-one communication with teachers through informal check-ins or notes in teacher mailboxes.

2. **Programmatic Bridging:** The afterschool program works to support the overall success of participants. Communication is in place about participant goals, including academics and social/emotional concerns for individuals and groups. A system is in place for communicating about homework, class work, and student support needs.

3. **Systemic Bridging:** Communication is sustained through regularly occurring meetings and collaboration. Resources are shared between the school and afterschool program. A two-way referral system is in place for the school to refer students to the afterschool program for services and vice versa. School day staff feedback is included in shaping the afterschool program. A shared vision of how the afterschool program supports or supplements the school day community is developed.

They Can’t Support the Afterschool Program If They Don’t Know Anything About It.

Alignment and Linkage to the School Day isn’t something you can manifest all by yourself. It’s important to establish relationships with the school staff and other service providers at the schools your participants attend. School staff include the school principal, deans/counselors, secretaries, teachers, aides, custodians, librarians, lunch crew, security, and others behind the scenes.

All of them can be resources, allies, and even cheerleaders for your program. They just need to know who you are and what the afterschool program is all about. Make sure they receive all the afterschool publications, rosters, and invitations to events. Get their feedback and get them involved. Your students will be able to tell that the afterschool program is supported.

For additional resources and information, read:

- “Best of Both Worlds; Aligning Afterschool Programs with Youth Development Principles and Academic Standards”, found at [www.sncb.org/sncb-afterschool-](http://www.sncb.org/sncb-afterschool-)

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\(^1\) Noam, Biancarosa, et al.
Chapter 4: Alignment and Linkage to School Day

In our program we incorporate academic content and skill development to support youth’s school success, and create opportunities for youth to practice productivity and efficiency in homework time and during enrichment activities.

<table>
<thead>
<tr>
<th>In our Program…</th>
<th>Low Quality Indicators</th>
<th>Approaching Quality Indicators</th>
<th>Quality Indicators</th>
</tr>
</thead>
</table>
| **We incorporate academic content and skill development to support youth’s school success** | □ Program does not seek to partner with schools in any way  
□ Program activities are not connected back to academic skills through de-brief | □ Staff are aware of state school-day curriculum frameworks  
□ Staff design some academically-oriented activities  
□ Staff communicate with schools to align program goals with school standards  
□ Staff seek input from school teachers on the impact of afterschool, or to discuss particular youth, or share information about learning goals | □ Staff participate in school committees (school site council, Wellness Committee, meetings to develop Individualized Education Plans, etc.)  
□ Youth who need intensive academic help are connected to tutors, work in small groups, and are encouraged by afterschool staff to seek extra help from teachers  
□ Academic activities are engaging, build on youth interests, and present information to various learning styles  
□ Multiple age-appropriate instructional strategies are used |

| **We create opportunities for youth to practice productivity and efficiency in homework time & during enrichment activities** | □ During homework time 20-40% of youth are working.  
□ Remaining youth are talking, texting, avoiding getting started. | □ During homework time 40-60% of youth get to work right away  
□ 20% of youth get to work with staff prompting  
□ Some youth ask for help when stuck  
□ Some youth wait for staff to approach them to offer ask | □ All youth get started on homework right away (within 5 minutes)  
□ Youth use an organizational system to focus/organize their time (a HW planner, etc.)  
□ Youth ask staff for help when stuck  
□ Youth expect staff to check their work  
□ Academic activities exist for youth who finish early |
In our program our staff encourage guide and support during homework time, and appropriate space exists for youth to complete homework.

<table>
<thead>
<tr>
<th>In our Program…</th>
<th>Low Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our staff encourage guide and support during homework time</td>
<td>□ Staff sit in one place</td>
</tr>
<tr>
<td></td>
<td>□ Staff are doing 50% behavior management</td>
</tr>
<tr>
<td></td>
<td>□ Staff are getting youth supplies (pencils, erasers, scratch paper)</td>
</tr>
<tr>
<td></td>
<td>□ Staff sometimes use a sarcastic or rushed tone</td>
</tr>
<tr>
<td></td>
<td>□ Staff use phrases like: “Do this step.” “Read that line.”</td>
</tr>
<tr>
<td></td>
<td>□ Staff sit in an accessible place near youth who need the most 1:1 help</td>
</tr>
<tr>
<td></td>
<td>□ Staff respond to youth questions when asked</td>
</tr>
<tr>
<td></td>
<td>□ Staff walk youth through homework problem-solving on scratch paper (youth write, staff guide)</td>
</tr>
<tr>
<td></td>
<td>□ Staff use encouraging statements with youth such as: “I like how you’re thinking!” or “That’s a good start”</td>
</tr>
<tr>
<td></td>
<td>□ Staff coach youth with statements like: “Tell me where you would start” or “How would you state this problem in your own words.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approaching Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Staff circulate around the room observing each youths’ progress</td>
</tr>
<tr>
<td>□ Staff notice when youth make mistakes and walk them through how to solve the problem on scratch paper</td>
</tr>
<tr>
<td>□ Staff support youth to think through how they would solve a problem</td>
</tr>
<tr>
<td>□ Staff encourage youth who finish early to coach other youth</td>
</tr>
<tr>
<td>□ Staff use phrases such as: “Where would you start?”</td>
</tr>
<tr>
<td>□ Staff celebrate youth who complete their assignments or work hard the entire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The work area is spacious and physically accessible to all youth (including youth in wheelchairs or other mobility issues)</td>
</tr>
<tr>
<td>□ Room exists for youth to work in groups, or to sit alone if they need a quiet space</td>
</tr>
<tr>
<td>□ Materials are accessible (dictionaries, computers, rulers, pencils, scratch paper)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriate space exists for youth to complete homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Space is overcrowded</td>
</tr>
<tr>
<td>□ Space is noisy</td>
</tr>
<tr>
<td>□ Youth cannot access materials on their own (scratch paper, pencil sharpeners, etc.)</td>
</tr>
<tr>
<td>□ Enough space exists for youth to spread out their materials</td>
</tr>
<tr>
<td>□ Scratch paper is accessible</td>
</tr>
<tr>
<td>□ Staff can reach all the youth when they circulate (no areas are blocked)</td>
</tr>
</tbody>
</table>
TIPS

Ensure that the afterschool program has visibility as a support system for students and families.

- Get to know school staff. Drop by to see the teachers, principal, secretary, and others when they're least busy (prep periods, lunch, before or afterschool).
- Make yourself available. Share your phone number and email. Keep your door open at all times to participants, families, and school staff. If you work on a school site, keep office hours and/or be present on site. Because school staff are often busy or in the classroom, they need to be able to drop in at their convenience to speak with you.
- Educate the community about the afterschool program. Draft a newsletter or brochure. Include the mission, goals, objectives, information on how the afterschool program is funded, staff, program classes, program events, and partners. Send out afterschool rosters so everyone is aware of which students are enrolled.
- Invite school day staff. Invite them to attend afterschool events and parties. Hire them to teach afterschool or to train afterschool staff.
- If your program is located at a school site, provide appreciation to teachers who let the afterschool program use their rooms. Also thank principals, custodians, security, and secretaries for their support.

Work to integrate the afterschool program within the school community.

- Get involved. If your program is on a school site, be visible in the halls and yard and help out with supervision when possible. Help to plan school events like parent nights, school concerts, or orientations.
- Set up systems of communication. Establish a regular meeting time (e.g. the first Tuesday of every month at 10:00 am) with the principal, key staff and other important members of the school community (see “How to Create an Afterschool Program Leadership Team” in Chapter 1). Create form letters to inquire about individual participants and share concerns.
- Attend and participate in faculty and/or grade-level meetings. Keep all staff up to date on your accomplishments and events. You can also take the opportunity to recruit staff members for events and positions.
- Help the afterschool staff understand the school's visions and work to align the afterschool program with it.

- Share your afterschool mission and goals with school day staff. Meet with the principal, teachers, and other key members of the school day community to establish how the afterschool program’s mission and goals align with the school (see “How to Create an Afterschool Program Leadership Team” in Chapter 1). Together, ensure that the afterschool program both supports the school day, and also supplements it with things that the regular school day does not offer.
- Get school day staff feedback. Host focus group meetings to solicit feedback from school day staff. Send out a survey to teachers to find out how the afterschool program can better serve the school and student needs.
- Participate in school leadership committees.
- Get involved in any school leadership committees that are shaping the school's overall vision. Help to decide how the afterschool program can be incorporated into the school site plan or join the school site council.
- Collaborate with student support services provided by counselors, school psychologists, mentor programs, student advisors, school nurses, case managers, and parent liaisons. Participate in the Student Success Team (SST) or Student Assistance Program (SAP). Become aware of student needs and provide resources.
Additional Tips for Non-School Based Programs

Research shows that strong out of school time program programs integrate aspects of their participants’ school day experience into their programming.

Understand the Schools’ Cultures
- Get a master schedule for the school(s) your participants attend
- Know the school site secretaries (office and counseling), they are often times the gatekeepers of information and support that you want.

