

Afters!

Lake Chelan School District
2009 - 2010

Afters Programs Offered in 2009-2010:

TARGET Afters 

21st Century Grant Program
(1st – 8th)

Reading Reinforcement
(Kindergarten)

IMAGINE LEARNING
(1st – 5th)

Afters Enrichment! 
(1st – 8th)

TARGET Afters



- ❖ 175 students from MOE
- ❖ 60 students from CMS
- ❖ Kids attend 2 days / week: October - May
- ❖ Curriculum:
 - ❖ Reading at 1st and 2nd
 - ❖ Math at 3rd – 8th

TARGET Afters



- ❖ Funding:
 - ❖ 21st Century Grant
 - ❖ LAP
 - ❖ M&O
 - ❖ Federal Bilingual

After School Enrichment!

- ❖ 250+ students at MOE
- ❖ 60+ students at CMS (less in winter session)
- ❖ Six week sessions
- ❖ Funding: M & O Funds

Afters Enrichment Activities

- Arts-related activities (dance, music, art, crafts, culinary, etc.)
- Activities to help students with behavioral skills (following directions, self-discipline, self-esteem, improve attention, cooperation, etc.)
- Activities to help students develop new interests / abilities
- Activities that promote physical fitness

Examples of Afters Enrichment Classes

- Sign Language
- Nutrition
- Junior Chef
- Sewing
- Marimba Band
- Photography
- Chess
- Art Exploration
- Collage / Decoupage
- Pet Care
- Kids Club at Regency Manor
- Crafts
- Ceramics
- Online Publishing
- Sewing
- Choir
- Creative Clay
- Accelerated Reader
- Science Magicians
- Junior Ranger

