WELCOME TO

THE JOURNAL OF

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LIVE!!!

CENTRAL VALLEY
Afterschool
FOUNDATION

- Kim Boyer, Ed.D. – Executive Director; Central Valley Afterschool Foundation

- Logan Robertson, Ph.D. – Faculty; Bard College MAT Program

- Matilda Soria, Ed.D. – Coordinator; Fresno County Office of Education

The JELO Editorial Team

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The **Journal of Expanded Learning Opportunities** (JELO) is a peer-reviewed, online, open access publication of the Central Valley Afterschool Foundation. The JELO connects research and promising practices throughout California and the nation, fostering a dialogue that engages both researchers and practitioners in the field.

Our Vision

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- Article presentations
- Researcher-Practitioner panel
- Bridging Research and Practice
- Debrief, Conclusions, Distribution of JELO's 3rd issue

Today's Agenda

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Tracy Carmichael, Ph.D.
University of California, Irvine
THINK Together

Examining Levels of Alignment Between School and Afterschool and
Associations with Student Academic Achievement

JELO Article Presentation

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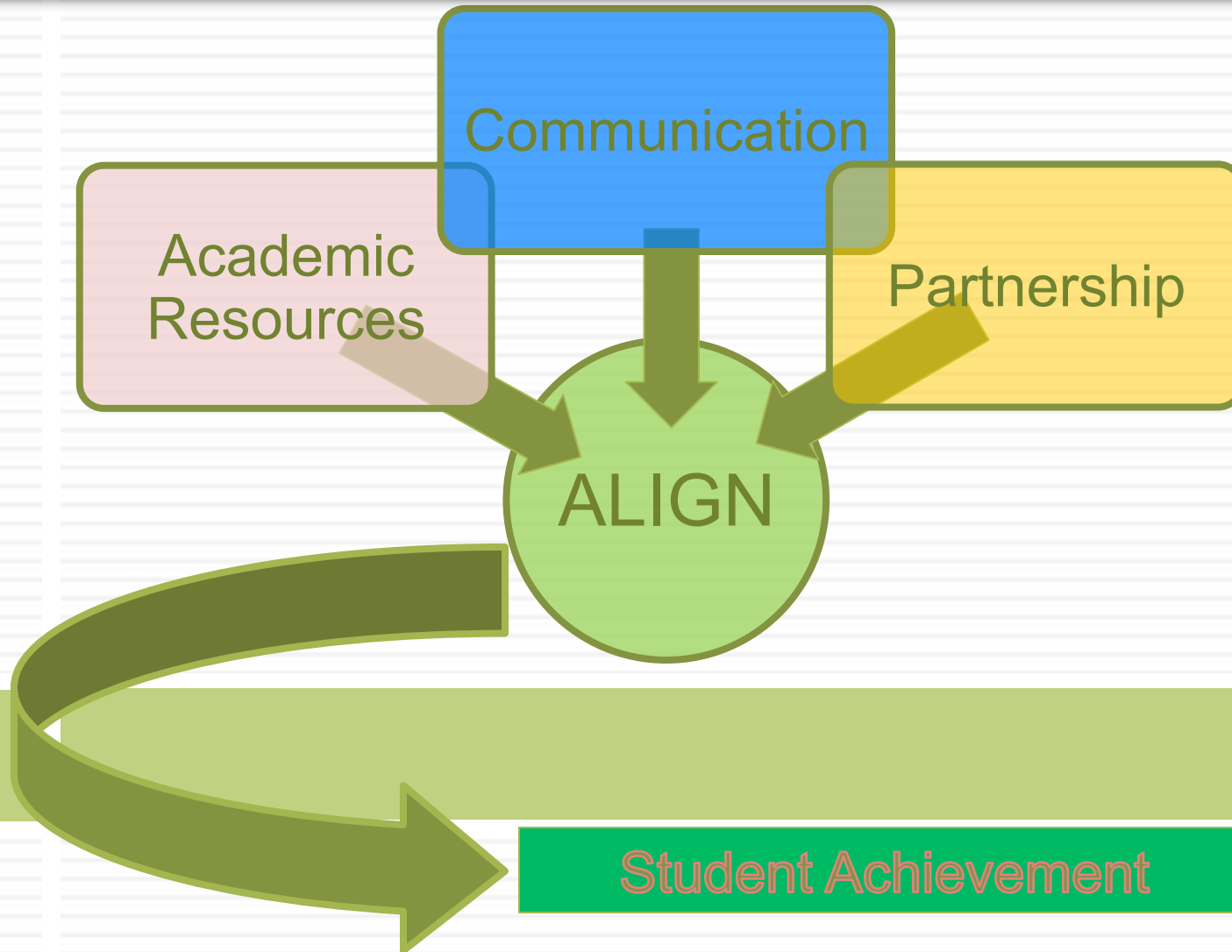Expanded Learning
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Seeing Eye-to-Eye:
Alignment of School and Afterschool

Tracy Carmichael, Ph.D.
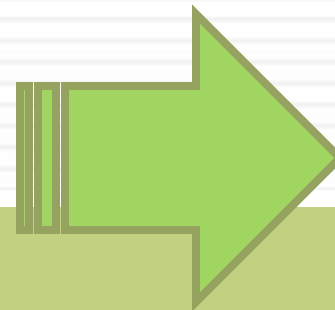*Director of Action Research*

