

RUBRIC HELPS 2021-2023

Objective 2.2.A: Consistency of Curriculum and Coordination of Content

SCHOOL DAY LINKAGE

Quality Afterschool programs strive to develop and maintain a strong working relationship with the schools from which their students come. This includes communication, collaboration and accountability to the school administration as well as school day staff. 21st CCLC programs are required to have a written plan documenting how coordination of academic support will be implemented. The plan should include the following (*Evaluation Rubric under 2.2 A.*):

- Details about how afterschool staff and school day staff will ensure consistency of curriculum and coordination of content without replication
- Type of individual student information that will be shared to help determine targeted interventions
- Methods of ongoing communication between Afterschool and School Day team members

*More Than Satisfactory and Advanced Programs will include documentation that the plan is agreed upon by both parties (i.e. signatures by parties, email confirmation etc.)

WHY THIS IS IMPORTANT: Fostering healthy relationships with school day staff ensures that afterschool programs are complimenting the work of the school day team. By coordinating with school day staff, afterschool programs then provide enrichment activities that enhance academic success.

TIPS:

- In person five-minute report at monthly faculty/staff meeting
- Weekly email with building administrator
- An afterschool section in Principal's Newsletter
- Method (i.e. form) of communication between school day staff and afterschool staff concerning needs of individual students or grade level needs/focus
- Communication with ELL, School Counselor, School Nurse, Special Services personnel, transportation, maintenance and custodial team.

SAMPLE Plan for Coordination of Academic Support

(List Academic School Year Here e.g. "2020-21 School Year")

The XYZ Afterschool program (21st Community Century Learning Center) agrees to implement lessons targeted and aligned to the regular-day classrooms at Sample Elementary, Sample Jr. High. To achieve this success, XYZ Afterschool will collaborate with the regular school day in the following ways. Both see themselves as a team serving the same children.

- Identify target students by collaborating with School -Day teachers
- Connect lesson plans to standards and school-day curriculum to increase achievement.
- Provide staff training and professional development for afterschool staff
- Communicate with School-Day staff through intentional face to face conversations or e-mail
- Organize regular staff meetings with after school staff.
- Offer real-world activities that connect to the broader community
- Provide additional academic support where needed (i.e. tutoring, homework help)
- Coordinate Family Nights/Parent Engagement events as required by the grant
- Develop adult education classes as required by the grant

The **Program Director /Building Principal** will communicate regularly via email or face to face communication to ensure that there is open dialogue regarding programming (academic, social/emotional, safe and supportive environment)

XYZ Afterschool will also use any of the following methods of data collection to identify and recruit students who need to stay for the program

- Teacher/counselor referral
- Map Data, test scores etc..
- And other misc. data/surveys

In addition to the above methods, the afterschool staff will have **regular** communication with day teachers to keep each other informed of student progress inside and outside of the classroom. (can be through a created form, email, phone etc.)

XYZ Afterschool Program will work diligently to communicate with the regular day administrators to keep them updated on the progress of the afterschool programs and the broad array of activities being offered in their "site-specific" buildings, as well as informing them on individual student needs and general updates (where needed).

The Sample School District and the afterschool program are dedicated to this partnership of ensuring students are engaged in a positive and safe supportive quality program that comprises elements of education, enrichment and recreational programming beyond school hours.

Administrator Signature: _____

Date: _____

21st CCLC Coordinator Signature: _____

Date: _____

Objective 2.2.B: Documenting State Standards in Lesson Plans

Objective 2.3.C: Lesson Plans

Lesson Plans and State Standards

Quality afterschool programs offer academic and enrichment activities that students may not typically experience in the regular school day classroom or at home. These lessons and activities, along with needed resources and materials, are planned out ahead of time so teachers will be able to direct students' efforts toward the desired outcomes. Connecting lesson plans to Missouri Learning Standards can help afterschool staff understand that a quality afterschool program can be fun but there is also an underlying purpose to learn while engaging in activities.