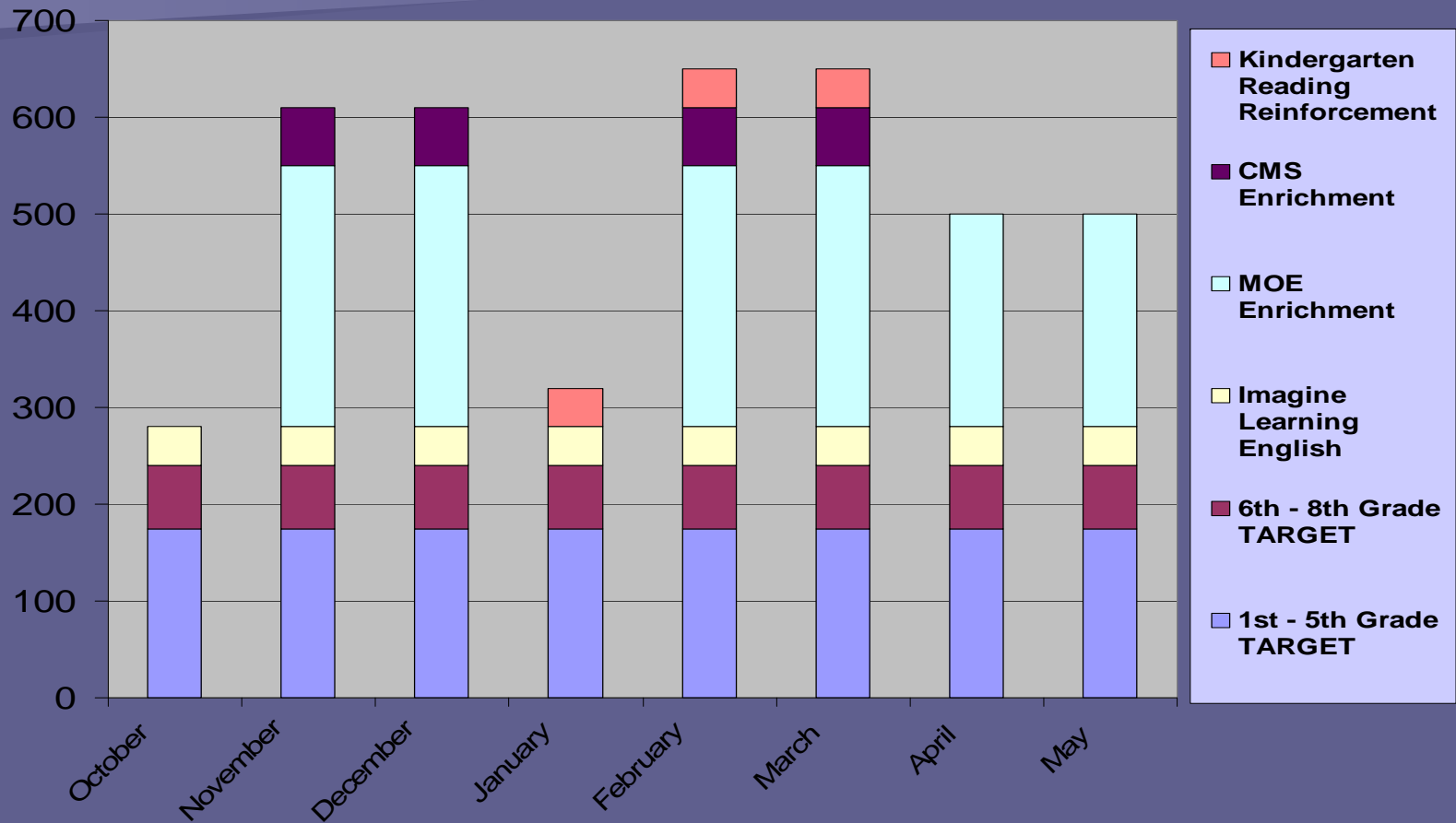
IMAGINE LEARNING ENGLISH

- ❖ 45 students at MOE
- ❖ Students attend 1 day /week: October - May
- ❖ Self-guided computer program – for English Language Acquisition
- ❖ Funding: Federal Bilingual funds

