Exploring the Role of Out-of-School Time Programs In the Implementation of the Common Core State Standards

San Francisco Afterschool for All
Common Core State Standards Learning Circle Project

July 2013

ACKNOWLEDGEMENTS

Partnership for Children & Youth is a California-based non-profit organization that supports communities, schools and government agencies to work together as unified systems ensuring all children have the learning, health and social supports they need to succeed in school and life.

Project Overview

A major shift of our education's curriculum and assessments, known as the Common Core State Standards (CCSS), is underway in California and across the country. Given the increased academic rigor and all-encompassing nature of the implementation of CCSS, it is vital for San Francisco to be intentional about the additional time and varying methods of engaging students in before and after school programs and summer learning programs alongside CCSS implementation. In 2011, the Afterschool for All (AFA) Advisory Council began exploring how to prepare out-of-school time (OST) providers for this transition, and ways to integrate the CCSS into their practice.[1] After convening a small group of OST providers throughout the spring semester, the AFA Council decided to launch a more robust effort with OST providers in 2012-13 and to specifically focus on math to mirror the SFUSD's efforts to train school day staff at some middle schools on CCSS-math.

The project goals for the 2012-13 AFA Common Core Learning Circle included:

- Define the role of Out of School Time (OST) providers in the implementation of Math Common Core State Standards (CCSS-M);
- Provide an opportunity for OST providers to pilot math activities explicitly linked to CCSS-M;
- Understand the training that would be needed from San Francisco Unified School District (SFUSD), the Department of Children, Youth, and Their Families (DCYF), and/or Afterschool for All Advisory Council (AFA) for OST programs to effectively translate CCSS-M to an OST setting; and,
- Understand what is needed to build collaboration between school day and OST teaching staff around CCSS-M.

In addition to these goals, this project's longer-term objective was to inform technical assistance planning and demands related to the implementation of the CCSS. Ultimately, the hope is that OST providers are able to facilitate meaningful activities and experiences that reinforce the main concepts and competencies embedded in the CCSS and to build student confidence in applying those skills and concepts.

Background on Common Core State Standards in San Francisco

CCSS are updated standards and competencies describing the skills and content that students need to be prepared for career and college in the 21st Century. Since 2010, 45 states have adopted common core standards in math and English language arts.

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[1] Afterschool for All is a citywide policy effort that aims to bring together various stakeholders across the city to address systemic ways to increase access to out of school time programs and to enhance program quality.

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In addition to new "deeper" content standards, CCSS also emphasizes the importance of skills that support learning across grades and content areas. These Standards for Mathematical Practice or "Habits of Mind" in math include:[2]

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

In the San Francisco Unified School District, several efforts are underway to support the transition to CCSS. Administrators and teachers are being trained; curricula is being developed and tested; and systems of supports and resources are being implemented.[3]

One effort is a pilot project in partnership with SFUSD, Charles A. Dana Center (National CCSS technical assistance provider), and the San Francisco School Alliance. This pilot targets administrators and teachers at six middle schools, six high schools and one k-8 school for an in-depth review, capacity–building, and alignment of the math standards.[4]

California's CCSS Systems Implementation Plan, in particular, provides a timeline for implementation as well as an overview of seven key guiding strategies for districts.[5] While most of the strategies refer to k-12 levers to advance implementation, Guiding Strategy 4 calls for collaboration with external partners, including expanded learning providers, which is relatively unique to California. The strategy pushes for districts not only to "integrate the CCSS into programs and activities beyond the k–12 school setting" but also to provide joint professional development between district officials, school administrators and expanded learning site supervisors in order to inform this collaboration.

Growing interest in engaging expanded learning initiatives in CCSS implementation can be seen across the country. In July 2012, the Forum for Youth Investment published a paper, "The Common Core Standards: What do they mean for Out of School Time?", which outlines the potential role for expanded learning programs and efforts underway in support of CCSS implementation, including efforts at SFUSD. The paper makes recommendations focused on training, education, advocacy and explicit linkages between OST and common core implementation. Though San Francisco OST providers are not alone in determining how the expanded learning field should support common core implementation, as cited in the paper above, San Francisco is out in front in thinking and taking actionable steps to engage and support OST providers in reinforcing the CCSS math practices.

