
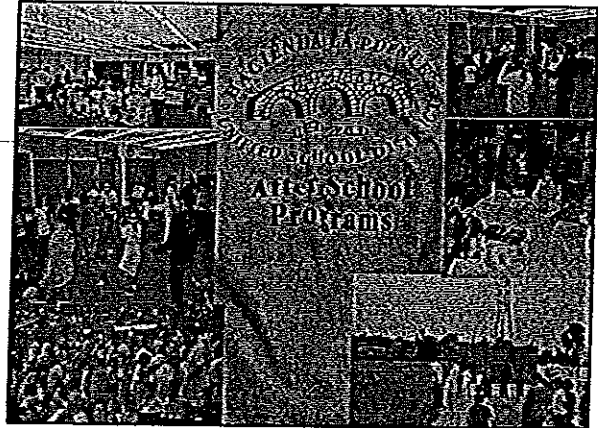



After School Education and Safety (ASES) Program and 21<sup>st</sup> Century HS Programs  
 Hacienda La Puente Unified School District

**Success is a choice!**


- ▶ Make a difference in someone's life everyday
- ▶ Be a giver—(abundance vs. poverty)
- ▶ Do you see where you are going?
- ▶ Always keep your glass full
- ▶ Surround yourself with people who inspire you
- ▶ Be the driver in your life...not the passenger
- ▶ Ready, Fire, Aim!!



**Vision**


"To Develop The Whole Student"

- ▶ By complementing the school day
- ▶ By providing enrichment and academic activities that develop success skills in every student
- ▶ By developing a quality after school program



**After School Education and Safety (ASES)**

- ▶ As a result of Proposition 49, California investments in afterschool programs are scheduled to dramatically increase to \$550 million dollars a year.
- ▶ To ensure that afterschool programs successfully contribute to young people's learning and healthy development
- ▶ Need to agree on what we can appropriately expect from such programs and on how best to measure their effectiveness
- ▶ Currently a key measure being used to judge afterschool programs is standardized test scores
- ▶ California's state-funded afterschool grantees are required to submit annual scores from mandatory statewide tests that measure literacy and math skills with the expectation that afterschool participants will improve faster than those who do not participate.



**21<sup>st</sup> Century ASSETS**

- ▶ The California 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens (ASSETS) Program is part of a statewide effort to address the underachievement of California youth
- ▶ Providing opportunities to become well adjusted adults and constructive citizens
- ▶ California's Superintendent of Public Instruction, Jack O'Connell, remarked that 1.7 million high school students are not reaching academic levels needed to succeed in the workplace, in college, or as effective citizens.

## Currently:

Currently, HLPUSD After School provides daily programs to over three thousand students and their families, with an annual budget of more than three million dollars. Local community partners and agencies contribute additional in-kind services and cash contributions to increase the total value of HLPUSD After School programs to over five million dollars. Because of these successes, HLPUSD After School is widely recognized for strengthening the future of San Gabriel Valley youth and their families.

## HLPUSD UPDATE

- ▶ For the 2010-11 all 18 ASES Schools are fully funded:
- ▶ California, Grandview, Nelson, Sparks Middle, Sunset, Temple and Workman EI were augmented for this year
- ▶ What does that mean? All elementary are funded to serve 84 students a day and middle/K-8 will serve 111 students daily.



## ASES Funded After School Programs

Baldwin	Bixby	California	Cedarlane
Del Valle	Grandview College Prep K-8	Kwis	Lassalette K-8
Nelson	Palm	Sparks elementary	Sparks Middle
Sunset	Temple Academy	Wing Lane	Workman
Sierra Vista	Valinda Academy		

## 21<sup>st</sup> Century Federal Grant

William Workman High School and La Puente High School are beginning the 3<sup>rd</sup> year of the 5 year grant.

## What have we been up to?

- ▶ Did you see our new look?

Every employee of the after school program will now be easily identified by the "Green" shirts with a district logo and STAFF clearly written on the back of each shirt.

