



Assessing Alignment Efforts

Use these checklists to assess areas that are strong, emerging or need work. Involve the program planning team, staff and school personnel in this process, and ask what they see as goals and challenges. Once you complete the checklists, select a few areas in the “needs work” category on which to focus.

1. Setting Goals and Programming for Alignment

Goals and Programming for Alignment	Needs Work	Emerging	Strong
Afterschool mission, goals and programming are shared between school day and out-of-school program to ensure alignment.			
Comprehensive needs assessment has been completed, and includes school-day data, student-specific data and student voice data.			
SMART goals are directly related to documented needs.			
Activities are intentionally designed to address knowledge, behaviors and skills that students need to master, as documented in the needs assessment and SMART goals.			
Staff understand and exercise their roles as educators.			
Staff orientation, professional development and staff meetings address alignment goals, strategies, challenges and progress.			
School-day and out-of-school program share student recruitment and family engagement plans.			
Other:			





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2. Communication and Collaboration With Schools

Systems for Communication	Needs Work	Emerging	Strong
Processes are in place to ensure ongoing communication and collaboration between school-day and out-of-school time staff.			
Processes are in place to share attendance, attendance issues and shared outreach efforts.			
Process is in place to share student academic performance data between school-day and out-of-school time leaders.			
Process is in place for out-of-school time leaders to participate in Individualized Education Program (IEP) meetings for youth with special needs.			
Process is in place to share staff and student contact information between school and afterschool staff and leaders, as appropriate and needed.			
Other:			

Systems for Collaboration	Needs Work	Emerging	Strong
Out-of-school leaders serve on academic and other committees.			
Out-of-school leaders attend school staff meetings.			
School-day leaders (principal, teachers, counselor, food service, maintenance) serve on the out-of-school time program team for planning.			
Out-of-school leaders attend PTA meetings and support PTA activities.			
Out-of-school staff participate in parent/family meetings.			
School and out-of-school staff share schedule of special events.			
Other:			





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Systems for Supporting Academics	Needs Work	Emerging	Strong
School-day leaders and teachers are involved in intentionally designing out-of-school activities to align with student needs.			
Process is in place to share homework assignments and completion data between school-day staff and out-of-school staff.			
Process is in place to share relevant school-day textbooks and reading materials in out-of-school time program.			
Out-of-school leaders are available to observe or assist in school-day classrooms.			
Other:			

Systems for Sharing Resources and Culture	Needs Work	Emerging	Strong
Have a written agreement for how space will be used and shared.			
A plan is in place to share resources.			
Some school-day staff work in the out-of-school program.			
School-day and out-of-school programs share professional development opportunities.			
School-day and out-of-school program have shared understandings and agreements for student behavior expectations.			
Other:			





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3. Homework Time

Staff	Needs Work	Emerging	Strong
Set learning and developmental objectives for homework time.			
Clarify homework time expectations.			
Help youth set and track homework goals.			
Utilize tools, such as contracts, logs, and checklists to structure work and mark progress.			
Integrate choice where appropriate.			
Utilize and modify student groupings to meet different goals.			
Use helping strategies that facilitate independent learning and skill development.			
Other:			

Children and Youth	Needs Work	Emerging	Strong
Track their assignments and due dates.			
Can explain their assignments.			
Work productively in groups or pairs.			
Work productively on their own.			
Know appropriate ways to ask for help and who to ask.			
Know how to use resources.			
Show pride in achievements and accomplishments.			
Other:			





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4. Children and Youth Engagement

	Needs Work	Emerging	Strong
Actively engage in program.			
Show eagerness to work on activities.			
Attend consistently and willingly.			
Persist over time, as age appropriate.			
Answer questions about program activities.			
Accept peer and staff feedback and support.			
Explain their learning.			
Support their peers.			
Other:			

5. Staff Development

Staff creates an engaging learning environment	Needs Work	Emerging	Strong
Motivates youth from outset.			
Creates and explains opportunities for youth leadership and independent work.			
Respects youth voice.			
Facilitates youth expression and creativity.			
Ensures inclusivity.			
Engages youth in establishing procedures and norms.			

Staff facilitates active learning	Needs Work	Emerging	Strong
Supports group work.			
Helps develop ideas into viable projects.			
Circulates and checks in appropriately with youth.			





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Models or demonstrates techniques, provides information or guidance when appropriate.			
Checks for comprehension.			
Creates groups or buddy systems or provides other supports for English learners or youth with special needs.			
Asks open-ended questions.			
Supports self- and peer reflection and assessment.			

Staff engages other adults	Needs Work	Emerging	Strong
Works respectfully and effectively with volunteers.			
Works respectfully and effectively with partners.			
Works respectfully and effectively with parents, families.			

Staff builds own skills	Needs Work	Emerging	Strong
Attends trainings.			
Participates actively in trainings.			
Leads segments or trainings.			
Suggests topics for trainings.			
Contributes to locating resources.			
Participates actively in reviews.			
Revises work and seeks feedback.			
Provides peer support for others.			
Other:			

