



# Implementing an Extended Day Program

## Strategies and Ideas for Programming, Communicating with Classroom Teachers, and Assessing Student Progress

Title I Fall Workshop Presentation  
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## Research on the Effectiveness of After School Programs

Academically at-risk children who attended after school programs more frequently, as compared with children who attended less often, developed better work habits in their school programs, attended school more often, and endorsed less aggressive strategies to resolve conflicts with peers.

Pierce and Vandell (1999)



## Research on the Effectiveness of After School Programs

- Reading and math scores improved for many children because after school programs allowed them to focus attention on areas in which they were having difficulties.
- Children develop better social skills and learn to handle conflicts in more socially acceptable ways.
- Children in these programs tended to have higher aspirations for their future, including high school and attend college.

Department of Education (2000)



## Research on the Effectiveness of After School Programs

**After school program participation was associated with higher grades and test scores, especially for low income students.**

Miller (2001)



## Afterschool in North Dakota

- 24% of North Dakota school-age children are unsupervised after school
- Only 14% of North Dakota's K-12 youth are able to participate in afterschool programs
- Nearly 32% of the K-12 youth in self-care would be likely to participate in an afterschool program if one were available in the community
- 37% of all children not in after school would be likely to participate IF an afterschool program were available
- Parents of non-participants believe that their children would benefit most from afterschool programs in the following ways: by having fun, academic enrichment, by having help completing homework, improved social skills, and improved physical activity

North Dakota Data from the  
America After 3 PM Household Survey on Afterschool



## Essential Components of Targeted Title I Extended Day Program Implementation

- **Parental involvement in program design and activities**

# Parent Survey

## Title I Extended Day Reading and/or Math Program Parent Survey

- If a before or after school reading and/or math program was available for child, would you take advantage of it?
  - Yes
  - Maybe
  - No (if no, please tell why and answer no further questions)
- How often would you send your child to a BEFORE school Title I reading and/or math program if it were provided?
  - Not at all
  - Every school day
  - 2 to 3 times a week
  - Easy, now and then
- If you want your child to attend a BEFORE school Title I reading and/or math program, how early would you want it to begin?
  - 7:00 am
  - 7:30 am
  - 8:00 am
- How often would you send your child to an AFTER school Title I reading and/or math program if it were provided?
  - Not at all
  - Every school day
  - 2 to 3 times a week
  - Easy, now and then
- If you want your child to attend an AFTER school Title I reading and/or math program, how late would you want it to run?
  - 3:30 pm
  - 4:00 pm
  - 4:30 pm
  - 5:00 pm
- Why would you enroll your child in an extended-day reading and/or math program? (check all that apply)
  - I believe the program would help my child do better in school.
  - The program is free.
  - I wanted help for my child in reading and/or math.
  - I need child care.
  - I want my child to get help with homework.
  - I am worried about my child's safety after school.

## Targeted Title I Extended Day Reading and/or Math Program Parent Survey

For each question below, circle the number in the right that best fits your answer to the extended-day program for Title I students. Use the scale to match your opinion.

Questions	Scale				
	1	2	3	4	5
1. How often the extended-day program helps my child do better in school.					
2. My child likes coming to the program.					
3. The program has helped my child to get homework done.					
4. My child is getting the materials, help he/she needs.					
5. My child is safer because of the program.					
6. I worry about my child's safety getting home from the program.					
7. The program meets all my needs.					

Comments:



# Essential Components of Targeted Title I Extended Day Program Implementation

- Parental involvement in program design and activities
- Clear goals



## Literacy Goal

EXAMPLES OF DESIRED OUTCOMES


SHORT-TERM	LONG-TERM
<ul style="list-style-type: none"><li>• Participants read and write more</li><li>• Participants enjoy reading, talking about what they've read, and telling stories</li><li>• Participants increase their use of computers to communicate and learn new information</li><li>• Parents of participants understand what their children are learning in school</li></ul>	<ul style="list-style-type: none"><li>• Participants show improved academic performance in subjects that require reading comprehension and writing</li><li>• Participants increase language arts skills including speaking, listening, reading comprehension, and writing</li><li>• Participants use strategies such as rereading, questioning, and predicting to understand</li><li>• Participants use reading, writing, listening, and speaking in all aspects of daily life</li></ul>



## Literacy Goal

EXAMPLES OF PROGRAM ELEMENTS


- Staff with basic knowledge, skills, and strategies that support and promote literacy
- Opportunities for skill development through diverse language arts activities and projects (e.g., poetry corner, pen pals, reading/writing centers, peer tutoring)
- Books, materials, computer hardware and software
- Information and/or workshops for parents on what children are learning in school
- Family literacy support available to parents with their children (e.g., family reading nights, family book bags)