(FYI-This is Oprah's favorite color)



## Summer Camp

- ▶ 300 students attended a five-week summer camp at Sunset, Kwis, Bixby
- ▶ They had fun with basic ASL, journal writing, science, reading, exercise and dance to name a few
- ▶ Field trip to the Ringling Bros Barnum and Bailey Circus at Staples Center



## What are we up to in 2010-11?



## Instructional Day Linkages

- ▶ Instructional day strategies are modified to work in after school setting
- ▶ Use of pacing calendars to link instruction
- ▶ Use of State and (newly adopted) National Standards in curriculum
- ▶ Site director attends curriculum meetings
- ▶ Use of Houghton Mifflin supplemental materials



## ELL's

- ▶ "The study by Californians Together found that 59 percent of English-language learners in secondary schools in the districts had been in U.S. schools for more than six years without reaching a sufficient level of English proficiency to be reclassified as fluent."

Education Week 8/17/10



## ELL Focus

- ▶ Maximizing Opportunities for English Learners in Reading and Writing (emphasis on K-3 grade level)  
Every student enrolled in the K-12 after school program will participate in a daily journal exercise—A written topic will be posed such as "You are in a room full of people. You are the only blind person. Describe what the room and the people around you look like".
- ▶ Supplement K-12 strategies
- ▶ Present ELLs with challenging curricular content



## Connect to Education Reform Efforts

- ▶ Connect to K-12 education reform efforts and National standards for ELs
- ▶ Identify promising practices for English Learners
- ▶ Identify the high school practices that can work in an after school arena with EL Learner



## Enrichment

- ▶ American Sign Language
- ▶ Science
- ▶ Sports leagues
- ▶ Music
- ▶ Robotics
- ▶ Dance
- ▶ Performing Arts
- ▶ Creative Writing



## Sample Schedule K-5

- ▶ Sign In
- ▶ Homework assistance
- ▶ Journal - "Daily Creative Writing Topic"
- ▶ Nutritious snack
- ▶ Readers Theatre/Mad Science/Rosetta Stone/Music/Dance/Robotics and more
- ▶ Physical Fitness-Sports (See next slide for sports schedule)  
Cheer, Yoga and Zumba



## Sports Calendar K-8

- ▶ September to November: Soccer, Flag Football, Cheer
- ▶ December to March: Basketball, Track, Cross Country  
Street Hockey (Middle School Only)
- ▶ Jan-Feb: Golf
- ▶ April-June: Baseball, Volleyball
- ▶ HLPUSD Sports league playoff schedules to follow



## Sample Middle School Calendar

2010 survey results and student input is used to develop the enrichment program at each Middle School

- ▶ Sign in
- ▶ Homework Assistance
- ▶ Journal "Daily Creative Writing Topic"
- ▶ Nutritious Snack
- ▶ Creative Writing/Stephen Covey 7 habits/Science/Music/Algebra/Book Club/ASL etc.
- ▶ Physical Fitness/Sports/Cheer/Dance



## Parent Orientations

- ▶ Beginning Monday August 16 to Thursday August 26 parent orientations are hosted every evening from 6:00 to 7:00 pm district-wide at select schools
- ▶ Parents are required to attend the orientations where they receive valuable information on after school policies
- ▶ Parents who choose to accept the invitation to participate in the ASES program are required to volunteer 100 hours or attend 100 hours of instruction in an Adult Education parenting, ESL or other course



## High School Sample Schedule

The focus of the 21<sup>st</sup> Century grant is the successful completion of High School

- ▶ Workman and La Puente High School will each have an additional 10-14 credit recovery courses
- ▶ 9<sup>th</sup> grade students are enrolled as soon as they fall any course
- ▶ SAT, ACT, CAHSEE test prep will be offered
- ▶ ASL, Video Production, 7 habits of Success will be offered
- ▶ University of New Mexico 2 week leadership academy will be offered to students enrolled in the program

## HLPUSD After School Staff Roles and Responsibilities

Every HLPUSD After School After School Program has a team of staff members who work together to run the program. Below you will find a list of some of the key staff positions and their roles:

### 1. Site Coordinator/HLPUSD Assistant Director:

- Provide site-based leadership and manage day-to-day operations of program.
- Hire and supervise staff to implement academic and enrichment activities.
- Handle fiscal management, including board resolutions, invoices, timesheets, and budgets.
- Oversee facility management, including attendance, snacks, custodial, classrooms, security, safety, and transportation.
- Submit all required documentation on a timely basis, including attendance, track counts, emergency cards, permission forms, payroll, and surveys.
- Collaborate/partner with community based organizations, public agencies, local universities, and other collaborators.
- Meet frequently with Principal, Lead Teacher, and CBO Partner to coordinate program design, evaluation process, and outreach efforts.
- Coordinate with all site-based student support services, including Foster Youth Services, Student Assistance Program, Student Success Teams, Health Advocate, Healthy School Teams, and Peer Resources.
- Help design a sustainability plan for the program.

- Monitor all designated meetings and workshops organized by industry clients.
- Comply with all district and grant guidelines.
- Serve as a liaison between the school day staff and after school staff.
- Create library and math components of the program.
- Train and supervise after school staff to implement the academic components.
- Develop individualized academic plans for all students.
- Conduct educational assessments of targeted students.
- Ensure that academic and enrichment components are aligned with district curriculum standards.
- Meet biweekly with Principal, Site Coordinator, and CBO partner to coordinate program design, evaluation process, and outreach efforts.
- Work with budget development and fiscal management.

**3. Line Staff (Coaches)**

- Responsible for academic and enrichment programming for designated group
- Responsible for safety and supervision of youth
- Coordinate and lead group activities
- Support volunteers working with youth in designated group
- Work in collaboration with staff and director.
- Design, develop and implement a project-oriented curriculum; prepare lesson plans, and organize teaching materials for HLPUSO After School group.
- Coordinate and provide after-school tutoring and skill building activities for students as needed.
- Developing and nurturing a safe, respectful, multicultural learning environment.
- Developing and integrating creative and challenging educational experiences.
- Maintain accurate youth files and records like attendance and student GPA.
- Coordinating on-going communication and feedback systems with teachers.
- Assist in community outreach, parent communication, and volunteer recruitment and supervision.
- Meet regularly with Site Coordinator, supervisor for this position, and with other HLPUSO After School staff.
- Overall support of the program, youth and all HLPUSO After School related activities like field trips, special events and parent workshops.

## Students

**Cultural Demographics**  
The students of HLPUSO After School programs represent many ethnic groups, especially Latin American, African American, Chinese and Southeast Asian.

Many of the students and their parents have recently immigrated to the United States. Consequently, the students and families face several unique challenges, for example, some of the students' parents have little or no formal schooling.

For many families, English is not the primary language spoken in the home. Some parents do not speak standard English at all and, therefore, are unable to help with their children's school work.

The cultural gap between immigrant parents and their U.S.-born children can also cause challenges to arise among family members. To be seen like an ethnically diverse community, many young people embrace the "Americanized" culture much to the dismay of their parents.

Conflicts can arise which put youth under much stress and can cause feelings of being lost between "living in" with friends and getting approval from family members. These issues can cause the youth to go through an identity crisis, and school work usually suffers as a result of these conflicts.

The cultural and ethnic diversity of the HLPUSO After School students and families can make for an interesting meeting of cultures and a great potential for learning. It can also be the cause of misunderstandings between tutors and students, but knowing about these differences can make it easier for volunteers to relate to the students with whom they are working.

## Think about this as you work with students

**Economic Situation**  
Many of the youth are challenged daily by poverty, hunger and instability at home. Nearly one percent of HLPUSO students receive free or reduced price lunch. They also have been interviewed by, or the victims of domestic and/or neighborhood violence. These challenges should be taken into consideration because they potentially have a profound impact on a youth's overall attitude and behavior. Please discuss any concerns or questions you might have, regarding a particular youth or regarding these issues in general, with a HLPUSO After School program staff member.

