

Peer-to-Peer Learning Conversation

Notes from April 23, 2015

***Meeting Student and Family Needs with Alignment to the Regular School Day***

**Participants:**

**Lisa Utz: Siuslaw SD - Program Director**

**Teri Kimberling: Lincoln County SD - Taft Elementary w/ Oceanlake Elementary**

**Mike Loretz – Oregon City School District (program manager)**

**Sarah Creek – Three Rivers (Josephine County) Site Coordinator**

**Gail Yamasaki - Klamath Falls City Schools - Program Director**

Facilitators: Candi Scott, Roxanna Marvin, and Gary Glasenapp, The Research Institute @ WOU

21st CCLC participants were given an explanation of the role that TRI/WOU has in 21st CCLC programming. Our contract with ODE is to provide “Capacity Building, Training, and Technical Assistance”; simply put, we will support Oregon’s 21st CCLC programs by expanding and enhancing training, technical assistance, and professional development in the ways you most want/need. Helping to plan for and develop training sessions for Spring and Fall Conferences, facilitating Peer-to-Peer Learning Conversations, providing regional trainings, offering web resources, and supporting summer programming are some of what we will be providing. We are also planning to visit each program in the coming year to better understand and address the unique needs of each program. Each program has an assigned “TA Lead” (Candi, Gary, Amber, or Roxanna), and that person will be the main contact to address each program’s specific needs. If you have any further questions, you can always call Candi at 503-838-9204 or email her at scottc@wou.edu

***What successes are you having aligning your programs with the school day to meet students’ needs?***

* In order to align afterschool (AS) with the school day in each building, they use online learning to complement in person learning. MobyMax is used both during the school day and in after school, so lessons are connected.
	+ MobyMax – online math, reading, and language curriculum for K-8 that aligns with Common Core. Kids use in school for assessment, lessons, and collecting data. Has a free version and a paid one. Kids take a placement test and then program automatically assigns lessons to fill in missing knowledge gaps: <http://www.mobymax.com/>
* After school staff work at the school during the day and are able to contact teachers.
* Regular Ed staff coordinate and align with AS teachers and college student staff.
* Use email check-in with teachers.
* They have curriculum leads in math, English Language arts, science, PE, and art who coordinate between the school day and AS. District has a curriculum lead (qualified teacher) who puts out curriculum on a monthly basis.

***What success are you having aligning your programs with the school day to meet families’ needs?***

* Send a form to all teachers to find out about and attend conferences with families.
* Are invited to and attend IEP meetings if they are able. Meetings are often held at times when they are working, but they always get a copy of the IEP.
* Staff who work both during the day and after school extend the connection with families.
* The SPED case manager is also an after school staff.
* One English Language teacher is also AS teacher. Parents are invited to come in and learn English skills at the same time that children are there.
* Former SIG grant school added an additional hour onto the school day. They call parents and let them know that there is additional help if their child is behind. During this time, kids can access a regular math teacher.
* Partnership with Family Services staff who provide counseling during the day and after school with parents and kids.
* Family members that are ELL meet for coffee and act as a focus group.
* Provide transitioning assistance to families for children going from middle school to HS and 8th to 9th grades and work with families of Kindergarten kids to understand the importance of readiness to start school.
* Parents supported with homework skills to work with their kids.
* Program gets input from family focus groups and school staff focus groups to find out what’s going on with kids.
* Outside organization (OIT) allowed their Business Communications students to obtain credit for acting as facilitators for focus groups. 2 OIT students met with 5-7 participants, compiled and analyzed data, and wrote reports. This was successful because the students were not associated with the school, and participants felt more comfortable and were probably more honest talking with outsiders.
* Program focuses on healthy activities to engage with families and kids. For example, they obtained 250 tickets to a professional basketball game. Fun and Fitness activities brought in by outside community partners.
* Elementary school focus on STEM by planting community gardens and having family meals using produce that was grown in the gardens.
* Using STEM and STEAM, parents were invited to share and become involved in activities. They learned what their children were learning as well as understanding the importance of concepts such as problem solving and critical thinking in finding solutions to problems.
* Elementary – used STEM/STEAM to engage family inclusion. They contracted with “Magical Mystical Tours” to provide field trips to places that were a surprise to kids. Sites included the hospital, Sea Lion Caves, places in nature, and others where they would have a fun learning experience. Parent volunteers accompanied them on trips and were told in advance about possible locations and what supplies to send with kids (rain gear).

***What are the challenges in aligning with the regular school day, and what are strategies to address these challenges?***

* All seem to have more success with elementary than with MS and HS students.
* HS students would show up for homework help, but it is a hard sell to get them to choose AS over socializing with their friends.
* Best success with HS students happened when they have need for essential skills for graduation or to pass an assessment (OAKS) or to put together work samples.
* Some success in HS with fun things like guitar lessons or cooking, but maintaining attendance is a challenge.
* One site only has a HS program which they opened up to MS and ES on a limited basis.
* Hunter safety classes with both parents and children were most successful.
* HS are more successful if the activities offer credit for courses that they haven’t yet passed. They identified learning targets and the amount of time it would take to complete.
* Plato – Credit recovery to get 2-3 credits per year: <http://www.edmentum.com/solutions>
* Summer school can provide an opportunity for partial credit for MS kids, so they can start HS already having some credits. This needs to involve licensed teachers. They did have some issues with parents of high-achieving students who thought it was unfair that their kids weren’t offered the same opportunities.
* Programs/districts need to have policies in place that address credits.

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