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Integration with the School Day for Quality, Access, Equity and Efficiency

21C Funded Program Examples

Systems Level

- PBIS has been implemented in the school and protocols are used and/or adapted during afterschool. Many staff who have been trained in the approach during the school day work in the afterschool program with the same youth with the same approach and knowledge
- A district-wide summer program is managed under the umbrella of the 21st Century Community Learning Centers investment. School based staff, community educators, school administrators, Extended School Year (ESY) services, and school psychologists all work under one umbrella and administration.
- 20 licensed teachers in a middle/high school program teach a variety of programs
- The afterschool program director runs both the program and is part of the school faculty on a reduced classroom work load.
- Two school districts with separate investments merge and do the same for their afterschool and summertime programs as part of Act 46
- The afterschool and summertime programs' sites are integrated into the school district's information management system to meet local and project data needs.
- The district managed food system provides full meal programs to their out of school time programs.
- Whole school buildings are available for use including classrooms, computer labs, gyms, sound systems and kitchens.
- Full time school based leadership positions are created by merging an environmental education initiative and funding with the afterschool program.
- The afterschool and summertime program is considered completely part of the school and there is no distinction, "It's just what we do," according to leadership.

Strategy Level

- The principal views the program as a core educational strategy
- An afterschool schedule is set where free choice time and tutoring take place in the first 45 minute block, followed by enrichment offerings in the following period of time. thereby, allowing tutoring to be integrated into a weekly schedule of enrichment

offerings without prejudice (a youth may go to tutoring one day, free choice the next day, enrichment and food on all days)

- The site coordinator and principal meet and talk daily or weekly to discuss youth and to problem solve.
- Bus runs are adapted and/or changed using the existing infrastructure at a substantially lower cost.
- The major funding strategy is having the program as part of the school budget.
- Emergency protocols follow the school day with modifications for afterschool
- Project leaders sit as an equal and regular member on the district's administrative management team.
- The afterschool and summertime program is integrated and listed in the school's continuous improvement plan and/or comprehensive needs assessment.
- The afterschool and summertime programs use Title 1 dollars to support the tutoring component of the program.
- The afterschool and summertime program participates in school celebrations and assemblies, designed to demonstrate and celebrate how learning has been achieved
- The director's office is next to the principal's office or in a guidance office suite surrounded by on-going relevant information that can better support programming.
- The Special Educator Director and staff work very closely with the program to problem solve and assure that youth with disabilities' needs' are met.
- A whole wing of a middle school building is dedicated to program use, while the rest of the building is also available for programming
- A summer robotics program uses the same technology platform the school uses to manage and drive personalized learning
- Teachers open their classrooms during afterschool and extend the school day for their grades with targeted programming for their grades
- Programs access school based data to execute their evaluation plan
- Teachers make afterschool referrals for particular students who could benefit
- The afterschool Site Coordinator regularly attends school faculty meetings
- Outreach is included in daily announcements and on the school website and school newsletter
- Director participates on teams responsible for safety and IEPs
- School district finance office manages all financial functions of the project
- Afterschool staff are invited to school in service trainings
- School expectations and protocols are adapted to support the afterschool culture and provide consistency for youth
- A teacher becomes an afterschool director and then a principal over time.