**HLPUSO After School Philosophy**  
Many of the students are described as being "at risk" for various things: dropping out of school, becoming involved in drug, teenage pregnancy, or unemployment. At HLPUSO After School program, we see the need building and youth development philosophies to which we adhere to respond to these risks. By focusing on empowering the youth to achieve and to excel, HLPUSO After School counters the deficit perspective that is often present in schools toward youth.

## Asset Building and Youth Development in HLPUSO After School Programs

**WHAT IS IT?**  
As mentioned in the Introduction, Youth Development and Asset Building are philosophies and strategies for creating youth-centered environments that prioritize the positive development of young people.

**WHY USE IT?**  
Research and professional experience has proven that a positive after school environment that intentionally develops youth's assets and adopts a youth development approach can provide the experiences and skills that youth need to develop into healthy adults.

**HOW IS IT USED?**  
**Enrichment Activities-** At HLPUSO after school programs devote one third of their time to enrichment activities. This may occur as an elective, where, for example, before peer week youth are given the opportunity to choose an activity or game to participate in. Students help support what they create, including games, art, cooking, gardening, science, dance, or support groups. It is a great time to distribute a survey at the beginning of the year asking students which enrichment activities they would prefer, and then accepting a rotating schedule of activities so that everyone participates in everything, but all youth have a voice in supporting that "everything".

## Cont.

**Youth-Centered Programming-** In Youth-Centered Programming, students participate in shaping their own program. For example, an HLPUSO After School staff member may ask for student input for an activity, a special day, a consequence, etc. HLPUSO After School staff understands that the youth are bright, creative, knowledgeable people who can often articulate their needs and wants, especially if they have practice doing so.

**Youth Leadership-** HLPUSO After School staff try to share the power of structuring and running the program with the youth as much as is developmentally appropriate. By involving youth in making decisions, how to be included, how to do a specific job, the staff can support the youth's growth in these areas, encourage ownership over the program, and thereby create a fun, engaging, and challenging program.

**Safe and Approachable-** Offering the youth the opportunity to share in leadership also means sharing the challenge of running the program. Creating up, meeting and power, etc. These jobs also give the youth a meaningful way that they can contribute to the program. Youth are also encouraged and expected to thank the HLPUSO After School staff, volunteers, parents, youth, and other contributors to the program because we believe that appreciation is a very important part of developing social skills such as empathy, courtesy, and respect, and that it is fundamental in the building of group relationships.

**Confidence and Skills by Choice-** Youth will learn best when their pace and level of learning is developmentally appropriate and when they are offered the appropriate space and support. For example, allowing the youth to have control over aspects of their own learning, such as allowing them to choose the books they would like to read, where to read (under a table, lying down, etc.) and who to read with (friends, a volunteer, etc.) you can increase the safety of challenges in getting youth to participate and learn.

## Conflict Resolution/Class Mgmt

**Conflict Resolution, Its Skills:** HLPUSO After School seeks to provide youth with opportunities to develop the social and communication skills they need to be successful individuals, to build strong, healthy relationships, and to successfully navigate a variety of settings. Learning and practicing how to resolve problems and talk through interpersonal conflicts are key skills youth need both now and for the future.

Allowing students to make choices and play a part in the decision making process of the program gives them the opportunity to learn the process of resolving issues. Our goal is to teach students how to self-discipline...they learn to make choices based on the consequences they choose.

Your role as a mentor is to guide them in making decisions by reminding them that the choices they make will have a direct impact on the consequences they experience. Discuss consequences and help them develop a desire to create consequences that will lead them to the life experience they want. You will successfully manage your team/students by clearly identifying goals and teaching students how to make choices that successfully leads to the accomplished goal.

## Behavior Guidance

### Why use Behavior Guidance?

•Use every period 100 percent of the time. Making mistakes and testing boundaries is part of growing up.

•Behavior guidance helps youth develop age appropriate patterns of behavior that foster constructive relationships and increase their ability to deal with everyday life.

•Behavior guidance includes positive reinforcement, redirection, and the setting of realistic expectations and clear and consistent limits.

