

Alignment Outcome I:
 Children participating regularly in aligned afterschool programs will experience increased success in school.

Key Objectives for Outcome I:

- Student increases school attendance rates
- Student demonstrates increased engagement in learning
- Student increases homework completion and submittal rates
- Student demonstrates academic growth

Outcome I Partnership Practice Continuum

Alignment Principle: Program Planning and Design	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
A). The school and provider coordinate program planning, curriculum and training to ensure alignment between activities and learning standards, supporting the integration of the core school day and afterschool programming.	Afterschool program provides school with information about the planning and curriculum of the day, making reasonable attempts to coordinate programming with major school goals.	The school principal acts as the liaison between the school and the provider or appoints designee. The principal or designee meets monthly with the program provider. The principal and provider share communication with school and program staff.	Classroom teachers and afterschool staff spend time in each others rooms observing activities, working with children, and planning programming that will carry across the hours.	Afterschool and school day staff plan for curriculum that weaves the core school day and afterschool programming together with recreation components occurring during school hours, and academic support occurring in afternoon hours in line with developmentally appropriate guidelines for children's learning styles.

Please check the level that most closely describes how your alignment partnership is currently operating: Level 1 Level 2 Level 3 Level 4

Please check the level that you will work toward in your alignment partnership for the 2009-2010 school year: Level 1 Level 2 Level 3 Level 4

Please describe strategies for strengthening your alignment partnership in 2009-2010:

Program Provider Action Steps (include 1-3 action steps):

School Action Steps (include 1-3 action steps):

Outcome I Partnership Practice Continuum

Alignment Principle: Culturally Relevant Learning Strategies	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
<p>B). The school and provider support implementation of the school's plan to close the achievement gap and ensure culturally relevant and anti-biased learning strategies are utilized during the core school day and after school program.</p>	<p>Provider is supplied with copy of the school plan and makes plans to assist accordingly.</p>	<p>School and provider share training opportunities on culturally relevant education practices.</p>	<p>School and provider identify key strategies to close the achievement gap and how these will be addressed through the partnership, creating strategies that capitalize on the strengths of each system.</p>	<p>Culturally relevant family and community involvement occurs throughout the day and evening and is jointly coordinated by school and provider.</p> <p>The school and provider partner with community-based culturally specific organizations.</p>

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School Action Steps (include 1-3 action steps):

Outcome I Partnership Practice Continuum				
Alignment Principle: Continuous School Improvement Plan	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
C). The afterschool program is identified as a key strategy for school's Continuous School Improvement Plan (C-SIP).	School names the provider in the transformation plan and provides copy of C-SIP to provider.	The school involves the provider in the development of the school's C-SIP; the afterschool program is identified as a community partnership.	The provider develops a plan for addressing school's key academic strategies in partnership with the school.	School improvement efforts include strategies for before, during and afterschool and utilize the strengths of partners from all these areas.
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Outcome I Partnership Practice Continuum				
Alignment Principle: Student Engagement in Learning	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
D). The program provides an array of fun, enriching project and play-based activities and experiences that engage children in a variety of ways to learn.	Provider participates in, at a minimum, one training per year on how to best support learning afterschool.	Provider and school identify key learning goals of the school and plan for activities and staff development to support them.	Provider and school staff jointly attend training to address key learning goals of school.	Key learning goals are jointly identified by school, provider, and families and strategies for supporting them incorporate strengths of all partners and occur throughout the day.
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Outcome I Partnership Practice Continuum				
Alignment Principle: Homework and Learning Support	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
E). The school and provider establish a mechanism of communication and share information about the academic and other needs and strengths of children.	The provider offers students a safe, quiet place to do homework.	School and provider exchange information on student learning goals and student assessment; share strategies to ensure progress, as appropriate. School teachers and program staff share information re: classroom and program learning themes and goals for classes and individual children.	Provider participates in specific student-planning teams. School and provider participate in joint professional development activities. Teachers communicate with providers and parents re: homework needs; school gives provider access to homework support needs.	Afterschool staff and school staff share work hours and responsibilities that allow them to observe and support children's individual strengths.