A strong lesson plan will include:

- The content and activities to be fulfilled for a set timeline
- A step-by-step guide to help move the lesson along
- A focus on students being engaged, having fun, making choices, etc.
- Basic objectives that are tied back to a state standard
- Activities (action steps) for teaching and learning
- Materials needed
- Reflection piece (or an assessment piece)
- Follow up, if needed



SAMPLE LESSON PLAN TEMPLATE

Teacher: _____ Date: _____

CONTENT AREAS *(Select and circle those which apply)*

Music/Movement Blocks/Construction Language/Reading Life Science/Nature Arts/Craft
 Drama/Theater Math/Reasoning Cultural Awareness Gross Motor/Outdoor Play

Other: _____

Session Schedule	M T W TH F Length of Time: _____ Grade Level (s) _____ Activity Title: _____
Statewide Goal and Objective supported by this session (mark all that apply)	__ Goal 1: Student academic achievement in the areas of reading/language arts, math, and science. __ Goal 2: Develop and maintain a quality program __ Goal 3: Enhance youth's college and career readiness skills and behaviors.
Missouri Learning Standard (MLS) supported by this session (number and descriptor)	
Materials Needed Grade: _____ # of Students _____	
Brief description of session activities	
Reflection/Follow Up	

The Missouri Learning Standards (Grade Level Expectations - GLE's)

Possible Standards for Programs to Use in Their Planning

(See various grade levels for specific expectations under each standard in reading and writing)

READING

1 Develop and apply skills to reading process

- D. Read independently for sustained periods of time by:
 - a. engaging with text as developmentally appropriate
 - b. producing evidence of reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times

- A. Read, infer, analyze and draw conclusions

3 Understand how English is written and read

- A. Develop phonics in the reading process

4 Comprehend and analyze words, images, graphics and sounds in various media and digital forms to impact meaning

- A. Develop an awareness of media literacy

Sample standard and lesson:

Reading

1. Develop and apply skills to reading process

- D. Read independently for sustained periods of time by:
 - a. engaging with text as developmentally appropriate
 - b. producing evidence of reading

Possible Lesson: Youth choose a partner and read books of their choice. After reading together for 15 minutes they choose something from their reading that they want to share with others. Using art materials they create a piece of art that shows others something about their reading.

WRITING

1 Apply a writing process to develop a text for audience and purpose

- A. Follow a writing process to plan a first draft by:
- B. Appropriate to genre type, develop a draft from prewriting by:
- D. with assistance from adults/peers:

2 Compose well developed writing texts for audience and purpose

- C. Write fiction or nonfiction narratives and poems that:

3 Gather, analyze, evaluate, and use information from a variety of sources

- A. with assistance, apply research process to:

SCIENCE

ESS2 - Earth's Systems

B Plate Tectonics and Large-Scale Systems

Grade 2. ESS2.B.1 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

ESS2 Earth's Systems

C The Role of Water in Earth's Surface Processes

Grade 2. ESS2.C.1 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

ESS2 - Earth's Systems

D Weather and Climate

Kindergarten ESS2.D.1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually

cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.

ETS1 - Engineering Design

A Defining and Engineering Problems

(All grade levels)

MATH

Geometry and Measurement

A Grade 3 - Reason with shapes and their attributes.

Possible Lesson: Give students a quantity of different shapes and have them sort by common attributes

B Grade 2 – Measure and estimate lengths in standard units

Possible Lesson: Estimate, then measure the height of playground equipment, choosing an appropriate measuring device

C Grade 5 – Graph points on the Cartesian coordinate plane within the first quadrant to solve problems.

Possible Lesson: Play “Battleship” and have students describe the strategies used to place their ships and find their opponents

Objective 2.3.A: Targeted Academic Strategies

Checklist for Completing Intentional Academic Strategy Based on Student Needs

An academic strategy based on student needs is an ongoing, intentional intervention selected and implemented to meet the identified academic needs of designated students.

