



How After School Can Support Common Core Implementation

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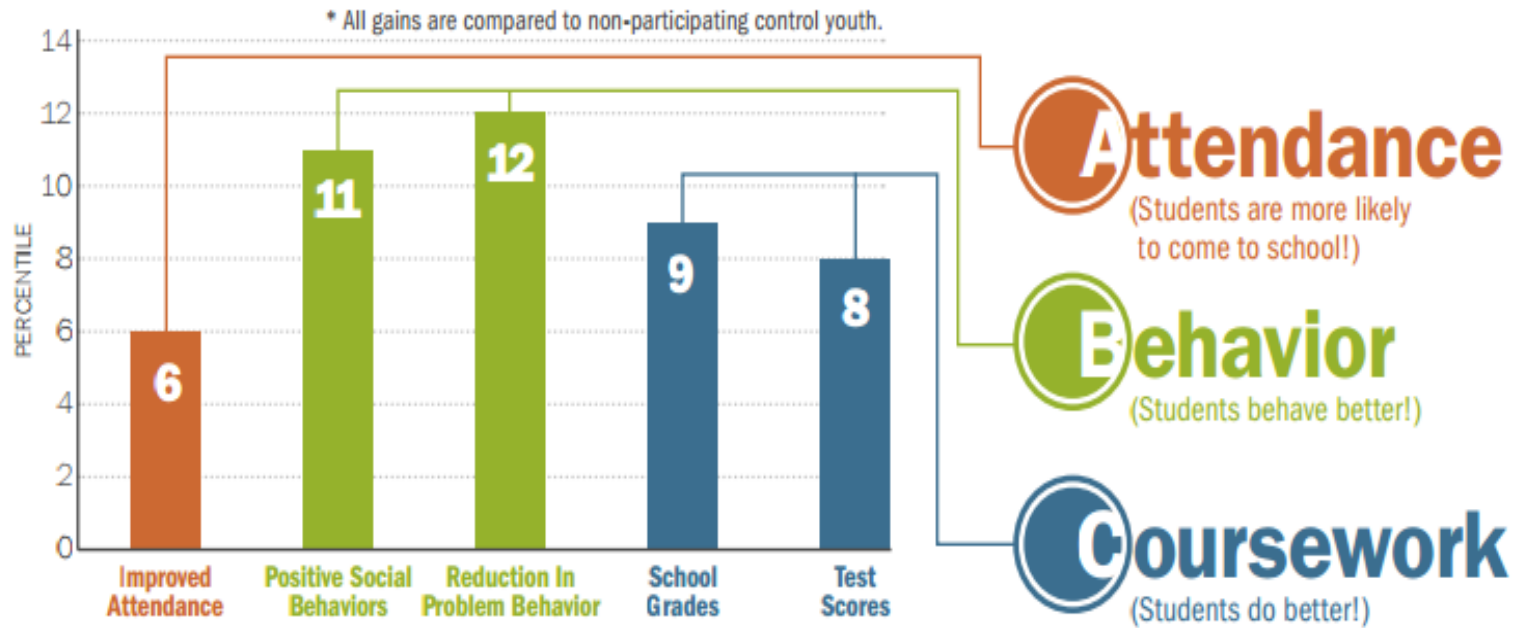
What do your students need?

- Attendance/behavioral outcomes
- Social/emotional outcomes
- Student engagement
- Academic outcomes/alignment

What does the research show?