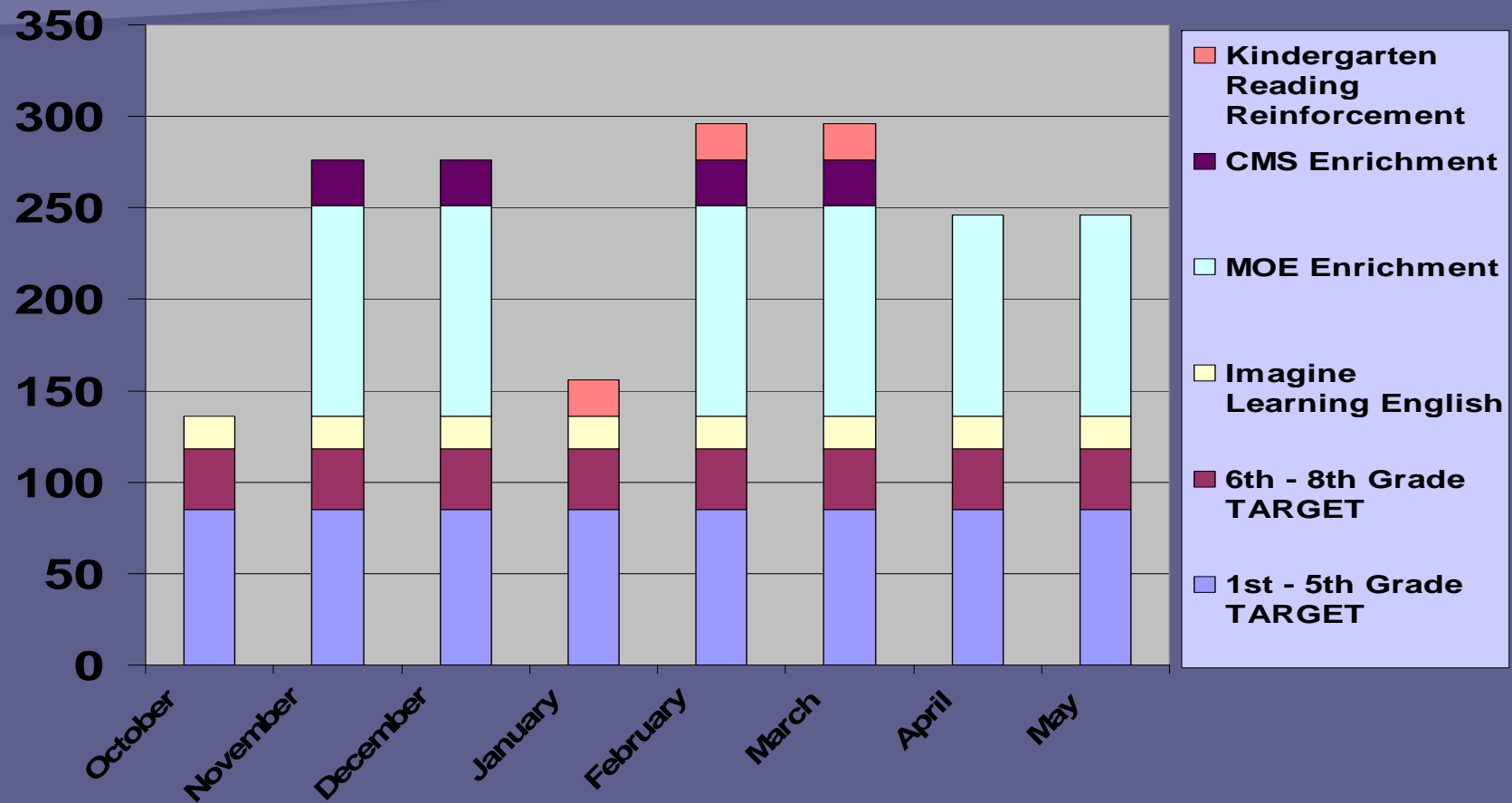
Reading Reinforcement

- ❖ 40 students at MOE
- ❖ Students attend 2 days /week:
 - ❖ January – March (10 weeks)
- ❖ Fun activities to help kids learn letters, sounds, words, literacy
- ❖ Funding: Stimulus Funds