1. Identification of Students
 - Benchmark testing by grade/subject
 - School day teacher/administration recommendation
 - Parent recommendation
 - Counselor recommendation
2. Identify Instructional Personnel
 - Determine who would best work with the student(s)
 - Hold organizational/awareness session
3. Define the Intervention Strategy
 - Identify academic need using data from testing, classwork results, etc.
 - Select specific intervention strategy or strategies to address the academic need of the designated student(s)
4. Identification of Method of Delivery based on Student Needs
 - Individual, small or whole group
 - Number of sessions needed
 - Length of sessions needed
 - Number of designated students served
5. Identify Instructional Materials
 - Determine available materials
 - Determine materials needed and budget available
 - Identify person responsible for obtaining materials
6. Determine Post Instructional Results (needed for Advanced on Rubric)
 - Benchmark testing
 - Teacher made tests
 - School day teacher consultation
 - Summarize data (can be attached to Academic Strategy Documentation Form)
7. Reflect on Success/Challenges of Academic Strategy results
 - Celebrate success
 - Identify areas of challenges and possible solutions
 - Determine if additional targeted instruction is needed

Objective 2.3.B: Social and Emotional Learning

Quality afterschool programs have long incorporated social and emotional learning (SEL) into their activities. In recent years, intentional SEL has moved to the forefront in many spaces devoted to youth development. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is defined as “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” With SEL programming, staff can cultivate a strong classroom culture while building a safe and supportive afterschool program.

The DESSA from Aperature is an excellent tool to measure how students are doing socially and emotionally. Not only does the DESSA provide data points on individual students social and emotional well-being, there are a myriad of SEL lessons that are accessible to afterschool program staff. Here are a few other curricula that address social and emotional learning...

kid-grit: kid-grit is a holistic approach to creating a well-rounded student. The curriculum is focused and committed to a developmental approach promoting the nourishment of a child’s intellect, emotion, and intuition, along with conditioning his/her body through delicious nutrient-dense food, movement, and breathing. <https://www.kid-grit.com/>

Every Monday Matters: Every Monday Matters believes that every student deserves to know how much and why they matter—to themselves, the community around them, and the world. We also believe that our teachers and educators deserve to have the best resources available to help our youth grow and learn. Our free resources are designed to engage youth in activities that foster their social and emotional learning development. <https://www.everymondymatters.com/programs/education/>

Second Step: Second Step® Out-of-School Time is a research-based, social-emotional learning (SEL) program designed specifically to meet the needs of out-of-school time (OST) settings. <https://www.secondstep.org/out-of-school-time-program>

Checklist for Utilizing the Devereaux Student Strength Assessment (DESSA)

1. Administer the DESSA

- Fall DESSA-mini (required)
- Spring DESSA-mini (required)
- Spring DESSA Teacher Survey (required)
- DESSA (long form--optional)

2. Identify the Students

- DESE-mini: results determine student placement in the categories of strength, typical, or need
- DESSA: results are used as a diagnostic tool to identify social and emotional domains of need. The SEL domains are: Self-Awareness, Self-Management, Optimistic Thinking, Personal Responsibility, Decision Making, Social Awareness, Goal Directed Behavior, and Relationship Skills.

3. Define the Social and Emotional Intervention Strategy

- Determine the Social and Emotional Learning area(s) to address
- Select curriculum or design curriculum (examples: Every Monday Matters, DESSA curriculum, Mindfulness, Second Step, The Wallace Foundation, etc.)

4. Identify the Instructional Personnel

- Determine cadre with best background
- Hold organizational/awareness session
- Make Social and Emotional Learning Activity Documentation Form available

5. Identification of method of delivery

- Individual, small group, or whole group
- Number of sessions needed
- Length of sessions needed
- Number of students served for each activity

6. Document Post-Instructional Results

- Spring DESSA-mini
- DESSA
- Other assessment tool

Objective 2.3.D: Weekly schedule-Exposure to a variety of topics

Objective 2.3.E: Daily schedule-Variety of activities each day

Objective 2.3.F: Choice of activities

Broad Array of Activities

Quality afterschool programs offer students a broad array of activities and opportunities, both academic and enrichment, that allow students to engage in learning beyond the walls of the regular school day classroom. From the ever-present tutoring programs to activities like cooking classes and archery training, the wide variety of afterschool activities can help students discover their strengths and passions as they continue their educational journey. When given permission to choose their academic enrichment activity, students can learn to find their voice and continue to grow into who they will become later in life.