Initiate a Relationship with School-Based Staff
- Meet with the principal and get a list of all other CBO’s that are working with your school site(s)
- Meet the afterschool Site Coordinator(s) and stay connected with them. They tend to be very plugged in to the students and the school day.
- Provide any school-based afterschool programs with a list of students that you work with. If there is any overlap, try to align your various strategies of support for the student and their families.
- Compile a list of students that are in your program and ask their teachers to provide a description of areas that they are struggling in. Use this information to create intervention plans for the students.
- Sponsor a potluck lunch for the school day staff in their cafeteria or courtyard

Take Advantage of Opportunities at the School Site
- Attend Student Success Team and Student Assistance Program meetings when appropriate
- Ask to attend meetings or trainings of with the school-based afterschool staff. This will help you get a better understanding of their scope and strategies
- Attend School Site Council meetings and Parent Teacher Student Association meetings

Build Opportunities for Partnership at the School Site
- Work with the school-based afterschool Site Coordinator(s) to put on events together
- Get the schedule for your students and make sure to visit teachers during their prep period or right afterschool to have formal and informal check-ins on student progress. This is an excellent way to get teachers to become more bought into the work that you do. This helps make them more willing to go the extra mile and fill out homework sheets for your clients.
- Be part of the schools’ daily or weekly progress report system.
Chapter 4: Alignment and Linkage to School Day

Use Newsletters as a Tool to Communicate

Worried that creating newsletters might take too much time? Don’t be! With a template and a little effort, newsletters can be a great form of communication to teachers, parents, and school members.

Here are a few ideas to get you started:

- Incorporate a newsletter writing club into your afterschool program. The youth can create the newsletter articles and help with the formatting of the newsletter.

- Ask staff to take turns writing the articles each month and have them be responsible for duplication.

- Tag onto an already existing school newsletter. If the school already produces a newsletter, ask the editor if you can add an afterschool article to each publication.

- If computers are hard to access, handwrite the newsletter on a pre-printed template.

- If you have a computer, use a template to get started.

- Use parent or community volunteers. Ask them to help with writing, formatting, graphic design, or duplication as fits your needs.

- Newsletters can also be distributed electronically. Check out MailChimp.com or ConstantContact.com for examples of services that make newsletter creation and mailing list maintenance a snap.

What Should I Have in My Toolbox?

- Computer: A computer is the easiest way to create your newsletter. With a computer you can create a template and modify the template as needed for each issue.

- Newsletter template: Use the same template for every newsletter. This will allow your readers to know what to look for and where.

- Sample newsletters: Collect other school newsletters, pick the sections that work best for your program, and use them for your very own newsletter.

I have a tight budget, what is this going to cost me?

- Copying expenses: varies by quantity printed at local copy shops; or free if provided by the school.

- Some online newsletter services are free, others charge fees.
Dear Tutoring Center Parents and Legal Guardians:

Here we are!!! The 2011-2012 School Year ended on the 25th of May; we went to our End of the Year Field Trip on May 19, and on June 5 we began our Summer School session. Our Kindergarten students will finish on July 28, while their schoolmates in 1st through 5th will end on August 4th.

We will be going on a lot of field trips; we’ll do lots of art and exercise, and we will have the right amount of healthy, nutritious snacks through the summer session. For children it is important to be reminded about the importance of physical activity (ask them how Mr. Josh role-models for them); also they need the space to run and exercise. At the Tutoring Center we exemplify for them -through skits and other activities- how important it is to always eat healthy foods and snacks. We thank you for your support at home.

Please remember to pick up your children at 6:00p.m. everyday. Children need every minute of classroom time during the summer, so please don’t pick them up earlier.

Por favor vengan a recoger a los niños a las 6:00p.m. Ellos necesitan hasta el ultimo minuto de instrucción durante el verano, así que de favor les pedimos que no se los lleven temprano.

Our Summer Theme
Our Summer theme is “We Speak Up! What's Up?” Ask your children what this is all about!!!

Nuestro tema para la escuela de verano es “Hablamos a favor de…! Que Pasa?” Pregúntenles a sus niños de que se trata todo esto!!!!
Communicate with Teachers on Student Progress

Communication with teachers and school staff is key to the success of the afterschool program. Afterschool program coordinators should keep the following in mind:

• **Understand school terms**: What terms are the teachers using to communicate about student progress? Are there school specific terms? District specific terms?

• **Understand school leadership structures**: Are there grade level or department leadership teams? Are these teams open to your participation? If so, ask to participate in one of the teams to get to know their areas of focus and how they communicate about student concerns.

• **If your participants attend schools that use School Loop**, find out whether you can have access. See [http://sfusd-ca.schoolloop.com](http://sfusd-ca.schoolloop.com) for more information.

• **Know who to turn to**: Is there a teacher at the school that is seen as a leader? Connect with this teacher to determine the best way to gain teacher feedback. What types of incentives work with the school’s teachers?

• **Identify individual teacher/staff styles**: Get to know their preferred methods of communication. Do the school’s teachers communicate best individually or in groups? Are the teachers good at returning written surveys? How about email? Is morning better than afternoons?

• **Let teachers know you have their students’ best interests in mind**: You are not surveying them to make extra work, but because you truly care about the students and want to support their success.

• **Ask to participate in parent-teacher conferences** or ask teachers how you might provide information to be shared via the conference.

• **Be aware of the laws**: See “Policies for Sharing Student Information” (see Tools) for more information on what is and is not allowable.

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**What Should I Have in My Toolbox?**

- Afterschool student progress report forms that can be shared with teachers and families.
- Teacher communication tools to share and request information on student progress.
- Contact information for teachers – email, phone numbers, class schedules.
- Glossary of school terms

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**I have a tight budget, what is this going to cost me?**

- Staff time to meet teachers and other staff during the school day (before the afterschool program’s regular hours).
**CONFIDENTIAL**

**TO:** (TEACHER’S NAME)

**FROM:** (AFTERSCHOOL PROGRAM NAME AND STAFF NAME)

**RE:** (STUDENT’S NAME)

- The Afterschool program is concerned about the above student and would love your feedback...
- He/she has not been attending the afterschool program on a regular basis
- He/she is not writing homework in their planner
- He/she is claiming to not have homework on a regular basis
- He/she is not bringing homework materials to the program
- He/she is not focusing and not completing homework
- He/she does not seem to understand the homework or the concept of the work
- Other (see space below)

**AFTERSCHOOL STAFF COMMENTS:**

<table>
<thead>
<tr>
<th>We would love to know more about how this student is doing in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is his/her approximate grade?</td>
</tr>
<tr>
<td>Is the student turning in homework?</td>
</tr>
<tr>
<td>Is the homework done correctly?</td>
</tr>
<tr>
<td>How often does this student receive homework?</td>
</tr>
</tbody>
</table>

Comment:

Are there any important tests or projects coming up?

**SCHOOL DAY TEACHER COMMENTS:**

Thank you for your continued support!

Please return to:
FERPA – What is it?

FERPA stands for the Family Education and Rights Privacy Act, enacted in 1974. It’s a federal law that is administered by the Family Policy Compliance Office in the U.S. Department of Education.

What’s the purpose of FERPA? FERPA was created to protect the privacy and educational records of families and students enrolled in public schools. Student records cannot be made public without the consent of parents/guardians or eligible postsecondary students (students over the age of 18 and attending college). The only student information that can be made public without consent is directory information.

**Educational Records** – These are defined as records that directly relate to a student and are maintained by an educational agency or institution, such as a school or school district, or by a party acting for the agency or institution. These records can include, but are not limited to:

- Student advising folders
- Grades
- Test scores
- Courses taken
- Academic activities
- Special education records
- Disciplinary records
- Medical & health records

**Personally Identifiable Information** – This term refers to information that an individual can use to distinguish or trace a student’s identity that did not have personal knowledge of the student prior to this. Such personally identifiable information that can be used alone or by cross-referencing is a student’s name, social-security number, student number, biometric records, date and place of birth, mother’s maiden name, etc.

**Directory Information** – according to FERPA directory information is information contained in a students education record that generally would not be considered harmful or an invasion of privacy if

- Name;
- Address;
- Telephone listing;
- Email address;
- Date of birth;
- Place of birth
- Grade level;
- Participation in sports;
- Academic achievements;
- School attendance.

Directory information may be disclosed without the written consent of parents/guardians, or eligible post-secondary students. However, parents/guardians and eligible students have the right to restrict this information from being distributed.

continued on next page...
What rights do Parents/Guardians have under FERPA? FERPA gives parents/guardians and eligible postsecondary students the rights to obtain educational records such as:

- The right to access educational records kept by the school;
- The right to demand educational records be disclosed only with student consent;
- The right to amend educational records;
- The right to file complaints against the school for disclosing educational records in violation of FERPA.

Can anyone else access these records? No, to protect a student’s privacy, schools are prohibited by law from disclosing this information to outsiders, such as the general public, non-family members, afterschool programs, etc., without a parent’s/guardian’s or eligible postsecondary student’s written consent.