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Program Provider Action Steps (include 1-3 action steps):

School Action Steps (include 1-3 action steps):

Outcome I Partnership Practice Continuum				
Alignment Principle: Student Transitions	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
F). The school and provider coordinate student transition planning (examples: pre-K to K and afterschool; grade 5 to middle school; grade 8 to high school).	School and provider share information about curricula, learning benchmarks, transition and enrollment steps and timelines, etc.	School and provider meet regularly to plan for transitions.	School and provider share information about children, observe in classrooms, etc.	School and provider work as team with families to ensure successful transition for each child.
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Alignment Outcome II:
 Children participating regularly in aligned afterschool programs will experience increased developmental assets / protective factors in their lives.

- Key Objectives for Outcome II:**
- Student demonstrates improved attitude towards school, teacher and other students
 - Student demonstrates improved social skills and cultural competence
 - Student has increased positive interactions with caring adults

Outcome II Partnership Practice Continuum				
Alignment Principle: Developmental Assets	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
A). The school and provider jointly implement asset-based programming that supports the acquisition of developmental assets / protective factors - ensuring the development and well being of the whole child.	Provider attends asset training and communicates goals to school.	Provider coordinates with Family Support Worker, family involvement activities and Community Learning Center and/or other afterschool resources.	School and provider attend training jointly and develop strategies for supporting the methods.	Attend joint training and share leadership of training between school and provider; involve community in training as leaders and participants.

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Program Provider Action Steps (include 1-3 action steps):

School Action Steps (include 1-3 action steps):

Outcome II Partnership Practice Continuum				
Alignment Principle: Family Engagement	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
B). The school and provider develop a method of family engagement that extends the partnership between school and afterschool provider to families and the broader community.	School and provider send communication home to families and supply one another with copies.	Provider coordinates with Family Support Worker, family involvement activities and Community Learning Center and/or other afterschool resources.	School and provider host joint parent events to support children's learning and development.	School and provider develop an Alignment Advisory Group. School staff and community partners serve on the provider's Board of Directors.
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Outcome II Partnership Practice Continuum				
Alignment Principle: Student Behavior Management	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
C). The school and provider implement culturally relevant strategies for behavior expectations and behavior management procedures to ensure for all students.	School and provider maintain behavior policies that reflect the culture of families and their respective programs.	School and provider share information about behavior management approaches.	School and provider develop joint behavioral management strategies for children.	Behavior management strategies are developed with input from families and are implemented throughout the core school day and before and afterschool.
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Alignment Outcome III:

Children participating regularly in aligned afterschool programs will experience greater support in their growth and learning through increased collaboration and communication between the school and afterschool provider.

Key Objectives for Outcome III:

- Increased satisfaction between school and provider around partnerships issues such as: communication, conflict resolution, shared resources and professional understanding
- Increased awareness by school and provider of learning needs of students served in afterschool program
- Increased ability of afterschool program staff to articulate how program curriculum supports students learning

Outcome III Partnership Practice Continuum

Alignment Principle: School/Provider Coordination	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
A). The school and provider establish a mechanism of communication to facilitate smooth operations.	The school and provider complete Space Use Application.	The school principal/designee informs school staff (teachers, custodian, secretary, etc) of alignment goals. Principal/designee and provider meet regularly and communicate shared goals.	Regular, planned meetings occur between school and provider with planned agendas.	School and provider staff work together on committees, in classrooms and in programs.

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Program Provider Action Steps (include 1-3 action steps):

School Action Steps (include 1-3 action steps):

Outcome III Partnership Practice Continuum				
Alignment Principle: School/Provider Community Outreach	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
B). The school and provider inform and promote each other's events, programs and support services offered to children and families.	Provider supplies school with written information about the program and makes school information available to families at the afterschool program.	School and provider develop a shared calendar of events. School and provider include each other in new parent tours. Afterschool program staff are listed in school staff bulletin boards. Afterschool program is linked to school's web site.	School and provider jointly attend and promote kindergarten fairs and other parent information activities.	School and provider jointly develop promotional events and materials to reach out to communities.