•Behavior guidance never includes discipline or behavior management techniques that are cruel, humiliating, or otherwise damaging to the child, but rather, uses techniques that encourage and teach students towards desired behaviors.

As outlined on the following pages, any student who breaks the rules during the after school program must be held to a consistent set of consequences. Likewise, when misdeeds/behavior catches a bit of consequence, positive behaviors should be rewarded and reinforced.

## \*Discipline Policy

HLPUSO After School is a place where we value respect for people and property. We want to establish a safe and secure center where participants can have a great time. All program participants have a good time without using foul language, displaying property, using profanity, or fighting. If a program participant is not able to meet these standards, s/he will be given an opportunity to resolve her/his problem. If a participant is not willing or able to resolve the problem s/he will forfeit their membership.

The following rules mirror the site's school day rules in order to reinforce the same expectations for students throughout the day. Please note that all rules outlined in the Student Handbook will be enforced during the after school program, including the rules surrounding membership status.

### RULES

•Stay on school grounds and in assigned areas during program time and play with the group if on a field trip.

•Use appropriate language at all times to peers and adults. Appropriate language is respectful and polite. Name-calling, insults, or slurs will not be tolerated.

•Keep hands, feet, and objects to yourselves, and use your bodies safely. (No fighting, play fighting, or inappropriate touching)

•Respect public and private property by keeping walls, bathroom, playground, classrooms, and play area neat and clean. If it doesn't belong to us, we leave it alone!

•Bring to school only items that help us learn (see below toys, weapons or toy weapons, guns, water balloons, and substances at home)

•Be responsible for your learning by participating with your group, doing your best work, listening when someone is talking, completing your homework, improving your community, and helping each other learn, be safe and have fun.

When youth are involved in a conflict, every effort will be made to resolve that conflict fairly through discussion and negotiation. If a youth breaks the rules in the course of that conflict each incident will be documented as disruptive, dangerous, or negative behavior in an Incident Report and/or an Individualized Contract (a copy should be given to Site Coordinator) and these consequences will follow.

## Consequences

### CONSEQUENCES

•Verbal warning

•Time away from group/educational counseling by an adult

•Write home (Student file and an Incident Report)

•Conference with Group leader/Site Coordinator and parent(s) or guardian(s) will be called

•Conference with Group leader/Site Coordinator and parent(s) or guardian(s). Possible Suspension from the program and youth can return and follow program rules and expectations.

6. Suspension/Expulsion of Membership

If efforts to improve behavior fail, youth may be suspended from the program for 1 to 5 days. Suspended children will not be allowed on school grounds during program hours. Repeat expulsions may result in forfeiture of membership.

### DISCIPLINE

Please be aware of the rules and consequences that are outlined above. An understanding of the program rules will help you to know what to expect from the students. If you are challenged by a student's behavior, seek advice from the Site Coordinator or a staff member. Setting limits with students is essential when developing a constructive working relationship. Remember that staff should support the program rules, and not create individual rules.

## Positive Recognition

Positive recognition is the shown and meaningful attention you give a student for behaving according to the expectations. When used consistently, positive recognition is often more effective at encouraging students to follow the rules than the use of consequences. Positive recognition also improves the climate of the after school program.

•Check with the staff of your school site to find out which of the ideas below are used with students during the after school program!

Examples of positive recognition include:

**Praises:** Effective praise is personal, specific, and genuine. "I am so proud of the way you helped your friend need today, Samantha," sounds much more meaningful than, "Good job Samantha!"

**Positive Notes and Home Call Notes:** Students feel proud when their parents are made aware of the good work they are doing. Again, the praise should be personal, specific, and genuine.

**Special Privileges:** These can be awarded to an individual or the whole group and may include: Extra Reccess Time, Employment as the Teacher's Helper, Field Trips, etc.

**Public Recognition:** Recognition can include a Star Chart display, Student of the Week or After School Super-Star bulletin board, certificates given at a school-wide showcase, meeting, or assembly, etc.

**Tangible Rewards:** Students can "earn" rewards for consistently following the rules. Examples include Ice Cream Parties, After School Bucks, raffle tickets, or other point systems that enable students to "purchase" rewards such as school supplies, etc.