In general, a parent’s/guardian’s or eligible postsecondary student’s prior written consent is always required before educational agencies or institutions, such as schools or school districts can legitimately disclose non-directory information (non-directory information is any educational record or personally identifiable information that is not considered directory information). Educational agencies or institutions may tailor a consent form to meet their unique academic needs. However, prior written consent must:

- Specify the records to be disclosed;
- State the purpose of the disclosure;
- Identify the party or class of parties to whom the disclosure is to be made;
- Include the date;
- Include the signature of the parent/guardian or eligible post-secondary student;

What are the exceptions to gain access to these records if there is no written consent? The exceptions to obtaining students’ educational records without the written consent of a parent/guardian or eligible post-secondary student include disclosures made to:

- School officials with a legitimate educational reason for the record;
- Another school that the student plans on enrolling in;
- State or local education authorities for auditing/evaluation purposes related to state-supported education programs;

Are there other legal ways to share student education information?

- Districts are legally allowed to share:
- Aggregate data to produce a statistical report;
- When the health and safety of the student is at issue;
- Complying with a judicial order or subpoena;
- A disciplinary hearing is being conducted by the school.

This fact sheet is based on sources from:

SFUSD uses multiple data management systems to track students. This page gives an overview of the various systems and how they are used.

### SCHOOL LOOP

<table>
<thead>
<tr>
<th>Data Available</th>
<th>Who can access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Students</td>
</tr>
<tr>
<td>Published Grades</td>
<td>Parent</td>
</tr>
<tr>
<td>Assignments</td>
<td>Teachers</td>
</tr>
<tr>
<td>Students Schedules</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

**Unique Features**
- Students can Loopmail teachers, staff, and students at their school
- Calendars allow students to see published homework, school events, and create their own personal events
- Faculty, staff, and students have an unlimited storage locker to house resources
- Group Collaboration
- Teacher Websites

### DATA Director

<table>
<thead>
<tr>
<th>Data tracked</th>
<th>Who can access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>Teachers</td>
</tr>
<tr>
<td>Attendance</td>
<td>Administrators</td>
</tr>
<tr>
<td>Grades</td>
<td></td>
</tr>
<tr>
<td>Standardized State Test Scores</td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
</tr>
</tbody>
</table>

**Unique Features**
- Reports – Allows you to view data in a variety of formats.
- Communications – The school profiler tool is located here and can be used by administrators to access AYP/API information.
- Programs – Place students in “programs” so you can follow cohorts of students.

### STUDENT INFORMATION SYSTEM (SIS)

<table>
<thead>
<tr>
<th>Data tracked</th>
<th>Who can access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student records</td>
<td>Administrators</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td></td>
</tr>
<tr>
<td>Master Scheduling</td>
<td></td>
</tr>
</tbody>
</table>

**Unique Features**
- Summative data that linked to student ID
- Feeds into data director

### Connect.EDU

<table>
<thead>
<tr>
<th>Data tracked</th>
<th>Who can access</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-G Requirements</td>
<td>Student</td>
</tr>
<tr>
<td>ACT/PSAT/SAT</td>
<td>Parents</td>
</tr>
<tr>
<td>College Application</td>
<td>Teachers</td>
</tr>
<tr>
<td>High School data only</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

**Unique Features**
- One stop for career and college planning and application
- Linked to Plan Ahead Career Curriculum (taught in 9th grade)
- Apply for FAFSA and scholarships online
Access Student Support Services

What are Student Support Services?
Each school has specific services available to meet the needs of high-risk students. The following support services—Coordinated Service Team (CST), Student Assistance Program (SAP), and Student Success Team (SST)—may exist at your local school (though they may have different names). These groups help meet needs of high-risk students, by linking services, problem solving, and coordinating structures that assist students, families, and teachers to seek positive solutions.

Why it is important to include afterschool staff in student support efforts?
- It creates consistency for youth throughout the day;
- School budget cuts have resulted in less school day support;
- Increased communication results in a more successful youth-serving community;
- Increased involvement likely to result in greater student success.

Some challenges to keep in mind:
- Time conflicts for meetings;
- Confidentiality (there is an SFUSD form that all non-SFUSD staff sign);
- Maintaining regular communication between schools and off-site programs can be difficult.

See the Tools for invitation templates that have been created for the afterschool site coordinator or program manager to share with their site’s CST/SAP/SST lead team member. These forms should be used by the team members to invite and/ or communicate with the afterschool coordinator or manager.

Coordinated Service Team (CST)
The CST emphasizes the importance of building bridges between high-risk children, their families, and the multitude of available resources within the school, district, community, and state.

Student Assistance Program (SAP)
A collaboration of support service providers meets on a regular basis to address the needs of high-risk students regarding academics, behavior, attendance, and health concerns. The collaborative support effort may include the counselor, dean, administrator of pupil services, support service coordinator, school nurse, peer resource coordinator, site coordinator, Healthy Start coordinator, school resource officer, social workers, mental health providers, etc.

Student Success Team (SST)
The SST is a partnership between the school and home that utilizes a problem solving approach to help students to become more successful in school. The SST includes the family, the student, the classroom teacher(s) and the school administrator. Others such as the student advisor, resource teacher, speech specialist, school psychologist or afterschool staff may also be present.

After reviewing a student’s background, their strengths, and discussing what the concerns for the student are, the SST will brainstorm possible steps to take. They will then summarize what actions will be taken, define who is responsible for each action and set a completion date.

Role of the Afterschool Program
- Technically, non-SFUSD Staff needs to be invited by the student’s parent/guardian to attend an SST. It is important to recommend that school administrators and teachers be reminded of this so that they may advocate for involvement of ASP Staff and encourage the family to extend the invitation.
- Join these teams: If scheduling permits, you may be able to attend the meetings held for afterschool participants, so that the child will be supported in a seamless circle of care. Towards these ends, it is necessary for you to regularly share an updated afterschool student roster with the site’s CST/SAP/SST team, and receive information on meetings that are scheduled (see Tools).
- Accept referrals of high-risk students: To help a high-risk student, these student support teams often make referrals to an afterschool program for additional social skill building or academic support.

- Refer students needing extra help: Afterschool staff should refer students they are concerned about to their school’s CST/SAP/SST leader (see Tools). Officially ASP Staff may not request an SST, but through strong relationships, they may advocate through the principal and other school staff to request an SST.

What Should I Have in My Toolbox?
- Copies of the CST/SAP/SST invitation forms (see Tools).
- Copies of the “Request for Assistance” form (see Tools).

I have a tight budget, what is this going to cost me?
- Support services are free.
- Coordinator/Manager’s time to attend meetings during...
## Sample Request for Assistance Elementary Form

*Source: San Francisco Unified School District Coordinated Services Team (CST) / Student Success Team (SST).*

<table>
<thead>
<tr>
<th>HO#:</th>
<th>STUDENT:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GENDER: ☐ M / ☐ F</th>
<th>SCHOOL:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>D.O.B.: <strong>/</strong>/____</th>
<th>ETHNICITY:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PARENT/CAREGIVER:</th>
<th>PHONE #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE OF HOME:</th>
<th>STUDENT’S PRIMARY LANGUAGE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE PROFICIENCY:</th>
<th>CLASSROOM TEACHER:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GRADES REPEATED:</th>
<th>ATTENDANCE HISTORY:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DATE OF VISION: <strong>/</strong>/____ PASSED ☐ Y / ☐ N</th>
<th>DATE OF HEARING: <strong>/</strong>/____ PASSED ☐ Y / ☐ N</th>
</tr>
</thead>
</table>

### 1. Student’s Strengths Noted

- ☐ Regular Attendance
- ☐ Gets along well with others
- ☐ Follows directions
- ☐ Participates in classes/likes to learn
- ☐ Helpful to others
- ☐ Likes to read
- ☐ Does well in math
- ☐ Enjoys/does well in art/music/dance
- ☐ Has good sportsmanship
- ☐ Other:

### 2. Reason for Request

- ☐ Academic: Reading/Math/Other:
- ☐ Attendance
- ☐ Behavior: (explain)
- ☐ Health Issues
- ☐ Family Concerns
- ☐ Other:

*continued on next page...*
### 3. Student Profile

<table>
<thead>
<tr>
<th>Star 9 (two previous years)</th>
<th>Reading</th>
<th>Language</th>
<th>Math</th>
<th>Brigance Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*District & community-based Services currently (C) or previously (P) received:*

- GATE: C ☐ P ☐  
- English Plus: C ☐ P ☐  
- ELD/ELL: C ☐ P ☐  
- Special Ed: C ☐ P ☐  

Other:

- Mentoring: C ☐ P ☐  
- Mental Health: C ☐ P ☐  
- Foster Care: C ☐ P ☐  
- CPS: C ☐ P ☐  
- ASP: C ☐ P ☐  

Other:

### 4. Strategies Used to Meet Student’s Needs

<table>
<thead>
<tr>
<th>Interventions/Strategies/Modifications/Adaptations</th>
<th>Results</th>
<th>Time (weeks, months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Instructional modifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Homework modifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Classroom/environment modifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Behavior modification system/plan (e.g. goal/reward strategy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Conference with parent/caregiver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Consultation with support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Research-based interventions (Attach data profile across 6-weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5. Conversation with Parent/Caregiver to Discuss Concerns and Explain the Student Success Team process:

Date:

Result:
### Invitation to SAP, SST, and CST Meetings for Afterschool Staff

**TODAY’S DATE:**

**TO:**  

**FROM:**

This is to inform you that ________________________________________________________________ is scheduled for a

- [ ] SAP  
- [ ] SST  
- [ ] CST  

Meeting on DAY: ___________________________  DATE: ___/___/___

The meeting will take place at (SCHOOL/LOCATION): ________________________________________

Room: ___________________________  at ________ [ ] am  [ ] pm

#### STUDENT INFORMATION

**NAME:**

**GRADE:**  
**HOMEROOM TEACHER:**

**LANGUAGE(S):**

**PARENT/GUARDIAN INVITED TO MEETING:**

#### AREAS OF CONCERN

**AREAS OF CONCERN WHICH WILL BE DISCUSSED AT THE MEETING:**

---

### AFTERSCHOOL COORDINATOR’S PARTICIPATION *(Detach and Return to CST Coordinator)*

**NAME OF AFTERSCHOOL COORDINATOR:**

- [ ] Will attend the meeting for (STUDENT’S NAME): __________________________________________

- [ ] Will **NOT** attend the meeting, but would like to share the following information, which may be of assistance:
1. Become familiar with the school vision. Find out if the school(s) you work with has a mission statement, read the school site plan, and speak with the principal, department heads, and lead teacher to best understand what the school's primary focus is. Join the school's leadership committees (such as the school site council) if possible.