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Program Provider Action Steps (include 1-3 action steps):

School Action Steps (include 1-3 action steps):

Outcome III Partnership Practice Continuum				
Alignment Principle: School/Provider Shared Resources	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
C). The school and provider develop and adhere to a plan for shared use of key resources including, but not limited to: space, custodial services, staff and volunteers, materials and supplies.	The school and provider complete and implement Shared Resources Plan and program and school staffs are informed of agreement.	Provider and school identify key resources and strategies for best maximizing their use for students.	Shared resources plan and alignment goals are reviewed regularly at school staff meetings, with provider in attendance.	Provider and school jointly apply for grants and funding for key resources that will benefit the full day for students.
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Outcome III Partnership Practice Continuum				
Alignment Principle: School/Provider Health and Safety Planning/Emergency Preparedness	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
D). The school and provider develop a plan to ensure the health and safety of all students especially as it pertains to emergency procedures.	Provider updates school monthly re: which students are enrolled in afterschool program monthly.	School immediately informs provider of any emergencies, including building lockdowns; provider informs school of any emergencies. Emergency contact information for students and school and afterschool staff are posted in both school and program.	School and provider have shared access to emergency materials. School assists provider in resolving any facilities issues.	School and provider develop and plan for the medical needs of children with special needs during emergencies. School and provider meet annually to develop a consistent emergency plan that takes into account the needs of all students.

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Outcome III Partnership Practice Continuum				
Alignment Principle: Re-investment Savings	Associated Level 1	Coordinated Level 2	Integrated Level 3	Unified Level 4
E). The provider organization reinvests rent savings to enhance or maintain site-based program service delivery.	The provider organization implements a plan for how rent savings will be reinvested to enhance or maintain site-based program services.	The provider organization informs the school of their plan for how rent savings will be reinvested to enhance or maintain site-based program services.	The provider and school develop collectively a plan for how rent savings will be reinvested to enhance or maintain site-based program services.	Fundraising efforts are jointly led by school and provider to cover expenses of fully supporting students.

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COMMITMENTS & SIGNATURES

OUT-OF-SCHOOL TIME DIRECTOR

Thanks to the vision of many program directors, alignment is seen as a way to support and enhance the achievement of children in school.

Give two examples of your best ways of supporting achievement:

On average, how many children a day do you plan to serve next school year?

On average per month, how many meetings* do you expect your staff and you to have with teachers and the principal (designee) next year?

Teachers

Principal (designee)

What topics will you most likely cover?

Signature:

Out-of-School Time Director Signature

Date

Phone number

MULTI-SITE DIRECTOR (If organization is multi-site provider):

How will you ensure your sites fulfill their commitments?

Signature:

Multi-site Director Signature

Date

Phone number

DEFINITION

* Meeting: any interaction where you discuss the academic and/or behavioral progress of one or more students

SCHOOL PRINCIPALS

Thanks to the vision of many principals, alignment is one of their school's academic strategies.

Will Alignment be in your school's C-SIP next year?

If yes, how do you expect to include it?

If no, why are you not including it?

On average per month, how many meetings* do you expect your teachers and you (designee) to have with after school staff next year?

Teachers
Principal (designee)

What topics will you most likely cover?

How will you include after school staff in staff meetings and staff trainings?

How will you ensure the school works with the after school staff as an academic strategy?

Signature:

Principal (designee) Signature

Date

Phone number

DEFINITION

** Meeting: any interaction where you discuss the academic and/or behavioral progress of one or more students*

DO NOT WRITE BELOW THIS LINE (The district will obtain Instructional Director's signature once all plans have been submitted.)

Instructional Director Signature