**Positive Repetitions:** This technique will help encourage students to follow the many directions you give each day. Positive repetition works best in group situations with at least two students.

Here's how positive repetition works:

1. Give a direction.

2. Immediately look for at least two students who are following direction.

3. Say the student's name and describe the direction as they are following it.

Here's an example:

"Let's go quickly and quietly."

"Thank you, John. That was very fast! Steve is in his place too!"

## Steps Towards Solving Behavior Problems

### Steps towards solving behavior problems:

**Activity:** Take a clean piece of paper and a pencil and write down what I say...

### Discuss activity

•Observe the young person and record what you see. Look for patterns of behavior. When are behavior problems happening?

What seems to trigger them?

•Get to know the young person (and his or her parents and teachers). Ask the young person about his/her behavior. Ask parents and teachers as well.

•Think about the question: Other than the child, what might be the problem? Identify your program and look for such programmatic issues as those stated on the list: "Why do young people act out?"

•Talk with staff about possible causes and solutions. Think about the question: "What can we do so that the young person/people will enjoy Being CREOSOLE?"

•Work with the young people, staff members, parents, and school teachers to create a plan for implementing solutions.

Follow up by regularly reviewing the issue and refining solutions.

## HLPUSD After School AFTER SCHOOL PROGRAM SCHEDULE

Below is an example of an After School Program schedule.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:20-1:30				Homework Help	
1:30-2:30	Attendance/ Homework Help	Attendance/ Homework Help	Attendance/ Homework Help	Snack	Attendance/ Homework Help
2:30-3:05	Snack	Snack	Snack	Transition	Snack
3:05-3:45	Transition	Transition	Transition	Enrichment Club	Transition
3:45-4:45	Enrichment Club	Enrichment Club	Enrichment Club	Transition	Enrichment Club
4:45-4:58	Transition	Transition	Transition	Dismissal/Mental Health/Success	Transition
4:58-6:00	Dismissal/Mental Health/Success	Dismissal/Mental Health/Success	Dismissal/Mental Health/Success	Performance Practice	Dismissal/Mental Health/Success
6:00-6:30	Clean-Up and Closing Activity	Clean-Up and Closing Activity	Clean-Up and Closing Activity	Clean-Up and Closing Activity	Clean-Up and Closing Activity

## GENERAL STRATEGIES

- Be a good listener
- Let the students know they matter. If your students think that you are not interested in being with them, you will have had a lot of ground. Take initiative
- Greet and greet students by name. Approach students and engage them in conversation. Show the students that you are ready and willing to make a the effort necessary to get to know them.
- Encourage students to do their own thinking
- Be patient. It is OK that there is a lot of time to answer. Silence can mean they are thinking of organizing what they want to say or write. Be patient. Think it out before your students hear it. If they do not know the answer.
- If you don't know the answer or are unsure of what to do, think to the student that you may need to look something up or sort it out together. Feel free to ask the Site Coordinator for help when you need it.
- Comment or analyze what you make a mistake
- It is important that children hear apologies the way adults do, and to know that no one is perfect.
- Use fact and positive questions
- Encourage students. Give something worthy of a compliment, especially when students are having difficulties (e.g. someone, great job).
- Maintain appropriate boundaries
- Being an A.S.A. role model is necessary when working with students. Certain subjects, behaviors (e.g. picking up students, hugging students without being invited to or asking permission, gift giving), and language are not appropriate.
- Accept each student as she is.
- Do not feel responsible for judging a student's ability, progress, or behavior.
- Respect confidential information
- If a student or teacher reveals personal information, regard it as confidential unless it is something dangerous to the student or someone else. If so, tell the Site Coordinator.
- Keep your commitment
- The students will expect you and look forward to your coming to the program. If you know you will be absent, let them in advance. Do not make promises you cannot keep. Students remember everything.
- Be gracious and sympathetic with student's efforts.
- Make a sense of humor. Enjoy yourself!

Make it a great year!!

Thank you!!