2. Understand the school’s primary academic focus. Start with the school vision and leadership committees listed above, but also talk with teachers from each grade level or teacher team. Get to know their focus on and get a copy of their scope and sequence for the school year. Become familiar with the state standards for each grade level and subject.

3. Determine how to supplement what is already offered. Find out what types of tutoring, literacy, math, and subject-related academic support is already offered by the school day. Also determine what art and enrichment activities are already offered. Finally, talk with the PE department and others to see what recreation opportunities are already available. Then, plan the afterschool calendar to include activities not available in the school day.

4. Learn from school day best practices, and share afterschool best practices. Ask to attend professional developments offered to teachers. Invite teachers to provide workshops for afterschool staff in specific areas like English Language Development or Behavior Management. Also share with the school day staff some of the best practices the afterschool program has developed (such as increasing youth leadership opportunities or project-based learning).

5. Align the afterschool program with the school day climate. Understand the school's disciplinary structure and behavior expectations and adopt as much of it as possible. (See Chapter 6: Youth Development.)

6. Create an Afterschool Alignment Workplan. Get together with the lead teacher, principal, and other interested individuals to draft an Afterschool Alignment Workplan (see Tools) with the lead teacher, principal, and other interested individuals (or the Afterschool Leadership Team, see Chapter 1). This workplan will incorporate all of the information you’ve learned above and will help you to align, support, and supplement the school day.

**What Should I Have in My Toolbox?**

- Information on the school's mission and academic focus.
- A copy of the School Site Plan.
- A list of school leadership committees.
- A school day academic schedule and a list of department and grade-level teachers and leaders.
- A calendar of department, grade, and staff meetings.
- A copy of the State Standards and if possible the Scope and Sequence for each teacher in the school.
- A list of all other academic, enrichment, and educational opportunities for students.
- A calendar and agendas for the school day professional development offerings.
- A copy of the school disciplinary policy and behavior expectations.
- An Afterschool Alignment Workplan.

**I have a tight budget, what is this going to cost me?**

- Food for meetings.
- Stipends for teachers helping with alignment, providing training, or giving feedback.
# Sample Afterschool Alignment Workplan

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Objective 1</th>
<th>Activity</th>
<th>Objective 2</th>
<th>Activity</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase Academic Achievement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Increase the academic achievement and learning for all participants by intentionally linking afterschool learning activities to skills and subject areas being addressed during the classroom day.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Programmatic Equity:</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Ensure that all participants have access to a comprehensive high-quality afterschool program that includes the following: homework/academic support, enrichment, physical fitness &amp; nutrition, community service, and technical programs. The program provides a variety of opportunities that reflect the many ways in which young people learn (e.g. visual/spatial, body/kinesthetic, intra- and interpersonal).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Increase the Utilization of Best Practices &amp; Resources:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve the program delivery to all participants using best practices through resource sharing, modeling, and professional development.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Promote Positive School Climate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure safe and secure learning environments as measured by cleanliness, management of the facility, presence of caring relationships, and positive youth behavior.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Communication &amp; Collaboration:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that there exist clear and open channels for communication and collaboration between the regular school day and the afterschool program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### AFTERSCHOOL PROGRAM:

**SUBMISSION DATE:**

**COMPLETED BY:**

1. How are afterschool program activities linked to and aligned with the regular school days’ general academic goals, grade level subject areas and/or school-wide literacy and math programs?

2. Describe how the program attends to the needs of individual youth (ELL, GATE, Sp. Ed., low performers, multiple intelligences, etc.) through a wide range of activities. Provide specific examples.

3. Identify the professional development that has been offered to staff, resources shared, and best practices implemented.

4. Describe how the afterschool program promotes a positive program climate.

5. Provide evidence of communication and collaboration between the regular school day and the afterschool program.

6. **Successes**

   **Challenges**
How to

Create a Successful Homework Center

1. **Select the right space.**
   Make sure the space is big enough and that it fosters an atmosphere of learning. The ideal space would be a library. If a library is not available, then a large classroom or a few small classrooms that can be used for different content areas or grade levels will work. In addition to the appropriate space you need supplies; check the toolbox for a list to get you started.

2. **Hire and train staff.**
   If you are a school-based program, try to have school day staff work in your homework center: teachers, paraprofessionals, and student tutors. This will ensure that the regular day curriculum is continuing to be supported afterschool, and it will enable you to utilize the same professional development opportunities available to the school.

   If you are a community-based program, aim to hire staff or recruit volunteers to serve specifically as tutors in subject areas your participants need support with, such as math, reading, or science. Provide training to your tutors in school day curriculums, such as Everyday Math; or strategies that promote learning, such as phonemic or whole language reading approaches. Considering recruiting a teacher from a nearby school to assist you with these trainings or hire a Lead Teacher to help you with the academic portions of your program. See “How to Tutor” tips for tutors and “How to Use a Lead Teacher,” later in this chapter for more ideas.

3. **Facilitate communication between afterschool and school day teachers.**
   - Meet regularly with lead teachers, school counselors, and the parent liaison.
   - Use the “Weekly Homework Assignments” template (see Tools) to gather information on participants’ homework assignments. Assembling a homework binder that lives in your program’s office will allow your staff and family members to view homework assignments and other information related to students’ school day. We suggest the following steps for creating the binder:
     - Find a large brightly colored binder
     - Label the binder clearly in multiple languages and find a prominent place for it in the office
     - Photocopy the Weekly Homework Schedule Template (see Tools) and give copies to teachers. Ask them to complete the template or put a copy of their homework packet in the binder each week.
     - Let your staff and family members know that the binder is a resource for them to use.
     - Share attendance with teachers and encourage them to offer extra credit for students who come afterschool.
     - Request time at school day faculty meetings to share outcomes of your homework center and gather suggestions to strengthen the program.
     - Work with the school day’s student activities coordinator to jointly recognize students that have shown progress.

   **What Should I Have in My Toolbox?**
   - Pens, pencils and paper
   - Erasers and sharpeners
   - Art supplies (colored pencils and markers)
   - Textbooks
   - Computers
   - Access to software programs utilized during the regular school day
   - Homework assignments
   - Incentive system (see Tools)

   **I have a tight budget, what is this going to cost me?**
   - Wages or stipends for Homework Center teachers and paraprofessionals
   - School supplies
Homework Room Agreements

I will be RESPONSIBLE for my own learning

• I will come prepared with my homework and school supplies.
• I will write all of my homework assignments in my daily planner.
• I will sit in a place where I can concentrate on my studying.

I will be HONEST with the homework room staff.

• I will tell the tutors what homework I have when they ask me. I understand that if I have no homework I am expected to spend the time studying the current chapters from my classes.

I will RESPECT the homework room space.

• I will replace all supplies that I borrow back to the homework supply box.
• I will leave the homework room as neat as when I come in.
• I will put my chair up on the table when leaving the classroom.

I will act in a CARING way to my fellow students.

• I know that others also have homework to complete and I will work quietly so that they may have a quiet place to study.
# Weekly Homework Assignments Template

<table>
<thead>
<tr>
<th>SCHOOL:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT(S) NAME(S)</td>
<td></td>
</tr>
<tr>
<td>Week Of:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Mon:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Tue:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Wed:</td>
</tr>
<tr>
<td></td>
<td>Thurs:</td>
</tr>
<tr>
<td></td>
<td>Fri:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Mon:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Tue:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Wed:</td>
</tr>
<tr>
<td></td>
<td>Thurs:</td>
</tr>
<tr>
<td></td>
<td>Fri:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Mon:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Tue:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Wed:</td>
</tr>
<tr>
<td></td>
<td>Thurs:</td>
</tr>
<tr>
<td></td>
<td>Fri:</td>
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</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Mon:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Tue:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Wed:</td>
</tr>
<tr>
<td></td>
<td>Thurs:</td>
</tr>
<tr>
<td></td>
<td>Fri:</td>
</tr>
</tbody>
</table>
Chapter 4: Alignment and Linkage to School Day

Sample Incentives Points Log

Earn Prizes For Doing Your Homework in the Afterschool Program!!