BOOST 2016

Defining Alignment

Communication

Academic Resources

Partnership

ALIGN

Student Achievement

Measure of Alignment

Academic Resources + **Communication** + **Partnership** =

ALIGNMENT
1) Each Scale
2) High vs Low

Highly Aligned Sites:
Academic Resources:
Positive impact on CST Score (ELA)*

Overall & All Subscales:
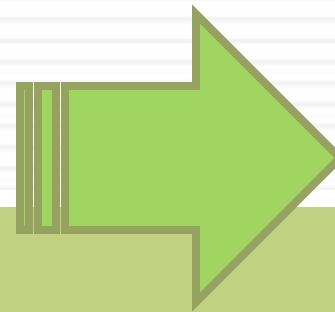Positive impact on CST Score (Math)*

Measure of Misalignment

Academic Resources

Communication

Partnership

MISALIGNMENT
1) Each Scale
2) High vs Low

Misaligned Sites:
Overall:
Negative impact on CST score (Math)
Partnership:
Negative impact on CST score (Math)
Interaction of Attendance:
Negative impact on CST score (Math)

Fostering Alignment with Schools

THINK Together Evaluation Department
Alignment Reflection Tool

Site:_____

District:_____

	Strengths	Opportunities for Growth
Academic Resources		
Communication		
Partnership		
Next Steps: *Alignment Goals*		

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Questions?

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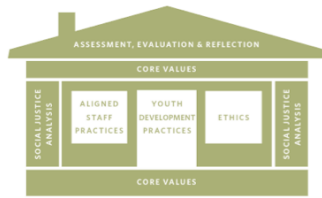Expanded Learning
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Corey Newhouse,
Public Profit

*The Building Intentional Communities Program:
Creating Engaged, Critical Thinkers in Out-Of-
School Time*

Article Presentation

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Building Intentional Communities

Afterschool Program Pathway

Step 3:
Maximizing Emotional Safety -> Empowering Youth

Step 2:
Honing Classroom Climate -> Enhancing Emotional Safety

Step 1:
Maximizing Program Capacity -> Improving Classroom Climate

BIC Prerequisites:
Program Capacity

Afterschool Program:
Well established at school site and well-supported in terms of space and resources.

Staff:
Skilled program coordinator with strong school and community relationships.

Coordinator and staff value BIC model and are committed to trainings.

Youth:
Experience consistency in program operation and activity.

Afterschool Program:
Uses group values and agreements to establish a safe, fair, and supportive climate.

Staff:
Model friendly and respectful behavior.

Facilitate structured lessons and orderly transitions that keep youth actively engaged.

Youth:
Experience more positive interactions with peers and staff.

Are motivated to engage in and reflect on after-school program lessons.

Afterschool Program:
Offers a culture of routines and rituals that relate activities to program values.

Staff:
Use group agreements and asset-based language as strategies to redirect behavior.

Teach language and tools to identify and manage emotions.

Youth:
Are more aware of their emotions and alternative ways to voice them.

Feel part of a community and practice inclusive behavior with their peers.

Afterschool Program:
Provides an environment with ongoing opportunity for all youth to play leadership roles.

Staff:
Model conflict resolution using restorative practices.

Provide encouragement and skills that empower youth to plan and lead activities.

Youth:
Can manage emotions and conflict to develop solutions and deepen relationships.

Assume leadership roles within the group.

Feel a sense of responsibility to the community and make choices that promote the good of the larger group.

For the progress indicators that correspond to these steps, please see the BIC Site Capacity Assessment Tool.

Active Engagement: Activities support active engagement

1 Do activities provide opportunities for children to engage?

1 The activities provide no opportunities for children to engage with materials or ideas; activities mostly involve waiting, listening, watching and repeating.

3 The activities provide opportunities for children to engage with materials or ideas for less than half of the time.

5 The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.

2 Are the students de-briefing and reflecting during the lesson?

1 Staff does not provide any children structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.

3 During activities, staff provides some children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some children to explain what they are doing or why, staff has half the children explain their art project to another child).

5 During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).

3 Does this lesson feel connected to a scope and sequence? Or does it feel like a random activity?

1 Staff does not provide explicit opportunities for children to make connections between current activities and prior experiences and/or knowledge.

3 Staff tells children about a connection between the current activity and children's prior knowledge or experience (e.g., staff says, "This is a follow up to the experiment we did last week").

5 Staff has children make a connection between the current activity and the children's prior knowledge or experience (e.g., staff asks children what they learned in a related experiment, staff asks children what similar tools they have at home, etc.).

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Questions?

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- **Diego Arancibia** – ASAPConnect, JELO Researcher-Practitioner Dialogue First Issue
- **Michael Funk** – California Department of Education, JELO Editorial Board Member, Researcher-Practitioner Dialogue third issue
- **Maria Pilar O'Cadiz, Ph.D.** – UCLA, JELO Editorial Board Member, JELO published author third issue
- **Carol McElvaiin, J.D.** – American Institutes for Research, JELO Research-Practitioner Dialogue third issue
- **Tracy Carmichael, Ph.D.** - THINK Together, JELO published author second issue
- **Corey Newhouse** – Public Profit, JELO published author first issue

Researcher-Practitioner Dialogue

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1. Do you identify more as a researcher or practitioner? Why?
2. Describe one challenge you see in the relationship between practice and research. How has this challenge manifested itself in your own work?
3. Audience questions

Researcher Practitioner Dialogue

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What are your next steps?

Debrief

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What resonated with you? Why?

Debrief

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THE THIRD ISSUE!!!

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THANK YOU!

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