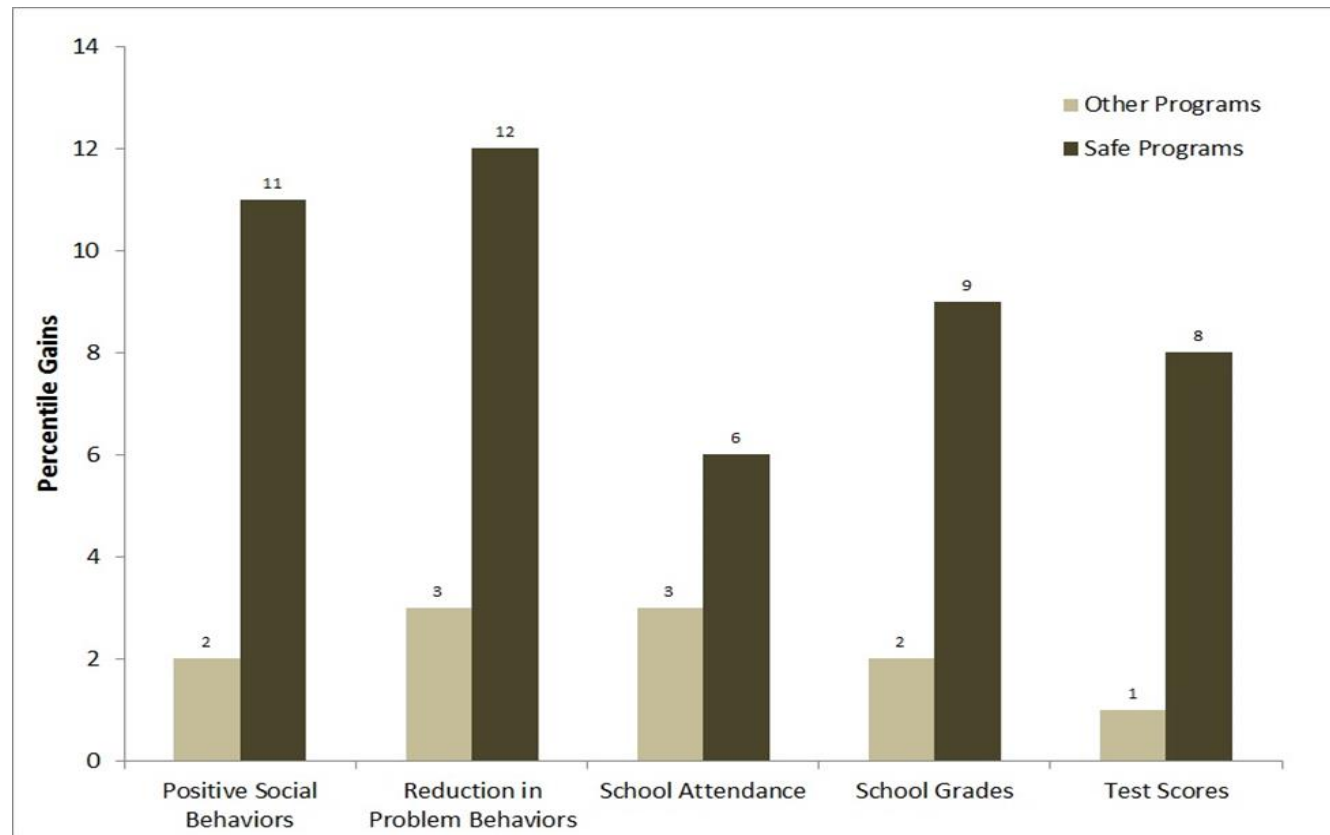
Attendance and Behavioral Outcomes

High quality afterschool programs are proven to accelerate student achievement:¹



Durlak, J., & Weissberg, R. (2013). Afterschool programs that follow evidence-based practices to promote social and emotional development are effective. In Peterson, T.K. (Ed.). *Expanding minds and opportunities: Leveraging the power of afterschool and summer learning for student success*. Washington, DC: Collaborative Communications Group.

Social and Emotional Outcomes



Average percentile gains on selected outcomes for participants in SAFE vs. other afterschool programs. Reprinted from *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer* (p. 196), by T. K. Peterson (Ed.), 2013, Washington, DC: Collaborative Communications Group. Copyright 2013 by Collaborative Communications Group. Reprinted with permission.