Earning Points
- Receive 1 point for each homework assignment that you complete during the homework time.
- Receive 1 point for each additional activity that you complete from the “What Now?” box.

Redeeming Points
- Points can be redeemed in the program office.
- Points may be redeemed weekly or saved up to be used for a larger prize.
- Once a point is redeemed you may not apply that same point towards any other prizes (i.e. If you have 25 points and you redeem 10 of them to get a mechanical pencil, you will then have 15 points left.)

How to Redeem your Points...

<table>
<thead>
<tr>
<th>Points</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Pts</td>
<td>Clicker Eraser</td>
</tr>
<tr>
<td>5 Pts</td>
<td>Prize from Grab Bag</td>
</tr>
<tr>
<td>10 Pts</td>
<td>Mechanical Pencil</td>
</tr>
<tr>
<td>25 Pts</td>
<td>Spiral Notebook</td>
</tr>
<tr>
<td>50 Pts</td>
<td>Calculator</td>
</tr>
<tr>
<td>100 Pts</td>
<td>$5 Gift Card</td>
</tr>
<tr>
<td>150 Pts</td>
<td>Basketball / Football</td>
</tr>
</tbody>
</table>

Incentive Points Log

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Redeemed</th>
<th>Points Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We’ve all heard it before, “What can I do? I’m done with my homework.”

Instead of groaning and handing participants (yet) another worksheet, see this as an opportunity to get them hooked on fun interactive math and literacy activities.

Creating an interactive “after-homework” box is actually a lot easier than it may at first seem AND it doesn’t have to cost your program an arm and a leg.

**Here are 5 easy steps to creating your after-homework box:**

1. **Decide what type of activities you want in your box.** Is this a math club, a reading club, a general tutoring club, etc.?

2. **Do some research** on the web and in great educational activity books (like The Math Explorer) to find a stock-pile of activities to choose from.

   *Tip: Here are a few good sites…*
   - [www.exploratorium.edu/explore/online.html](http://www.exploratorium.edu/explore/online.html)
   - [www.youthonline.ca/games.shtml](http://www.youthonline.ca/games.shtml)

   Many of these sites have online activities which, with a little imagination, can be recreated for use in your club.

3. **Print out, photocopy, or type the instructions for each activity that you’ve chosen.** Put the instructions and the necessary game pieces in a manilla envelope and label it with the name of the activity. (Usually activities require very few pieces; paperclips and/or buttons can be used for small markers.) Tip: If you want to make your new activity packets more durable, laminate the instructions.

4. **Make a variety of these activity packets.** Put 2-3 different packets in your homework box along with some pencils & scrap paper, daily newspaper, reading materials, and fun math & vocabulary games. Tip: Don’t put all of your activities out at the same time. By switching activities in and out you will keep them fresh for participants.

5. **Create a check-list of the items in your activity box and replenish items as needed.** (Remember to rotate activities.)

   *Tip: It is a good idea to create boxes for each of your homework clubs so that items are readily accessible by participants.*

---

**What Should I Have in My Toolbox?**

- A check-list of all items included in your after-HW box. (See Tools)
- Reading material (Short stories, chapter books, kids magazines)
- Small items to be used as markers in games (e.g. paper clips, buttons, bingo chips, etc.)
- Pencils & scrap paper

**I have a tight budget, what is this going to cost me?**

Depending on the number of boxes you are creating, some of these costs can be spread out (e.g. You only need one copy of The Math Explorer even if you’re making 5 boxes.

- **A clear box w/ lid** $3.50 (Target)
- **The Math Explorer** $24.95 (The Exploratorium)
- **Foam or wooden blocks** $1 - $10 (SCRAP/toy stores)
- **Manilla envelopes** $5.59/100 (Office Depot)
- **National Geographic** 1 yr class subscription $35.95 / 10 sets
- **SF Chronicle** free
- **Mad Libs books** $3.99 (Amazon)
- **Count Down, Boggle, Yahtzee** $9.99 (Toys R Us)

*Total*: $18.80 / box (w/o games)  
$40.00 / box (w/games)

*Based on a total of 5 boxes.*
Chapter 4: Alignment and Linkage to School Day

Sample Checklist for “After-Homework” Box

Activity Box Supplies

- Mad Lib books
- 2 Current newspapers
- 2 copies National Geographic Kids magazine
- 5 chapter books
- 3 activity packets
- Count Down
- Boggle
- Pencils
- Scrap paper
- Colored pencils / crayons
- Erasers

Sample Activity Packets

Build It!

- Using colored blocks, create a stacked pattern. (e.g. on the bottom layer is two red blocks with two green blocks sitting on top of them and one yellow block on top of one of the green blocks.)

- Then write very specific descriptions of how the blocks are stacked. (Write each description on a separate index card.)

  a) There are two blocks on the bottom layer.
  b) There is a yellow block on top of the green block.
  c) There is a green block on top of the red block.
  d) There are 5 blocks total – 2 green, 2 red, 1 yellow.
  e) There are three levels of blocks.
  f) One green block shares one side with a yellow block and one side with a red block.
  g) All blocks of the same color are on the same level.

- The challenge is for participants to recreate the stacked block pattern.

Tic-Tac-Toe On the Move

All you need for this game is a Tic-Tac-Toe board (i.e. paper and a pencil) and two different markers (paperclips and rubber-bands.)

Here are the rules:

a) Each player has only 3 playing pieces. One player (A) has the paperclips, the other (B) has the rubber-bands. A puts one piece in a square, then it’s B’s turn.

b) The first player to get 3 pieces in a row is the winner.

c) If all 6 pieces are down, but there is no winner (no one has 3 in a row), then the game changes.

d) After B puts down his last piece, A gets to move one of her pieces, with these rules:

  - A piece can only be moved one square at a time.
  - A piece can only be moved into an empty square.
  - No diagonal moves allowed; only right, left, up, or down.
  - A piece can’t jump over another piece.
  - A player has to move when it’s his or her turn.
  
  e) A and B keep moving their pieces, in turn, until someone gets 3 in a row and wins the game.
Tutor—Tips to Pass on to Tutors

A Tutor’s Top Ten Tips:

1. Constantly be in motion when you are not helping a participant. Walk around the room and check-in with each individual participant. Don’t just ask, “Do you need help?” Stop and have the participants show you what they are working on and ask them questions. This not only encourages kids to be working on homework (because they know you’re going to check) but it also helps build caring relationships by showing them you’re interested in what they’re doing.

2. Make studying, not just homework, a daily habit. Participants can always review lessons, read a book, or work on practice exercises during quiet time, even if they don’t have homework.

3. Get it together. Model the organization skills that we would like to foster in our youth. By having a consistent schedule and organized supply box, participants will see that you practice what you say.

4. Always ask the youth to show you their homework when they’ve completed it so that you can check it to make sure it is correct. Have participants re-do problems that are incorrect.

5. When helping participants with their homework, get down to their level. Pull up a chair and sit next to them and go over a few problems with them. Make each tutoring session a chance to strengthen your relationship with the youth.

6. Be creative. If the participant doesn’t understand something, try to explain it to them in a different way. Repeating the same thing over and over won’t make it make more sense, it will only frustrate both you and the youth.

7. K.I.S.S. – Keep it Simple, Silly! Explain things in simple terms that the participant can understand. Often a participant is having trouble with a problem because she doesn’t understand what is being asked of her.

8. Never tease a participant about not understanding a problem. Even if the joke is made in jest, it can have a demoralizing effect on the participant’s self-esteem.

9. As a tutor you don’t need to know the answer to everything. In fact, admitting that you don’t know something and then helping the participants to find the answer, whether inside the book or by going through examples with them, can often be a better teaching tool than just explaining how to do a problem. It shows participants how to find the answer for themselves and also may make participants feel more comfortable admitting when they don’t know something.

10. Staff time for supervision. Wages or stipends for tutors. Materials for homework supply box.

Each tutor should have a homework supplies box at his or her disposal. The boxes should include:

- Pencils, erasers, and a sharpener
- A dictionary
- A ruler
- A calculator
- Extra lined paper
- Scratch paper for examples

I have a tight budget, what is this going to cost me?

- Wages or stipends for tutors
- Staff time for supervision
- Materials for homework supply box
Chapter 4: Alignment and Linkage to School Day

Use a Lead Teacher
And why you should hire one if you haven’t already!

What is a Lead Teacher?
A Lead Teacher is a credentialed teacher who helps other afterschool staff infuse literacy and academics into their daily activities. The Lead Teacher is a communicator, researcher, and mentor.

What would a Lead Teacher do for my program?
The Lead Teacher provides professional development, modeling, and support for program staff related to research-based “best practices” in literacy and math, teaching strategies, and academic learning. In addition, they may lead the design and implementation of any academic focus areas you may have.

