Incorporating Academic Content in Afterschool
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Objectives

• Explain how all staff are responsible for supporting student learning.

• Identify one or two techniques to better align programming with what students learn in school.

• Show how activities or projects can reinforce or practice learning tied to academic standards.
All Afterschool Educators Can...

- Take advantage of flexible scheduling.
- Use hands-on projects and activities.
- Draw on diverse skills, interests and talents.
- Blend subjects and objectives.
- Foster connections, engagement and relationships.
How to Know What Youth Are Learning in School

- Teachers, parents, students
- Homework assignments
- Bulletin boards, hallways, newsletters
- Curriculum, textbooks
- State department of education website
Assessing Needs

School-Level Data
State assessment, school report cards

Student-Level Data
Teacher reported, specific skills to master

Student Voice Data
Feedback from students
• Go to your state department of education website.
• Find the school you serve.
• How many students are at grade level in English language arts?
Assess Needs

School-Level Data

Only 70% of students met standard on state ELA assessment.

Student-Level Data

Student Voice Data
# Student-Level Data

## You for Youth | Continuous Education Through 21st CCLC Activities

## Survey of Student Needs

### Part I: Survey of Student Needs

**Directions:** Use this survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills. Then ask them to assign a priority level — low, medium, or high — to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences and parent feedback. After collecting the forms, compile the information in **Part II: Summary of Student Needs**.

School-Day Teacher Name:  

Grade Level(s):  

<table>
<thead>
<tr>
<th>Subject/Topic Area</th>
<th>Specific Skills</th>
<th>Priority Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>___ High</td>
</tr>
<tr>
<td></td>
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<td>___ Medium</td>
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<tr>
<td></td>
<td></td>
<td>___ Low</td>
</tr>
</tbody>
</table>

|                    |                 | ___ High       |
|                    |                 | ___ Medium     |
|                    |                 | ___ Low        |
Assess Needs

School-Level Data
Only 70% of students met standard on state ELA assessment.

Student-Level Data
Students need to master establishing context and event sequencing.

Student Voice Data
Student Voice

- Surveys
- Brainstorming sessions
- Polls
- Informal conversations
Assess Needs

School-Level Data
Only 70% of students met standard on state ELA assessment.

Student-Level Data
Students need to master establishing context and event sequencing.

Student Voice Data
Students want activities in Readers' Theatre, poetry and the arts.
Map Needs to Activities

• What needs can you identify?
• How might you develop an activity that embeds the opportunity for students to practice and master those skills?
Next Steps

• What alignment strategies do you plan to try in the next two weeks?

• What do we need to have a complete needs assessment?