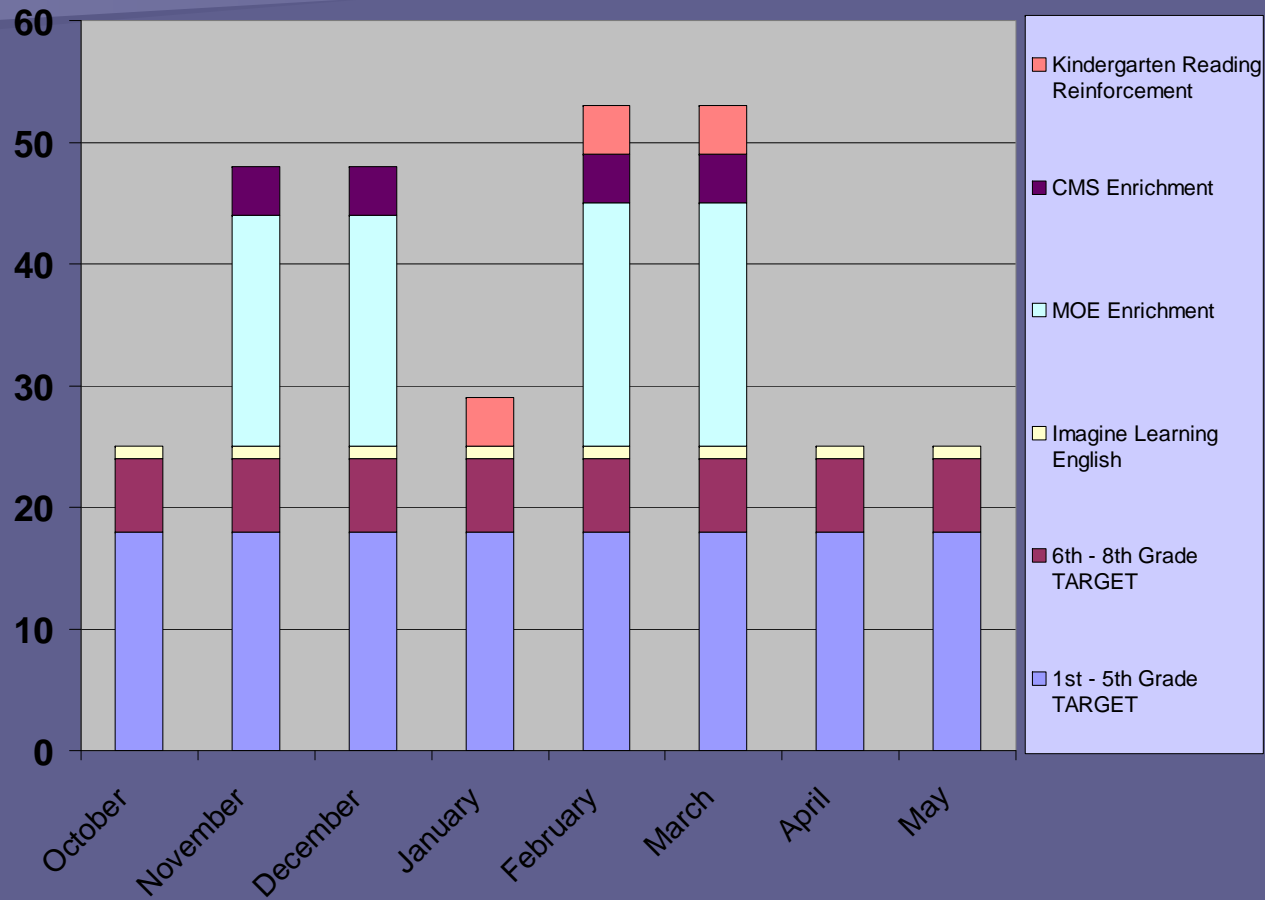
Students Enrolled – Each Month



Average Daily Attendance



Afters Staff



Why is Afters Important?

Academic:

- Practice in academic areas, specific skills emphasized
- Builds academic confidence
- Pre-teaching, re-teaching for academic success!

Social:

- Positive relationships with school and caring adults
- Builds confidence / self-esteem
- Extends friendships with different kids / breaks barriers
- New experiences / broadening
- Kids without opportunities have a chance to participate
- With school improvement emphasis, enrichment is offered much less during school day – Afters fills the gap

Public Relations:

- Interface with community
- Frequent parent contacts
- Partnerships developed
- Students are safe after school and engaged in productive activities

Chelan Valley Afterschool Consortium



21st Century Community Learning Center Grant: Chelan and Manson

21ST Century Community Learning Center GOALS

21st CCLC : No Child Left Behind, Title 4, Part B

1. 21st CCLC programs will help (targeted) students meet standard in core academic subjects (reading, math).
2. Offer students enrichment activities that complement their regular academic program.
3. Offer literacy and other educational services to the families of participating children.

21st Century Grant –

TARGET Population:

- Eligible to receive free and reduced lunch
- Academically underachieving in mathematics/or reading/language arts
- Based on performance on state assessment tests (Level 1 or 2)
- Title I students

We call our 21st century program.....

TARGET Afters



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- ❖ Kids attend 2 days / week: October - May
- ❖ Curriculum:
 - ❖ Reading at 1st and 2nd
 - ❖ Math at 3rd – 8th

Regular Attendance

- What does it mean?
- Why is it important?

Number of >30 Day Attendees:

MOE: 135

CMS: 40

Manson Elementary: 67

Manson Secondary: 18

TARGET Afters 1st – 8th Grades

Our 2009 / 2010 Implementation Strategies:

- We identified targeted students at 1st – 8th grade using Northwest Evaluation Association (NWEA) and WASL level 1 and 2 data
- We used this data to build classes based upon specific needs in reading and math, with no greater than a 10:1 ratio in each class
- We determined curriculum with teachers' input. Resources: NWEA Descartes Learning Continuum and district core curriculum
- We are using activity-based or project-based instructional strategies that are extensions of classroom instruction
- We are working to involve students in goal setting, reflection and progress monitoring so they take leadership for their learning

How do we link our TARGET Afters activities to the school day?

- Academic Coach confers with teachers / teachers make recommendations
- Activities are shaped by standards – RIT Scores / Descartes
- Have copies of textbooks used in classes
- Common behavior expectations as the school day / common procedures
- Invite school staff to visit Afters programs
- Activity Leaders observe or assist in school-day classrooms, attend school meetings

There's a curriculum map for each Afters class.....