How should the Lead Teacher get started?
Start with five easy steps to creating a clear channel of communication between the Afterschool Program Coordinator or Program Manager and Lead Teacher:

- Review the Lead Teacher job description. Determine what the main priorities are. Create an itemized list of job expectations.
- Meet with the Lead Teacher and discuss the job expectations. Create an Action Plan with the Lead Teacher detailing your top priorities and how they will be tackled.
- At your first yearly staff meeting, introduce the Lead Teacher to staff and other Service Providers. Use this opportunity to share with your staff the Action Plan and any expectations you have of them.
- Schedule regular meetings with the Lead Teacher so that you will have a standard time to discuss progress on the Action Plan.
- Include the Lead Teacher in weekly staff meetings. Encourage staff to use the Lead Teacher as a resource when planning lessons, and when working with participants who are struggling academically.

Other ways that the Lead Teacher can contribute:
- Provide monthly trainings on effective tutoring practices.
- Assist in tracking students’ report card grades.
- Create teacher feedback forms.
- Act as a liaison with schools

What Should I Have in My Toolbox?

- A clear list of job expectations.
- Forms:
  * Teacher Referrals
  * Academic plans
  * Tutor Feed-Back
- Scheduled meeting dates.
- An agreed upon Action Plan.

I have a tight budget, what is this going to cost me?

- Stipend or salary for Lead Teacher (see Tools: Sample Lead Teacher Job Description)
Chapter 4: Alignment and Linkage to School Day

Sample Lead Teacher Job Description

Summary
The Lead Teacher (LT) will provide academic leadership for the Expanded Learning Program at Marina Middle School. The LT will provide professional development, modeling, and support for program staff related to research-based “best practices” in literacy and math, teaching strategies, and academic learning.

This position will be supervised by the afterschool program manager.

Roles and Responsibilities

Academic Leadership
- Design literacy and math components to meet the needs of targeted participants;
- Submit all required documentation on a timely basis (documentation log, student assessments, and individualized academic plans);
- Oversee and support the implementation of a math-based enrichment club or activity into afterschool programs on at least a monthly basis;
- Ensure academic and enrichment activities are aligned with district curriculum standards.

Professional Development
- Train tutors and afterschool program staff on how to support literacy;
- Provide professional development or coaching to ASP staff;
- Demonstrate classroom techniques and instructional strategies to improve classroom success;
- Participate in monthly meetings as outlined by the afterschool site coordinator/program manager;

Alignment and Integration of Programs
- Meet regularly with Principal, Coordinator, and CBO Partner (Leadership Team) to coordinate program design, evaluation process, and outreach efforts;
- Ensure that homework sessions are meeting the needs of participants and that information regarding target participants is exchanged in a timely manner;
- Organize scheduling of academic and enrichment activities;
- Facilitate evaluation requirements, including dissemination and collection of teacher surveys;
- Coordinate with all student support services, including Student Assistance Programs, Student Success Teams, Health Advocates, Healthy School Teams, and Peer Resources;

Required Skills
- Current employment as a full-time teacher, with a valid teaching credential, and 3+ years experience teaching;
- Experience teaching literacy;
- Strong communication, presentation, problem-solving, organization, collaboration and computer skills;
- Experience working in afterschool or other non-traditional classroom settings;
- Willingness to promote the afterschool program as a critical part in meeting the needs of San Francisco students;

Schedule
SFUSD school calendar

Salary
This is a stipend position; Lead Teachers will receive a stipend of up to $5000 (paid in two payments $2,500 in January and $2,500 in July) for completion of the activities delineated above.
An important part of any program is tracking its success. Yet measuring the impact of an afterschool program can be difficult. There are many factors that play into a participant’s success in school, and the afterschool program is just one of these factors.

Regardless, tracking the progress of your participants—and using this information to improve services—is an integral part of ensuring that your afterschool program is meeting participant needs.

1. Obtain your participants’ most recent grades, using the school district’s computerized systems if possible. Make a spreadsheet of their grades over each grading period and monitor their progress. This may seem like a daunting task, but by splitting the participants into groups and assigning them to tutors to monitor, this task can be easily accomplished.

2. Use this information to individualize instruction. For participants who are showing problems, talk with their teachers to create individual academic plans. Create short term as well as long term goals, with youth input. Participants can be placed in specialized homework help rooms (e.g. math tutoring room) or with specific tutors according to their needs. Also design an incentive system to motivate progress. Track their individual progress on a participant folder complete with grades, teacher progress reports, and tutor feedback.

3. Use participant self-assessments at the start and end of each semester to help measure a youth’s perception of where they are scholastically as well as what they feel they need the most help on.

4. Survey participants and school day staff. Often, overlooked issues will be brought to light through surveys. Ask questions about youth’s progress, satisfaction, and ideas for improvement.

**What Should I Have in My Toolbox?**

- Student grades via report cards or computerized systems.
- Student tracking forms:
- Teacher progress reports
- Tutor feedback forms
- Daily homework sheets
- Incentive system for progress

**I have a tight budget, what is this going to cost me?**

- Staff time to gather student grades and monitor progress.
- Staff time for meetings with participants and school day teachers.
- Incentive system for progress
Please take a few minutes to fill out this semester-end survey. We will use your answers to help make sure the after-school program is meeting your needs and interests!

Also, all participants who turn in a survey will be entered into a drawing for one of five $100 Jamba Juice Cards.

NAME:  
CLUB:

1. Rate the following on a scale from 1-5 (please circle the answer that best fits)

<table>
<thead>
<tr>
<th></th>
<th>Bleah!</th>
<th>Not so Good</th>
<th>OK</th>
<th>Fun</th>
<th>The Best!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Club</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Club Activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Club Instructor(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Snack</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Please circle the answer that best fits

I have homework ____ days a week.  
I finish my homework during the after-school program.  
The instructors help me with my homework.  
I feel safe in the after-school program.  
I feel like the after-school program instructors care about me.  
I joined the after-school program because...
  my parents made me  
  I did it last year  
  my friends are all in it  
  the activities are fun  
  Other: (fill in below)

Other:

3. Please finish the following sentences

Something I learned from the club was:

If I could change one thing about this club it would be:
The only way to check in on a program’s success is to ask questions! The questions below can be used to conduct focus groups, create surveys, or to do informal check-ins to evaluate the opinions of your afterschool program’s key members in particular areas.

### PARTICIPANTS

<table>
<thead>
<tr>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>1. Are you able to complete your homework in the afterschool program?</td>
<td></td>
</tr>
<tr>
<td>2. Who helped you the most in the afterschool program? How did they help you?</td>
<td></td>
</tr>
<tr>
<td>3. Other than during homework time, can you remember a time when you used math?</td>
<td></td>
</tr>
<tr>
<td>4. Other than during homework time, can you remember a time that you read something? What was it?</td>
<td></td>
</tr>
<tr>
<td>5. Name one thing you learned from your afterschool program.</td>
<td></td>
</tr>
<tr>
<td>6. What was your favorite thing you did during the last month of program? Can you name an academic skill that you used during this activity?</td>
<td></td>
</tr>
</tbody>
</table>

### PARENTS/CAREGIVERS

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the afterschool program provide enough homework support for your child?</td>
<td></td>
</tr>
<tr>
<td>2. Have you had at least one interaction with the staff at your child’s afterschool program?</td>
<td></td>
</tr>
<tr>
<td>3. Do you think that the program has improved your child’s academic ability?</td>
<td></td>
</tr>
<tr>
<td>4. Does your child regularly talk about what they were doing in the afterschool program?</td>
<td></td>
</tr>
<tr>
<td>5. Did you feel informed about your child’s progress in the afterschool program?</td>
<td></td>
</tr>
</tbody>
</table>

### STAFF

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Afterschool Staff</strong></td>
<td></td>
</tr>
<tr>
<td>1. Do you feel adequately prepared to support participants’ academic needs?</td>
<td></td>
</tr>
<tr>
<td>2. Are you aware of individual participant needs?</td>
<td></td>
</tr>
<tr>
<td>3. Do you know who/where to go to learn more about a participant’s progress in school?</td>
<td></td>
</tr>
<tr>
<td>4. Do you feel you have a means to recognize participant achievement and progress?</td>
<td></td>
</tr>
<tr>
<td><strong>School Staff</strong></td>
<td></td>
</tr>
<tr>
<td>1. Are the students enrolled in afterschool programs completing their homework more often and better than others?</td>
<td></td>
</tr>
<tr>
<td>2. Do you think the afterschool program is improving enrolled students’ academics? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>3. Do you have a means of providing feedback to the afterschool staff?</td>
<td></td>
</tr>
</tbody>
</table>
What are the Common Core State Standards?
On August 2, 2010, the California State Board of Education adopted the Common Core State Standards (CCSS). These standards outline the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards were developed on the national level and have been adopted by almost every state.

Why Should my Program be Aware of and Support the Common Core State Standards?
Understanding what is expected of a participant at each grade level can contribute greatly to your decisions about how to support your participants and what activities to offer. The Common Core State Standards are also accompanied by capacities and practices that students need to possess to be successful in school. Out of school time programs already incorporate many of these into their youth development and academic support practice, providing a perfect way for out of school time programs to reinforce school day standards.