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2 For purposes of consistency with language used by the CA Department of Education we will refer to these skills as standards of practice throughout this report.
3 http://www.sfusd.edu/?id=3053
4 http://sfschoolalliance.org/initiatives/teaching-and-learning/common-core-standards-in-math/
5 http://www.cde.ca.gov/re/cc/documents/ccsssysimpplanforcaapr13.pdf
6 http://forumfyi.org/content/out-school-time-pol-11

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The AFA Common Core learning Circle (AFA CCLC)

AFA CCLC Process

The project was focused on CCSS-Math, to complement the existing professional development at SFUSD as referenced above. The participants targeted in the AFA CCLC came from 6 afterschool programs based at middle schools involved in the district's CCSS-Math professional development pilot, and from a community-based afterschool program that also serves students from one of the participating middle schools.

The AFA CCLC met six times from January 2013 to May 2013 with specific goals for each session. (See Appendix #2). In addition to the learning circle group, a Leadership Team, comprised of district personnel, DCYF staff and AFA Council members, was established to learn from and provide input on the project implementation and recommendations, and to disseminate project findings. This cross-agency group met twice - once at the beginning to inform project implementation and at the end to review AFA CCLC participant recommendations and explore next steps.

Key AFA CCLC Discussions

Conversations at the AFA CCLC were complex and rich. A few of the key topics are summarized here.

1. Role of OST Providers in CCSS Implementation

Lively and frustrated discussions around the role of OST providers in CCSS implementation occurred on a regular basis in the AFA CCLC. On one hand, as participants learned more about the underlying rationale and principles of CCSS they were excited about the crossover in learning pedagogies within the youth development field. Practically speaking, they expressed the difficulty of defining a role without a clear understanding about where school sites where in their own CCSS implementation, participants felt at best they could formulate a role that was one dimensional (OST provider perspective only) and at worst, if the role was too finely articulated, it could be rejected by the district and school site staff when a dialogue did take place.

If OST providers were well informed about what is happening in the classroom, they felt they could support CCSS implementation by:

- working with students to improve specific CCSS practices and skills, particularly for students who are struggling and identified as performing below grade level;
- complementing and extending what is being learned in the classroom by giving students hands-on, project-based activities;
- working in the classroom directly with teachers; and,
- participating in departmental meetings to ensure coordination between OST and school-day strategies.

2. Translation of CCSS to OST Activities

Participants in the AFA CCLC focused on making intentional links to CCSS-M through existing school-day and after school activities. One program chose to look at the Instructional Alignment Tool that the Dana Center provided. The Instructional Alignment Tool looks at the standard a student is learning today, what standard they needed to master previously in order to learn that standard, and what future standard the current standard is leading to. This tool helped one program to support their staff in understanding the building block skills students need to master a specific content standard and ensuring that activities are intentionally moving students towards those skills. The supporting activities were not necessarily new activities, but they were, for the first time, intentionally aligned to the Content standard and/or the Standards of Practice.

Given the compressed project timeline, programs had limited time to pilot activities. They did however experiment with the following activities:

1. Using hypothesizing in multiple enrichments. [Standard of Practice: Make sense of problems, Reason abstractly]
2. Reinforcing learning of ratios/proportions in engaging science experiments. [CCSS Content Standard: Mastery of ratios]
3. Creating budgets and linking to existing supply inventory as part of youth leadership responsibilities. [Standard of Practice: Model with mathematics, Use appropriate tools strategically, Attend to precision]

Additionally, one AFA CCLC participant experimented with exposing students to using the on-line assessments linked to the CCSS-Math provided by the Dana Center. One way OST providers could support CCSS is by exposing students to the new testing methodologies, including the computer program that is used for all assessments. OST providers can also create other activities (not on-line) using the same testing methodologies.