Student Engagement

- Students who attended afterschool programs over a two-year period:
 - posted gains in teacher reports of work habits
 - student reported increased work habits
 - task persistence

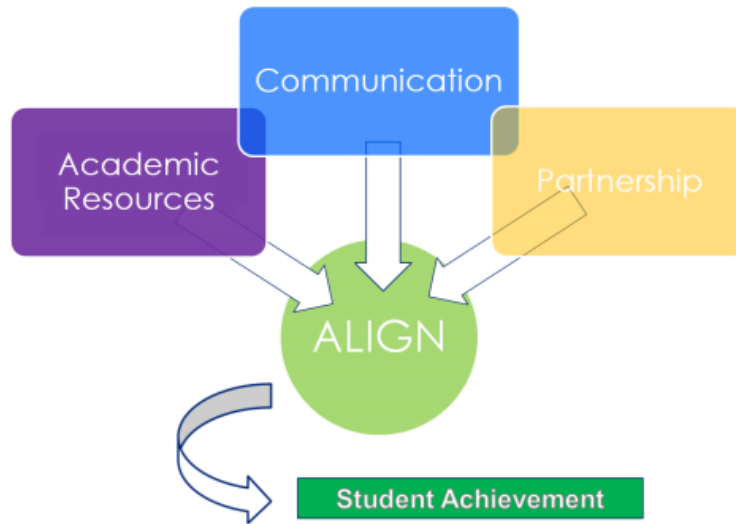
Academic Outcomes (Dosage)

Afterschool Participation Narrows the Math Achievement Gap¹



1. Pierce, K. M., Anger, A. and Vandell, D. L. (April, 2013). *Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School*. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Academic Outcomes (Alignment)



Sample:

- 78 schools
- 11 school districts
- n = 8,000 students

- Survey scales and were reported by both principals and afterschool staff were surveyed
- Highly aligned sites in Academic Resources had a statistically significant positive effect on English Language Arts scores
- Highly aligned sites on all three had a statistically significant positive effect on Math CST scores
- Misaligned sites on all three scales had a statistically significant negative effect on scores for Math.

Sense of Partnership

- Misalignment
 - Disconnection, Collaboration, Communication
- Informal Structures and Opportunities
 - Homework Support, Behavioral Issues
- Administrative Support
 - Principal/Site Coordinator
- Program Elements
 - Academic, Social, and Emotional Learning
- Barriers
 - Trust, Time, Competence, Capacity

Family Engagement

- Support improved participation in afterschool programs
 - Family engagement can also be a factor in sustaining participation in afterschool programs.
- Benefit afterschool participants themselves
 - When afterschool programs are intentional about their family engagement strategies, then program participants tend to exhibit better outcomes and feel more connected to school.
- Positively affect family engagement with learning at school and at home
 - Family engagement in afterschool can lead to greater involvement in school events, increased assistance with homework, and more encouragement for reading.

Little, P. (2013). *Engaging families in afterschool and summer learning programs: A review of the research*. Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer, by T. K. Peterson (Ed.), 2013, Washington, DC: Collaborative Communications Group

Afterschool and the Common Core

HABITS OF MIND AND THE COMMON CORE

THE STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

CAPACITIES OF A LITERATURE INDIVIDUAL

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose and discipline.
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures.

Afterschool provides space for:

- Inquiry based activities
- Real world application of concepts and ideas that require collaboration and communication
- Expanding learning opportunities that pique student interest
- Actively participate in project-based learning
- Make connections to the community

Role of Principals in After School

- Culture and Climate of School
- Incorporating School Goals
- Alignment of Behavioral and Social Expectations
- Complimentary Learning Environment (reinforce concepts experientially)
- Professional Learning Communities

What does your landscape look like?

- In your group discuss the questions provided.
 - Use the Bennett Framework of Alignment handout for reference
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- What key point(s) stand out?
 - What will be one action step you might take?

Final thoughts

- Afterschool programs can be a partner in supporting student success
- Research supports a mix of staff (certified and community based) to best support student needs
- Simply extending the day show little evidence of academic or social gains
- Principals can make or break the perception of the afterschool program with school teachers and staff

Contact

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