English Language Arts Capacities:
• They demonstrate independence.
• They build strong content knowledge.
• They respond to the varying demands of audience, task, purpose, and discipline
• They comprehend as well as critique.
• They value evidence.
• They use technology and digital media strategically and capably.
• They come to understand other perspectives and cultures.

Mathematical Practices or Habits of Mind:
• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively.
• Construct viable arguments and critique the reasoning of others.

• Model with mathematics.
• Use appropriate tools strategically.
• Attend to precision.
• Look for and make use of structure.
• Look for and express regularity in repeated reasoning.

How Can my Afterschool Program Best Support the Common Core Standards?
• Start by understanding the standards and capacities/practices are for each grade level you serve and thinking about how your program can reinforce them. You can download the standards by visiting: www.cde.ca.gov/ci/cc/. You can also read a great article about what they can mean for OST programs at: http://forumfyi.org/content/out-school-time-pol-11
• Provide copies of the capacities/practices to the staff in your program at each grade level. Bring in a teacher to provide training and support to your staff in case they have questions.
• Design enrichment activities that help reinforce the capacities/practices. See Chapter 6 for ideas.
• Frontload the standards so that participants have a greater chance of successfully learning them (see Tools: “Frontloading” on the next pages)

What Should I Have in My Toolbox?
• Copies of the Common Core State Standards for each grade level (www.cde.ca.gov/ci/cc/)
• Copies of the “The Common Core Standards: What do they Mean for Out-of-School Time?” (http://forumfyi.org/content/out-school-time-pol-11)
Chapter 4: Alignment and Linkage to School Day

Frontloading

*Frontloading is a process of intentionally exposing participants to vocabulary, concepts, and skills they will later learn, either during the school day or in future program activities.*

Why frontload?

<table>
<thead>
<tr>
<th>Better chance of success in school</th>
<th>Better chance of success in after school activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aren’t children taught what they need to know during class? Yes, but research(^1) shows the most successful learners have already been exposed to the academic content and skills before it is taught in school. Think about these examples:</td>
<td></td>
</tr>
<tr>
<td><em>A child who has gone to a planetarium or looked at books about the planets and stars will be more successful when the teacher presents the lesson on the solar system.</em></td>
<td></td>
</tr>
<tr>
<td><em>English language learners who have drawn an ocean mural with pictures of fish, reefs and boats and talked about it will find it easier to understand a story about a fisherman since they have already been exposed to the vocabulary and concepts appearing in the story.</em></td>
<td></td>
</tr>
<tr>
<td><em>A middle school youth who has had many opportunities to brainstorm and organize ideas to compose a letter requesting a donation for an afterschool project will be ready to learn how to write a persuasive essay in English class.</em></td>
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</tr>
<tr>
<td>We all want our participants to get the most out of the activities in our program. Some barriers to successful engagement include lack of English language proficiency, interpersonal conflicts, lack of interest and fear of trying something new. Frontloading can overcome many of these barriers. For example:</td>
<td></td>
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<tr>
<td><em>Before doing a mural featuring important people in the community, the afterschool participants discuss what it means to be “important”. When it comes time to decide who to include in the mural, they already have an idea about the criteria about who they should include.</em></td>
<td></td>
</tr>
<tr>
<td><em>You are going to be making family Thanksgiving cards. Before beginning the project, the group brainstorms common Thanksgiving-related words and phrases and posts them on chart paper. The English language learners in the group now have access to vocabulary to use while making their cards.</em></td>
<td></td>
</tr>
<tr>
<td><em>Your program is sponsoring an intramural basketball tournament. You know there is conflict between your participants and those from another afterschool program. Prior to the tournament, you discuss good sportsmanship and role play ways to handle conflict. When the opposing team shows up, your participants have tools to handle potential problems.</em></td>
<td></td>
</tr>
</tbody>
</table>


Acknowledgements: This brief was written by Kathleen Martinez of Creative Out-of-School Learning (www.creativeoutofschoollearning.com) on behalf of DCYF. Many thanks also to the afterschool programs in San Francisco who are featured in or informed the development of this brief. Bryant Tan of DCYF designed the brief and Sandra Naughton of DCYF edited the brief. This brief, an accompanying Afterschool-School Integration brief, and other resources can be downloaded from www.DCYF.org.

...continued on next page
Frontloading in Action: Stories from the Field

**Frontloading** is an integral part of the After School Enrichment Program at McKinley Elementary School. At the beginning of the school year and sometimes mid-year, Arjuna Sayyad, the program coordinator meets with the grade level teachers and discovers what will be taught throughout the year. Then he works with the after school staff to intentionally finds ways to introduce those skills before the teachers get to them in class. He describes an example of the frontloading process in the following way:

I met with the fifth grade teacher at the beginning of the second semester and she told me that she was going to be teaching three-paragraph letter writing and narratives later on in the semester. She also talked about how she wanted to teach the water cycle but was afraid she was going to run out of time. I took that information back to my staff and they found ways to expose the participants to the skills. The participants wrote letters to a logging company during the “Rainforest” theme and another letter that included a narrative about a disaster in the “Natural Disaster” theme, weeks before the school day teacher officially taught these skills. The participants did all types of activities related to the water cycle in the “Rainforest” theme. The lead teacher worked with us on these activities. When it came time for the school day teacher to cover the water cycle, she was able to do it in a much shorter period of time and with great success.

Ling Busche at Marina Middle School describes how she used frontloading techniques to prepare the participants to discuss lesbian, gay, bisexual and transgender (LGBT) issues. She describes the process in the following way:

The ACCESS PROJECT sponsored by LYRIC, an organization that provides workshops related to LGBT issues, presented twice to our middle school students. Both times students were exposed to vocabulary related to the topic before the workshop. This frontloading of vocabulary helped them use the relevant terminology in the correct way during the workshop.

Both times, the ACCESS PROJECT facilitators did great activities such as creating a web using yarn that illustrated the network of support people have in their lives and other small group activities that helped them understand the impact of “isms.” They did role plays based on realistic scenarios on how to react to antigay slurs in which they were given cards with suggested responses. This frontloading activity provided them with language that can use when faced with real life situations.

In the future, we know that in addition to vocabulary words we could also apply frontloading to the concept of differences and similarities among people. One way we could do that is to have students talk about differences and commonalities in less sensitive areas, allowing the participants to gain the skills to deal with important topics.

Mission Learning Center, (MLC) a reading tutoring center, and 826 Valencia, whose mission is to support writing, jointly provided a summer program for 50 participants. Jay Maldonado of Mission Learning Center described how they used frontloading to support the participants’ learning:

We focused on three themes over a six-week program. Our first theme was “Cultures of San Francisco.” We choose this theme to expand on what we had done the previous school year when we introduced different world cultures. In the first week, we studied the Chinese experience in San Francisco. At the MLC, the participants read stories about Chinese immigration, the history of the Chinese dragon, and talked about Chinese cooking including showing the participants a wok. Many of the children had never seen a wok. We culminated the first week with a field trip to Chinatown where the participants completed a scavenger hunt. Later when the participants went to 826 Valencia, they had already been exposed to a lot of vocabulary and concepts about Chinese culture. With this background, they successfully developed Chinese cuisine recipe books and wrote stories about dragons. You can’t write about what you don’t know. By frontloading the vocabulary and concepts at MLC, the participants had a lot to write about. We are going to continue this process with the next two themes, space and animation. Next year at Flynn Elementary school, we are going to work more closely with the classroom teachers to see how we can frontload vocabulary and concepts taught in the regular school day into the afterschool program.

Produced by the San Francisco Department of Children, Youth & Their Families, 2009. For more info: www.DCYF.org.
How do you decide what you should frontload?

You cannot frontloaded in your program all the topics and skills the participants will be learning during the school day or in the afterschool program over the course of an entire year. Work with the school staff and your own afterschool program priorities to guide your selection of what to frontload. If through the process of frontloading, you help the participants to succeed even once, that feeling of success will lead to more success.

Frontloading academics

Frontloading vocabulary, concepts and skills taught during the school day will help assure student success. There are different ways to determine what you should frontload.

School-based afterschool and summer programs:

- Talk to the grade level teachers at the beginning and middle of the year and ask about their priorities and what the participants need to be exposed to before they teach their lessons.

- If you are an ExCeL Afterschool program, ask the lead teacher to work with other teachers to identify topics and skills to be frontloaded.

- Look at your participants’ textbooks. Most teachers follow the textbooks, so you can look ahead and see what the participants will be studying.

- The school district provides pacing guides to teachers for math and language arts. These guides list the recommended order and time for teaching various topics. Ask the principal to get you a copy of the pacing guides and use them to plan ahead.

- Check out the state content standards. You can read the content standards for each subject, which are each organized by grade level, at this link: http://www.cde.ca.gov/be/st/ss.

Community-based afterschool and summer programs:

- If you have homework centers or tutorials, check out the participants’ textbooks and see what they will be studying in the upcoming weeks.

- Check out the state content standards. You can read the content standards for each subject, which are each organized by grade level, at this link: http://www.cde.ca.gov/be/st/ss.