AN EXAMPLE:

At Fourth Grade:

■ **Skills we have covered:**

- Place value
- Rounding
- Addition and Subtraction with regrouping
- Double digit x Single digit multiplication (Judy's classes)

■ **Skills we will be working on:**

- Double digit x Single digit multiplication (Tammy's classes)
- Solve problems that require two or more operations
- Fractions

■ **Ongoing Practice:**

- Basic Math Facts (x, /)

Sample TARGET Daily Lesson.....

(Developed by the Academic Coach)

Grade 3 - Day 1

■ Today's Skill:

- Identify the place value for each digit in to 10,000 and use expanded notation to represent numbers

■ Entry Task/Filler Activity

- Give your students a few minutes to work on the "mind teaser" independently and then go over it as a whole group. Do not take more than 10 minutes on this activity if you're using it as an entry task.
- Feel free to fit this activity in where you see fit. You can have your students complete the mind teaser as soon as they come into class, or you can wait and see if you have time at the end of the day. You may or may not have time for it.

■ Rocket Math (3:05-3:20)

■ Today's Target Lesson (3:20-3:45)

- This week, we will continue to focus on place value. Explain to your students that there are several different ways to represent a number. One of these ways is called expanded notation (ie. 376 can also be written $300+70+6$). Take a few minutes to practice this concept with your students. Write a number up on the board or document camera. Have volunteers come up and write the number in expanded notation.
- Pass out the "What is the Question?/Make a Match" assignment and go over the instructions. When students are finished, collect the papers.
- Note: Underlined words are the math vocabulary that you need to emphasize with your students.

■ Today's Target Game (3:45-4:20)

- Today you will take some time to explain "Place Value War". Show your students the equipment that is needed to play this game and explain the appropriate use for each item. It is also important that you identify the skill that is being reinforced when playing this game. If you have a document camera in your classroom, you can show your students how to play the game this way. If not, have your students gather around a table and show them how to play. When playing this game, add one more step and have your students verbalize the expanded notation for the number they create. Tell your students that today they will be learning the game and then tomorrow they will get the opportunity to play the game with a partner.

■ Clean Up and Pack Up (4:20-4:25)

■ Dismiss at 4:25!!



STAFF DEVELOPMENT

- Sixteen hours of orientation through September
- 3+ hours of guided class observations
- Two OSPI trainings so far (Project-based Learning, Gang Awareness)
- Monthly Meetings
- Mid Year / End of Year goal setting, strategic planning meeting
- Summer Institute for Afterschool Programs (12 Activity Leaders plan to attend)

TARGET Afters

CMS Program Implementation:
Our NEW and CHALLENGING
Emphasis!

What's making the program work at CMS.....

- Regular connections with teachers
- Constant, diligent contact with kids about attendance
- Dedicated Afters staff – building relationships
- Daily Planning
 - Homework help
 - Projects that reinforce skills
- Administrator support

TARGET PLUS



FAMILY PROGRAMS!

... to be UNVEILED in MARCH, 2010!

Tuesdays, March 9, 16 and 23

Use our Afters Enrichment programs as a model ...
and offer classes for parents and families

- Adult Education
- Parenting Education
- Interactive Programs

TARGET PLUS 

TARGET PLUS : Pilot Program Schedule

- March 9, 16 and 23
- Chelan classes on Tuesday / Manson classes on Thursday (Eventually, all classes will be made available to both Chelan and Manson families)
- Several classes (4-8) will be offered nightly between 5:00 and 8:30. (Times and length of class sessions will differ.)
- Activities will be available for children of parents attending adult classes (child care)



Our Primary Partners:

- Columbia Valley Community Health
- WSU Extension
- Wenatchee OIC
- Chelan Douglas TOGETHER for Drug Free Youth
- North Central Regional Library
- Chelan Rotary Club

Adult Education: Sample Activities

- Computers: Becoming Cyber-Savvy; Social networking
- Personal finance / Investment
- Conversational Spanish for English speakers
- English as a Second Language
- Job interview skills
- Education on chronic health conditions: diabetes, asthma, etc.
- Nutrition
- Agriculture Safety Education
- First Aid /CPR

Parenting Education: Sample Activities

- Helping with homework
- Preventing bullying
- Parents teaching kids to manage money
- Social networking on the computer
- Cyber bullying : How to keep kids safe online
- Child growth and development
- Love and Logic Program
- Strengthening Families Program