A broad array of activities includes areas of **health/recreation/fitness, fine or performing arts, college and career readiness (CAPSA), social and emotional learning, service learning, STEM or STEAM, and life skills education**. In providing a broad array of activities, the program can be as creative as they would like to be as they offer relevant and engaging enrichment activities.

Below is a list of suggested possibilities for a broad array of activities that was collected by DESE staff over the years of working with afterschool grantees.

STEM

1. Coding
2. Web Page Design
3. Animation
4. Movie Making
5. Computer Programming
6. Minecraft
7. Computer Gaming
8. Desktop Publishing
9. Geocaching
10. Robotics
11. Rocketry
12. Drone Technology
13. Astronomy
14. CSI
15. Alternative Energy
16. Environmental Club
17. ECO-STEM (Horticulture/Forestry Science, Water Conservation & Preservation, Water Quality, Alternative Energy, Recycling Activism)
18. Hydroponics

19. Aquaponics
20. Etymology
21. Landscaping

Service

1. Service-learning
2. Mentoring
3. Volunteering/Community Service

Sports/Health/Wellness

1. Archery
2. Marksmanship
3. Shooting Sports
4. Chess
5. Intramural Sports
6. Dance
7. Step Team
8. Runner's Club/Healthy Living/Fit for Life
9. Gardening/Farm to Table Gardening
10. Cooking
11. Ping Pong
12. Gymnastics
13. Outdoor Skills
14. Weight Lifting
15. Martial Arts

Music/Arts

1. Guitar Club
2. Photography
3. Songwriting
4. Music Making/Recording
5. Art Club

Miscellaneous

1. Sewing/Quilting/Crochet
2. Woodworking
3. Sign Language
4. Foreign Language
5. Babysitter Certification (primarily Middle School)
6. Anime Club
7. Pokemon/Yu-Gi-Oh! Club

Literature/Reading

1. Literature Circle/Book Club

2. Poetry/Spoken Word

College/Career

1. Career exploration
2. Career Planning, Goal setting
3. Resume Writing, Interview Prep
4. College visits
5. Entrepreneurship
6. Visitors from individual companies/businesses, etc. from the community to talk to students about what they do.

*List courtesy of Erika Brandl, Missouri Dept. of Elementary and Secondary Education (DESE)
Extended Learning (January 2017)

Objective 2.4.A: Family and Child Academic Enrichment Opportunities

Objective 2.4.B: Educational Development for Adult Family Members of Students Served

Family Engagement and Adult Education

Family Engagement and Adult Education opportunities can be reported at the grantee level and may be for one, multiple, or all sites. These services or activities should be based on a needs assessment, parent/guardian surveys, and/or demographic trends to determine what the families need and want. Grantees will be asked to provide how they will meet the following components. Grantees will need to provide documentation for **both A and B** components of Family Engagement. Remember, Family Engagement and Adult Education are two different things. Each event or service can only be counted toward one category of engagement:

A. Family & Child Academic Enrichment Opportunity

Meaningful opportunities for families to be actively involved in their child's education. Family Nights where families are only involved in an observation activity should not be the only type of activities provided for families.

Family academic enrichment opportunities for families and students could include:

- STEM night
- Family game night
- Literacy night
- Student Showcase/Gallery Walk

B. Educational Development for Adult Family Members of Students Served Classes to enhance the knowledge, skills, and understanding of the adult family members of students attending the program. Adult education activities could include:

- Continuing education classes
- ESL classes
- Literacy classes
- Finance/budgeting classes
- Computer classes
- Active parenting/strengthening families

Documentation Needed

- Provide documentation of advertising event
- Provide documentation of attendance at event
- Provide documentation of additional needs assessment (optional-for Advanced Type 2 only)

Grantees need to provide additional documentation if partnering with other events (e.g., PTO, School Districts, Adult Education)

Family Nights where families are only involved in an observation activity should not be the only type of activities provided for families.