In general, the activities participants piloted, with the exception of the sample on-line assessments provided by the Dana Center, were not new activities. Instead, they were more explicitly aligned with OST providers understanding of the Standards for Mathematical Practice in Math and with specific content standards being taught in the classroom.

3. Coordinating with School-Day Staff

Coordinating with school-day staff has been a longstanding challenge for OST providers and continued to arise as a challenge for AFA CCLC participants. Participants sought to understand what was going on in the classroom with little success. One participant was unable to gather information from the teachers about classroom activities so decided to survey her students to gather the information.

In February, participants received a list of the teachers at their school participating in the district's CCSS-M professional development pilot. Only one participant was able to have a conversation with a teacher, and according to the participant, found that the teacher had little concrete information about the CCSS-M and seemed confused about what was going on with CCSS-M overall.

Overall, AFA CCLC participants expressed frustration about their on-going challenges in coordinating with school-day staff, including the reality that multiple efforts to reach out (email, knocking on doors, newsletters, notes about how specific students are doing, etc.) usually get no response. Moving forward these challenges – of timing, capacity and mutual respect – will need to be addressed in order for a meaningful dialogue and coordination between OST and in-school staff to take place.

Participants' Feedback on the AFA CCLC:

In general the assessments of the AFA CCLC were positive (See Appendix 4). Participants appreciated the articles and videos, activities conducted in the AFA CCLC and having time to think and strategize together on behalf of the OST field. Looking forward they would like to spend more time on better understanding what common core practices look like in the classroom, being updated on what the district and school sites were currently doing around CCSS, and developing strategies to work effectively and communicate with school-day staff. Our third session was led by the Dana Center which adapted a basic CCSS training aimed at teachers and 91% of participants from the AFA CCLC agreed or strongly agreed that the Dana Center training increased their understanding of CCSS-M.

PCY Feedback on the AFA CCLC

The AFA CCLC met the goals of the project. The successes of the project include:

- Convening a group of OST providers and engaging them in a topic that has the potential to impact their work significantly. At our final LC meeting, one participant expressed deep gratitude at having the opportunity to provide OST voice into the conversation about CCSS implementation.
- The insightful recommendations that the group formed.
- The excitement generated by the participants when they understood how CCSS could change the classroom environment, making it look and sound more like the OST practices, with opportunities for exploration and hands-on learning.

Some challenges include:

- The project start date in January. This was mid-school year and didn't allow much time for our "mini-pilot" of strategies. For example, participants did not have the time to implement strategies, come back to the group, refine them and implement them again. The January start date also made it more difficult to connect and be aware of the professional development the teachers were undertaking. If both efforts happened in tandem and over a longer timeframe, there might have been more opportunities for communication between school-day and afterschool staff.
- More involvement of the district, particularly around the specifics of the timeline of activities related to rolling out the CCSS, would have been helpful.
- The Dana Center with the SF School Alliance relayed that each school participating in the middle school pilot had money in their budget to receive training around Academic Youth Development. To our knowledge, none of the schools were taking advantage of this training. The Dana Center had hoped to leverage the afterschool programs to bring the training to the schools, but ultimately, that strategy did not pan out.

Recommendations

Based on the reflections and experiences of the learning circle participants, seven recommendations emerged on how OST providers could be supported by the AFA, DCYF and/or SFUSD to reinforce common core implementation and advance student learning. These activities and actions fell across three areas: professional development, partnership, and systems and accountability.

The overarching strategic roles and responsibilities for the OST field in CCSS implementation that surfaced included:

- Being informed on what the CCSS are and their potential impact on student learning and education systems;
- Reinforcing and building upon CCSS learning skills and competencies (Standards for Mathematical Practice);
- Reinforcing and building upon CCSS content standards including exposing students to CCSS assessments;
- Actively engaging with educators and schools at a site and systems level to build a seamless continuum of learning; and,
- Sharing OST expertise and supporting teachers and school day educators in developing hands-on, developmentally appropriate, collaborative, and project-based learning activities.