Interactive Family Activities:

Sample Activities

- Cooking
- Family scrap-booking
- Mother /daughter jewelry making
- Sewing, knitting, crocheting, quilting
- Building a family webpage on a computer
- 10,000 Steps walking program
- Hunter safety classes
- Pet training
- Yoga, exercise
- Dance: square, swing, line
- Genealogy
- Family games: volleyball, board games
- Science strand: rocketry, family science experiments



Program Development:

- Consulted with partners in October regarding their potential offerings
- Sent a survey home to Chelan and Manson parents the end of October to determine what classes we might offer and which times parents would most likely attend.
- Solicited class proposals in December
- "Save the Date" flyers to parents in early February
- Class schedules to parents late February
- Promotion and publicity: letters, flyers, website, radio
- PERSONAL INVITATIONS in person and by phone
- Classes March 9, 16 and 23

TARGET  Afters

PROGRAM EVALUATION

TARGET  Plus

Our Local /Federal Evaluation Plans:

Data we collect for Program Improvement

- Local Evaluation:
 - Report card data - math and reading
 - NWEA data
 - Program quality feedback (from staff)
 - Student Feedback
 - TARGET Plus Program Feedback (parents, partners and staff)
- State /Federal Evaluation: (will be able to access reports beginning November 2010)
 - WASL Data –tracked by SSID # from year to year
 - Demographics
 - Behavior indicators reported by classroom teachers
 - Attendance Records

COMPONENTS OF PROGRAM QUALITY

- Goal Setting, Strong Management and Sustainability
- Quality After School Staff
- Attention to Safety, Health and Nutrition Issues
- Effective Partnerships
- Strong Involvement of Families
- Enriching Learning Opportunities
- Strong Academic Components
- Linkages Between School-Day and After-School
- Ongoing Evaluation of Program Progress and Effectiveness

PROGRAM QUALITY FEEDBACK, December, 2009

- Program Quality Feedback
 - Teachers and Afters Activity Leaders defined “program quality indicators” then rated the program using their definition
 - We got high marks!
 - Afters staff examined these for program improvement

- Student Feedback
 - Is the program helping? How?
 - Are you enjoying it? Why?
 - TARGET Afters staff examined / discussed responses

Why is Afters Successful?

- Committed, dedicated, reliable Afters staff!
- Afters staff members have built important RELATIONSHIPS with their Afters students)
- Low student/teacher ratio
- Well-articulated systems and procedures
- Buy-in from teachers and school staff
- Parent support

Thanks to the following for making Afters a success!

It Takes a Village!

- Trish Nichols and the Cooks – for ordering snacks and for doing the USDA bookwork necessary to provide them, for organizing and setting up the snacks for us each day and restocking the extras every morning
- Custodians – for setting up and taking down tables for snacks, for juggling their room cleaning schedules around our Afters classes, for cleaning up our messes!

It Takes a Village!

- Brenda Shaffer and the Bus Drivers – for all the detailed planning to get the bus routes organized, for being so responsive to changes, for being so diligent with getting kids routed correctly, for working through a myriad of situations that crop up
- Teachers – for giving information and feedback for TARGET Afters curriculum, for referring kids and monitoring their attendance, for handing out and collecting form after form, for routing kids to classes, for escorting kids to the gym on their Afters day, for letting Afters use their classrooms

It Takes a Village!

- Secretaries – for collecting forms, bus passes and phone messages, for answering parents' questions, for answering Afters staff questions, for fixing the copy machines we jam 😊, for helping us access student information and records
- Administrators – for continual support , encouragement and feedback that guides program development

It Takes a Village!

- District Office Staff – for providing the backbone for the programthe hiring of Afters staff, budgeting, supply requisitions, payroll, facility requests, etc.
- Community Partners and Volunteers – for helping us stretch and strengthen the quantity and quality of programs we can offer
- Parents – for encouraging and supporting their kids' participation in Afters

It Takes a Village!

- Last, but not least....
- Afters Activity Leaders– for their interest and dedication to making a difference for kids, and for their commitment to making the program a success!