- Ask a teacher from a neighborhood school to come and talk to the staff about the learning priorities for the upcoming year. Most schools follow the same pacing guide, so even if your participants go to different schools, you will probably be safe in following the teacher’s suggestions in frontloading for all your participants.

Frontloading other information and skills

- If you are doing a long term project, think about what you want the final product to look like. Prepare ways to explore these characteristics, and if possible provide visual examples before beginning the actual project. For example, if you are going to make cookbooks, bring in published cookbooks and have participants list different ways they are organized before they design their own.

- If you have clubs or themes in your program, think about what vocabulary and concepts the participants might be unfamiliar with and decide how you are going to introduce them. For example, if you are going to run a model car club, you might introduce the concept of scale, assembly, detailing etc.

- Use brainstorming strategies such as Know-Want-Learn (KWL) Charting (see strategies) to get an idea about what the participants know about a topic and what they still need to learn.

- Determine skills the participants might lack and need to be introduced before a task. For example, if you are doing an art project requiring measurement, you might need to introduce how to use a ruler.

- If you are going to be doing activities that might be sensitive or controversial, think of what skills the participants will need in order to be emotionally safe. Role-playing, brainstorming strategies and modeling are great ways to teach these social skills.
Chapter 4: Alignment and Linkage to School Day

Frontloading Tips

ALIGN THEMES, CLUBS AND OTHER ENRICHMENT ACTIVITIES WITH SCIENCE, SOCIAL STUDIES, AND LANGUAGE ARTS CONTENT AS WELL AS THE STORIES IN GRADE-LEVEL READERS. There are so many great topics in students’ science, social studies and language arts classes, as well interesting themes in their grade-level readers, that are perfect to adapt for afterschool clubs, projects and other activities. For example, the participants might be reading a story during the school day that is set in medieval Europe. The week before they read the story during class, you could center your afterschool activities on things medieval (make coat of arms shields, play medieval games such as Blind man’s Bluff, Noodle lance toss, etc. watch the Hunchback of Notre Dame animated film.) If your afterschool program has participants select their own themes, think of activities within those themes that introduce the topics you have identified to frontload. For example, if the participants select a juggling club, talk about how gravity, inertia, and how action/reaction influences the movement of the balls. By providing this simple explanation, you expose the participants to concepts found in science content standards.

USE VARIOUS STRATEGIES TO INTRODUCE LANGUAGE; INCLUDING VOCABULARY, PHRASES AND STRUCTURE OF LANGUAGE THAT PARTICIPANTS WILL USE IN FUTURE LESSONS OR ACTIVITIES. The goal of frontloading language is to anticipate and remove any linguistic barrier to a task. Vocabulary and concept webs, as well as writing frames are example of such strategies. Exposing participants to sample phrases while doing role play involving conflicts or sensitive situations can help them know how to react appropriately in real life. Also, for younger participants and English language learners, modeling correct sentence forms helps them strengthen their language skills both in the classroom and beyond. For example, before talking about their art project, you can have them practice phrases such as “I choose the color _____ because....”, “I like my art work because....” as a group. This type of frontloading will help them be more prepared to discuss with others their project or explain what they created.

FIND WAYS TO ILLUSTRATE THE MEANING OF WORDS AND CONCEPTS VISUALLY AND CONCRETELY. After deciding on the content, think of ways to make that content “real.” Bring in books with pictures; show movies with images tied to the concepts; go to museums or organize other field trips; have guest speakers bring in examples. Being able to visualize concepts they will be studying in the classroom is critical for all students, and especially to English language learners.

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4 Produced by the San Francisco Department of Children, Youth & Their Families, 2009. For more info: www.DCYF.org.
Chapter 4: Alignment and Linkage to School Day

Frontloading Tools

Using Visuals to Introduce New Words and Concepts

Preparation for watching movies, going on field trips and museums and looking at books:
• Talk to the participants about what they will be seeing. If going on a field trip, have pamphlets or tour guide information about the place they will be visiting. Check to see if the place where you will be going has a teacher orientation guide to help prepare the participants for a visit.
• Have them try to guess the meaning of terms or names of objects they will be encountering.

During the experience:
• Give the participants a worksheet with questions or names of objects. You can turn this activity into a scavenger hunt and team the participants up to put some competition into the process. (See the directions for doing scavenger hunts).

Immediately after the presentation:
• Have the participants write a reflection on what they saw and experienced, then as a group, have them share. Make sure you write their responses on a chart paper. They can use the information later.
• Some of the questions you might ask to stimulate discussion include
  * What was the most interesting thing you saw?
  * What is something new you learned?
  * What surprised you about what you saw and heard?
  * What more information would you like to know about the topic?
• Write questions they would still like to investigate on 6 by 4 index cards and post them on a chart paper to use as reminders. Later, they can investigate the area and write the answers on the cards.

Group Discussions/Brainstorming

Discussions and brainstorming are great activities to frontload by increasing the participants’ exposure to new vocabulary, concepts or skills. This process is especially useful when you incorporate writing into the activity.

Prior to discussion
• Before starting a discussion or brainstorming session, give the participants a few minutes to write down their ideas about the topic. Ask them a leading question to get them thinking. Do not spend a long time on this process, but allowing the participants to think quietly before talking is shown to increase the quality of thinking and the likelihood participants who usually do not contribute will speak out.
• Make sure the questions you ask are open-ended. If the question can be answered with a “yes” or “no” or re-word it, or ask follow up questions.

During the discussion
• As the participants present ideas, write down their words and phrases on chart paper. By the end of the discussion, you should have charted a long list of words/phrases.
• If you have time, during a brainstorming session, have them look up common words in a thesaurus and find synonyms.
For example in the cooking unit, you might ask them to give words describing texture. They might say <rough>. Write <rough> on the chart and then ask them to look it up in the thesaurus. They might come up with the words, <coarse>, <bumpy>, <uneven>, etc.
• Before ending the discussion ask them if they can think of any other words about the topic they would like to add to the list.

After the discussion
• Post the chart paper in the room.
• Encourage the participants to use the chart when they have a writing task such as writing a story, a letter or card. If the participants ask how to spell a word not on the charts, add it.
Concept and Vocabulary Webs

Concept and vocabulary webs are brainstorming processes using various graphic organizers. The purpose of the webs is to introduce vocabulary about a topic and then help the participants organize related ideas.

- Generate a list of words or phrases related to the key subject or topic.
- Write the main topic or subject in center square/circle.
- Group related words or phrases, from your list, on web branches. Name each branch with a category heading that describes all of the words on that level. In order to complete the organization of your words, you may wish to create levels of branches for some of the key ideas.

Example:

- **What is it like?**
  - Causes a lot of damage
  - Cannot be stopped easily, but can be prepared for
  - Can be very scary

KWL Charting (What You Know, What You Want to Know, What You Have Learned)

KWL charting is a brainstorming process exploring what participants know prior to beginning an activity(s), what they what to learn about it, and after finishing what they have learned.

- Draw a large K-W-L chart on the board or on chart paper. (See example)
- At the beginning of the activity, discuss what the participants think they know about the topic (K). Fill in the first column of the chart with their responses. Do not correct inaccurate responses. As part of the activity they will be verifying what they think they know. During their research, participants can mark the proven statements, and cross out the inaccurate ones. When a statement is proven inaccurate, take time to discuss it with the participants and compare the correct information with their initial belief.
- Give participants a few minutes to brainstorm with a partner about what they would like to know about the topic (W). In a large group, discuss their ideas and list the question in the second column.
- While doing the activity (ies) have them write in the last column, “What we Learned,” information that either disproves an initial statement from the “K” column or answers a question from the “W” column.

Example:

<table>
<thead>
<tr>
<th>WHAT DO I KNOW ABOUT OCEANS?</th>
<th>WHAT DO I WANT TO KNOW ABOUT OCEANS?</th>
<th>WHAT DID I LEARN ABOUT OCEANS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oceans are very big.</td>
<td>How many oceans are there?</td>
<td>There are five oceans: Pacific, Atlantic, Indian, Arctic, Southern.</td>
</tr>
<tr>
<td>Fish live in them.</td>
<td>What are their names?</td>
<td>There are many different types of fish and there are many other things that live in the sea. Each of us had a favorite one, including sharks, tuna, shrimp, eels, and jellyfish.</td>
</tr>
<tr>
<td>San Francisco is next to one.</td>
<td>What kinds of fish are there in the ocean?</td>
<td>The deepest part of the ocean is in the Pacific, the Mariana Trench that is 36,200 feet deep.</td>
</tr>
<tr>
<td>There is a lot of sand next to oceans:</td>
<td>How deep is it?</td>
<td>Dangers in the sea include bad storms, sharks, heavy tides, reefs.</td>
</tr>
<tr>
<td>The color of the ocean is blue.</td>
<td>What makes waves?</td>
<td></td>
</tr>
</tbody>
</table>

...continued on next page
KWL Chart

<table>
<thead>
<tr>
<th>What do I know</th>
<th>What do I want to know</th>
<th>What did I learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Chapter 4: Alignment and Linkage to School Day

Vocabulary Web

What is this?

Word or Phrase

Non-Examples

Examples

What is it like?
Chapter 4: Alignment and Linkage to School Day