Professional Development

Both in the learning circle and leadership team meetings one key issue framed both current and future actions - CCSS is a complex and significant undertaking that has the potential to transform education systems. There is a need for OST providers to learn both broadly about CCSS implementation and more specifically about what is happening at their school sites. AFA should consider the depth and breadth of varying professional development options to determine what the most effective strategies to pursue are, with some possible options described below.

AFA CCLC recommendations included:

- Provide training to afterschool programs about the CCSS:
  - Training could be led by SFUSD teachers on Special Assignment that are supporting the Common Core roll out. These teachers could also help communicate to teachers and principals about the role afterschool programs can play in supporting the CCSS;
  - Offer a training at ExCEL's August Institute and continue the training through a series of workshops for program staff throughout the year on CCSS;
  - Explore whether ExCEL Lead Teachers could facilitate trainings for afterschool providers; and,
  - Invite afterschool staff to attend school-day CCSS professional development days, when appropriate.
- Invite afterschool staff to lead sessions at school-day teachers' professional development days about engaging learning strategies used in afterschool, such as project-based learning:
  - Afterschool staff might lead or co-lead sessions with a teacher, and
  - Afterschool staff might serve as a guest speaker at a session.
- Create a Learning Circle for OST providers (similar to this year's math learning circle) to examine the Common Core State Standards in English language arts.

Overall, AFA should consider multiple layers and tiers of professional development ranging from building awareness to OST providers co-leading training in schools. San Francisco has a strong professional development infrastructure across multiple agencies including DCYF and SFUSD, and additional training should grow out of existing supports to build awareness and capacity of the CCSS. One participant reflected that there have always been educational codes and standards, but that the Dana Center training provided the tools and language specific to the CCSS to engage their school partners and to more actively engage with the standards.

Partnership

Research and practice tells us that strong school/ community partnerships and intentional OST programming lead to high-quality programs and in turn better outcomes for students.

The issue of true partnership between the afterschool providers and school day staff was discussed in depth at the AFA CCLC. In order to most effectively contribute to CCSS and student learning goals, afterschool providers need to be seen as contributing and reciprocal partners within the school community. One participant explained the need for increased communication and relationship building, "If we are able to have more consistent communication with the school day staff, we will be able to let them know that we work from a research based framework, that we, too, spend time creating detailed lesson plans directly linked to what students are learning during the school day. We are capable and ready to support students and the school day—we just need opportunities to connect in meaningful ways to hear from teachers how we can best support them!"

In a recent blog post entitled *Afterschool Programs Supporting Common Core Implementation*, author Nikki Yamashiro writes:[7]

> "For example, The Goodman Community Center, one program she reviewed, excels at connecting the afterschool program to learning that takes place during the school day. The afterschool program has eight school day teachers on staff who help develop academic enrichment activities using the CCSS; the program sends monthly newsletters to teachers at each school; and program staff attend Individual Education Plan (IEP) meetings for students enrolled in the program, attend school functions and also observe their students during the school day. The program also collects data on their students' grades, test scores, behavior and attendance to develop a portfolio for each student that identifies their needs and helps assess their progress. This individualized analysis not only monitors students' progress, but it allows staff to most effectively help students develop mastery of subject content in areas such as reading and writing."

AFA CCLC recommendations included:

- Increase opportunities for communication and collaboration between afterschool staff and school-day staff:
  - Explore whether afterschool staff could serve as teaching assistants in the classroom during 7th period once a week, and
  - Explore whether afterschool staff could sit in on departmental meetings.

Given the overlap in learning principles that underpin both the CCSS framework and the OST field, the group reflected on the new opportunity that CCSS implementation presents for increased communication and intentionality between afterschool and the school day. It was emphasized that partnership is a two-way street and that the OST field needs to be direct in calling out that this is often not the case between school and after school programs – there is a need to showcase balanced partnerships and identify how student learning is undermined when this is not the case. Lastly, the exploration of partnerships focused primarily on school site based programming, with only one participating organization representing community-based providers. The AFA may want to reach out to additional community-based programs to further consider the differences that exist between programming off and on school sites.

Systems and Accountability

To ensure that afterschool providers are part of the system of support for implementing Common Core and that providers can demonstrate how they are positively contributing to CCSS, participants in the AFA CCLC sought to integrate mechanisms into already established tools and through existing entities. Similar to the professional development and partnership recommendations, these suggestions can be viewed in terms of how to bring awareness and integration of CCSS in OST to scale and how efforts can be integrated in a sustainable manner.

- Create an oversight group of school day staff and afterschool staff around the Common Core in the cohort middle schools (consider this group being a part of existing structures such as Afterschool for All or the San Francisco Out of School Time Coalition) to ensure that afterschool programs are represented in the district's internal team overseeing Common Core related efforts.
- Increase accountability for strong afterschool and school-day partnerships:
    - Common Core related-items could be integrated into ExCEL's, Early Education Department's and DCYF's monitoring and evaluation tools (particularly in the areas of school alignment), and
    - Common Core items related to the afterschool could be integrated into the Balanced Score Card.
- Create a common database to house afterschool activities related to the Common Core (consider AFA or ExCEL as hosting the database):
    - All Common Core activities used in afterschool programs could be documented and shared with all afterschool programs city-wide.

Given that resources are limited and initiatives are often coming and going, there is a need for AFA and the field at-large to be thoughtful about what actions and next steps should be taken. That being said, some may argue that given the scope of CCSS it cannot be compared to other initiatives and thus actions must be taken. The greatest opportunity, and also greatest challenge cited, was the capacity and will to foster and build genuine and intentional partnerships across the school day and OST programs at both a system and site level. As AFA weighs what recommendations should be pursued, it should assess what actions require district buy-in and which AFA can pursue now, as well as the impact of investments on both scale and depth of CCSS implementation and OST programs across San Francisco.

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PCY has much-appreciated the opportunity to facilitate the AFA CCLC, and learn side-by-side with program providers about the challenges, opportunities, and work ahead in effectively leveraging expanded learning time to support CCSS implementation. In addition to supporting the recommendations of the AFA CCLC, PCY would suggest that the AFA pursue work in the following areas:

- Leverage collaborative relationships in the AFA to advocate for existing and future professional development opportunities that include training and awareness-building opportunities about CCSS for OST providers.
- Explore the role of teachers on Special Assignment to support alignment and information-sharing between school day and after school programs, specifically understanding when and how this role works most effectively to promote seamless learning.
- Consider providing incentives and resources for joint planning to schools and programs that intentionally partner to identify and promote activities that support CCSS.
- Advocate for the OST field to have representation on the SFUSD planning team for CCSS implementation, workplan and oversight.

Conclusion

Implementing CCSS is a daunting task. The district is laden with an overwhelming to-do list. The recommendations were developed with the knowledge and appreciation for how much work the district, teachers and administrators need to accomplish to implement CCSS and how imperative it is that OST providers be at the table to support that work. The intention of OST providers is to complement and extend the learning that is occurring during the school day in a way that provides some relief for teachers. One participant reflected that CCSS in and of itself is not a shift for many educators and OST programs as they are already teaching to the goals and principles of the Common Core, rather this shift allows a space to reframe partnerships and deepen learning for all students. Common Core provides an opportunity for the OST field to demonstrate their sweet spot - fostering the cognitive, social and emotional skill sets in youth to prepare them for college and work life. This can happen in a meaningful way when school and afterschool staff are working in tandem.

APPENDIX

AFA CCLC Participant List

Contact	School Site/Organization
E'rika Chambers	Magic Zone (CBO serving multiple school sites)
Allison Ambrozy	Magic Zone (CBO serving multiple school sites)
Joe Calderon	Magic Zone (CBO serving multiple school sites)
Jessica Ekstrom	Denman/OMIE Beacon
Magali Chavez	Denman/ OMIE Beacon
Natalie Gomez	Denman/ OMIE Beacon
Cameron Burch	Lawton & Aptos/Stonestown YMCA
Evan Atkinson	Lawton & Aptos/Stonestown YMCA
Karina Henriquez	District, ExCEL Office
Matt Pemberton	District, ExCEL Office
Alice Tam	District, ExCEL Office
Sahisha Warr	Lawton & Aptos/Stonestown YMCA
Brock Ogletree-Hudson	Presidio & Roosevelt/Richmond Village Beacon
Maggie Bruening	Lawton/Stonestown YMCA
Tina Zhong	Lawton/ Stonestown YMCA
Cassandra Terry	Presidio & Roosevelt/ Richmond Village Beacon
Stacey Daraio	Facilitator
Jessica Gunderson	Partnership for Children and Youth

AFA CCLC Schedule: Summaries of AFA CCLC Session Aims and Topics

AFA CCLC Session	Aims of Session	Topics
LC #1: January 14, 2013	• Orient participants to the project and CCSS • Identify what participants currently do around CCSS-M • Create a sense of excitement and possibility around the work	• Project logistics • CC history and standards • Cooperative study: common core reading
LC #2: February 4, 2013	• Ceate a shared understanding and explicit link between frameworks used in the OST and language and concepts in CCSS-M • Identify elements of activities used in OST that support CCSS-M	• Cognitive, intrapersonal and interpersonal domains • Youth Development • 21st Century Skills • Learning in Afterschool and Summer Principles • Habits of Mind • Sequenced, Active, Focused, Explicit Activities
LC #3: March 18, 2013 Led by the Dana Center	• Learn how to use a set of structured tools to promote conversation and collaboration around CCSS • Examine implications for development and alignment of curriculum, instruction and assessment	• CCSS • Structure of CCSS • Alignment
LC #4: April, 22, 2013	• Design a set of activities linked to CCSS-M	• Review of work to date • Implementation strategies
LC #5: May 13, 2013	• Review learning from activities implemented • Identify recommendations	• Implementation strategies • Recommendations
LC: #6: May 20, 2013 Session with the Leadership Team	• To learn about the role and potential supporting activities of afterschool providers in the implementation of common core • To identify next steps	• Project review • Recommendations

AFA CCLC Agendas

AFA CCLC #2
February 4, 2013 9:00 am – 1:00 pm

Session Aims:
o   Review work to date, Update on Leadership Team Meeting
o   Review current research, our research base and draw links between them
o   Create elements of an activity that will support CCSS-M

9:00   Welcome and Warm-up

9:30   Review and Update

10:00   Research Round Up: Education—What is it Good For?

10:30   BREAK

10:45   Research Mash Up

11:00   Consensus Workshop: What are the elements of an activity that will support CCSS-M?

12:30   Next Steps, Meeting Assessment, Closure

1:00   ADJOURN

AGENDA
AFA CCLC #3—Provided by the Dana Center
March 18, 2013 9:00 am – 1:00 pm

Participants will develop a working knowledge of the Common Core State Standards and a common understanding of the standards' effect on teaching and learning.

Session participants will . . .
• learn how to use a set of structured tools to promote conversations and collaboration around the Common Core State Standards.
• examine the implications for development and alignment of curriculum, instruction, and assessment.

9:00   Welcome and Introductions

9:30   Agenda Review

9:45   Structure is the Standards
•   Structure of Mathematical Practices

10:30   BREAK

10:45   Structure is the Standards
•   Structure of Mathematical Content
12:00   Alignment: Using a Tool

12:30   Questions and Closure

1:00   ADJOURN

AGENDA
AFA CCLC #4
April 22, 2013 9:00 am – 1:00 pm

Session Aims:
o   Design activities to implement in our mini-pilot
o   Debrief the Dana Center Training

9:00   Welcome and Warm-up

9:30   Video: Karen Pittman, Common Core and Youth Development

10:00   Dana Center Training Discussion

10:30   BREAK

10:45   Mini-pilot Design

12:30   Next Steps, Meeting Assessment, Closure

1:00   ADJOURN

AGENDA
AFA CCLC #5
May 13, 2013 9:00 am – 1:00 pm

Session Aims:
o   Share learnings from mini-pilot
o   Develop Recommendations
o   Plan final Leadership Team Meeting

9:00   Welcome and Warm-up

9:30   Review and Update

10:00   Research Round Up: Education—What is it Good For?

10:30   BREAK

10:45   Research Mash Up

11:00   Consensus Workshop: What are the elements of an activity that will support CCSS-M?

12:30   Next Steps, Meeting Assessment, Closure

1:00   ADJOURN

AGENDA
AFA CCLC #6
May 20, 2013 11:00 am – 1:00 pm

Session Aims:
o   Share learnings from mini-pilot
o   Develop Recommendations
o   Plan final Leadership Team Meeting

11:00   Welcome and Introductions

11:05   Context of AFA CCLC Project

11:10   Video and Discussion

11:40   AFA CCLC Project Review

11:50   AFA CCLC Implementation Strategies

12:10   Questions, Recommendations & Discussion

12:55   Closing Comments

1:00   ADJOURN

AFA CCLC Meeting Session Assessment Summaries

Please tell us about your experience today. Your responses will help us adapt the next training to best meet your needs. Thank you very much!

AFA Common Core LC #1   January 14, 2013   Respondents = 11
Facilitator(s): STACEY DARAIO

Please mark an X in the box that best describes your level of agreement for each statement.

1.		% of Respondents Agreed or Strongly Agreed	Strongly Disagree	Disagree	Agree	Strongly Agree
a	I understand the AFA Common Core Project.	100%			73%	27%
b	The reading and exercise on Common Core Standards helped me to understand how my program can have a role in Common Core-Math.	100%			64%	36%
c	I had the opportunity to connect with my peers and begin building a supportive community.	100%			36%	64%
d	The training was structured in a way that encouraged my participation.	100%			27%	73%

Please consider the following:

I liked ...Or, I found useful...
- Intro to Common Core—well explained
- The video at the start. The way this was structured.
- The morning video...opened up my eyes
- Being able to talk to everyone from different areas of afterschool—breaking down the .... discussing
- The language in the common core standards.
- Learning about the AFA Common Core and speaking with the group
- Info about common core, future plans
- Time to share what we are doing/what we want to do
- Networking
- The fact that students are sometimes more connected to OST programs than school day. So we need to align activities to support our standards so they can succeed
- Peer to peer sharing, Foundational content, Clear goals

I didn't like...Or, I didn't find useful...
- I don't have any negative feedback it was great and useful
- It was all good. Thanks for fully explaining everything
- Nothing!
- I didn't like breaking up to discuss article
- We did not really explore habits of mind. Would like to learn more about this concept
- I liked the new info I learned

I wish we spent time on...
- I feel lit it was time well spent!
- As a collective group brainstorming what is/what is not working at their site re: standards
- Seeking out resources to help train staff on Math.
- Specific goals of common core
- Talking about making our programs more surrounded by habits of mind.
- Knowing what schools are doing

Please tell us about your experience today. Your responses will help us adapt the next training to best meet your needs. Thank you very much!

AFA Common Core LC #2   February 4, 2013   Respondents = 11
Facilitator(s): STACEY DARAIO

Please mark an X in the box that best describes your level of agreement for each statement.

1.		% of Respondents Agreed or Strongly Agreed	Strongly Disagree	Disagree	Agree	Strongly Agree
a	The reading before the LC set a good foundation for the session.	100%	55%		83%	17%
b	I understand the links between youth development, the 4 Cs, LIAS principles, SAFE, and the habits of mind.	100%			27%	73%
c	I had the opportunity to connect with my peers and begin building a supportive community.	100%			45%	55%
d	The training was structured in a way that encouraged my participation.	100%			55%	45%

Please consider the following:

I liked ...Or, I found useful...
• Brainstorming elements, categorizing them and creating titles for them
• Critical thinking. Collaboration
• Connecting 4Cs, LIAS, habits of mind...*reviewing*
• Habits of mind! Love them
• Problem solving process
• The handouts given. i.e. habits of mind
• The video, also the different activities
• Interactive facilitation style. Video. Elements of an activity mapping
• Community thought process
• The quotes on the name tags! Thank you!
• The wall activity "Elements of...Activity"

I didn't like...Or, I didn't find useful...
• Activity around putting the Habits of Mind onto the principles of youth development
• Spending so much time naming categories. The goal was not clear to me or why we needed to be so picky
• Some people didn't participate & I really think there's no point to them coming b/c this is about us working together and collaborating, no? It was a good session! I'm feeling it!
• N/A
• The last activity—it might have been better if we split up in groups
• N/A
• Mapping habits of mind to yd principles. How cold the room was
• The last part of the categorizing was hard for me.

I wish we spent time on...
• Not sure, playing catch up since at the 1st session
• Specific common core practices
• Seeing examples of CC in school day classroom
• Habits of mind
• The article
• I'm not sure
• N/A
• Conversations together there were a few things my group got very excited about the concepts and we had to move on. I would have liked more time to explore that.
• ? Can and isolated ASP learning community understand the constraints of school

Please mark an X in the box that best describes your level of agreement for each statement.

1.		% of Respondents Agreed or Strongly Agreed	Strongly Disagree	Disagree	Agree	Strongly Agree
a	The Dana Center training increased my understanding of Math Common Core.	91%		9%	55%	36%
b	I feel confident that I will be able to implement math activities in my program.	100%			92%	8%
c	I had the opportunity to connect with my peers and begin building a supportive community.	100%			75%	25%
d	The training was structured in a way that encouraged my participation.	91%		8%	58%	33%

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Please consider the following:

I liked ...Or, I found useful...
- Videos, diverse types of learning styles
- Colab between sites. Specific activity talk
- The videos
- Videos
- The website was very helpful and also the information on the codes* were also very helpful
- The time spent talking about programs to implement
- About common core codes...how to work them, code them
- Karen Pittman video, group ideas on how to implement CC in afterschool
- Creating math activities
- Team time to brainstorm activity to apply
- Brainstorming new ideas to implement
- The general break down and understanding how to use common core book--notes

I didn't like...Or, I didn't find useful...
- Nothing. Everything was useful in some way.
- Nothing
- Today's video
- N/A

I wish we spent time on...
- I enjoyed all of it!
- More time talking about specific activity integration
- Full expectations of pilot activities
- How to make the common core more tied into the afterschool program
- N/A
- Strategies to work with school day staff

*The words "code, codes, common core codes" refer to how to read the grade level standards.

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Please mark an X in the box that best describes your level of agreement for each statement.

1.		% of Respondents Agreed or Strongly Agreed	Strongly Disagree	Disagree	Agree	Strongly Agree
a	The "mini-pilot" helped me to understand what it will take to fully integrate math strategies in my program that link to CC-m.	100%			80%	20%
b	I feel confident in my ability to present meaningful information to the Leadership Team.	80%		20%	50%	30%
c	I had the opportunity to connect with my peers and begin building a supportive community.	100%			50%	50%
d	The training was structured in a way that encouraged my participation.	100%			50%	50%

Please consider the following:

I liked ...Or, I found useful...
- Going through our individual activities
- The info presented. However, I felt I had missed too many meetings to really be able to present to the Leadership Team.
- Sharing ideas with one another about ways to implement math strategies in our activities
- Strategy/stuff prep exercise; different approaches
- Video and discussion all around
- The group agenda building & the questions that we need to bring up
- Video; feedback with peers
- Open, honest, practical discussion
- Having the opportunity to talk about strategies, prep and observations for activities we implemented. Brainstorming what we are doing at our final meeting
- Lessons learned; questions on our mind; recommendations for Leadership Team

I didn't like...Or, I didn't find useful...
- N/A
- N/A
- N/A
- N/A
- Lack of a foundation on what is actually happening in the SFUSD rollout of CC
- N/A

I wish we spent time on...
- Nothing extra. I feel like these meetings, though helpful, will be better when CC is actually implemented.
- N/A
- N/A
- N/A
- I was late, but I wish I could have been in the first discussion
- I feel good about the whole group
- N/A

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