## Literacy Goal

### POSSIBLE DATA SOURCES AND PERFORMANCE MEASURES


- Standardized tests
- Reading logs (e.g., number of books read, time spent reading)
- Number and type of books checked out of the library
- Pre and post tests from extended day reading curriculum
- Teacher observation
- Grades
- Homework completion rate
- School attendance
- Number and type of family literacy activities



## Math Goal

### EXAMPLES OF DESIRED OUTCOMES


<b>SHORT-TERM</b>	<b>LONG-TERM</b>
<ul style="list-style-type: none"><li>• Participants play and enjoy math-based games and puzzles (e.g. checkers, chess, Uno, dominoes)</li><li>• Participants use and express mathematical thinking</li><li>• Participants increase their enjoyment and pride in applying math skills at school and at home (e.g. using money, telling time)</li></ul>	<ul style="list-style-type: none"><li>• Participants show improved academic performance in subjects that require math skills and thinking</li><li>• Participants increase math skills for complex problem-solving</li><li>• Participants increase their skill and confidence in the use of calculators and computers</li><li>• Participants increase ability to collect, analyze, and present data using technology (e.g. graphs, surveys)</li></ul>



## Math Goal

### EXAMPLES OF PROGRAM ELEMENTS

- Staff with basic knowledge, skills, and strategies that support and promote mathematical thinking and problem solving
- Opportunities to practice math skills through diverse math activities and projects (e.g., math games, math problem of the day)
- Books, materials, computer hardware and software, and other tools/resources that teach and stimulate mathematical thinking
- Varied opportunities to use math skills in practical settings
- Workshops available for parents to help with math homework



## Math Goal

### POSSIBLE DATA SOURCES AND PERFORMANCE MEASURES

- Standardized tests
- Completed projects, portfolios, etc. that demonstrate practical applications of mathematical thinking and problem solving
- Rating of enjoyment and comfort with math concepts
- Pre and post tests from extended day math curriculum
- Teacher observation
- Grades
- Homework completion rate
- School attendance



## Extended Day Resources

Florida Center for Reading Research

[www.fcrr.org/FCRRReports/index.aspx](http://www.fcrr.org/FCRRReports/index.aspx)

Southwest Educational Development Laboratory

[www.sedl.org/afterschool/guide/literacy/](http://www.sedl.org/afterschool/guide/literacy/)

[www.sedl.org/afterschool/guide/math/](http://www.sedl.org/afterschool/guide/math/)

[www.sedl.org/afterschool/toolkits/index.html](http://www.sedl.org/afterschool/toolkits/index.html)



## Essential Components of Targeted Title I Extended Day Program Implementation

- Parental involvement in program design and activities
- Clear goals
- Location of services and transportation
- Intensity of services
- Notification of eligibility for targeted students

# Parent Notification

## TITLE I EXTENDED DAY PROGRAM for Reading and Math

Public Schools is pleased to offer an Extended Day Program for targeted Title I students grades K-6. The program will be offered:

Scheduled School Days

Before school: Monday - Friday, 7:30-8:15 am

After school: Monday-Thursday, 3:10-5:00 pm

The extended day program will provide additional learning time utilizing scientifically based supplemental resources that enhance the district's reading and math curriculum. A snack will be provided. Parents/Guardians are responsible for signing their child in (before school sessions) or out (after school session) of the program, as well as transporting the child to or from the program.


Your child, \_\_\_\_\_ grade \_\_\_\_\_ has qualified to:

reading and/or  math instruction through the Title I Extended Day Program.

I approve my child's placement in the program.

I decline services.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



## Registration

### TITLE I EXTENDED DAY READING & MATH PROGRAM REGISTRATION

PARENT PERMISSION AND STUDENT INFORMATION 2017/2018			
Student's Name	Grade	Teacher	Date of Birth
I authorize child permission to participate in the Title I Extended Day Program.			Signature
Parent/Guardian Signature			Date
PARENT/GUARDIAN INFORMATION			
Parent/Guardian Name	<input type="checkbox"/> General Parent <input type="checkbox"/> Biological Father <input type="checkbox"/> Stepparent <input type="checkbox"/> Other	Phone contact (check the best way to contact you)	(Home) _____ (Work) _____ (Cell) _____
Home address			
City, State, Zip Code	Hours of employment	Name of employer	
PARENT/GUARDIAN INFORMATION			
Parent/Guardian Name	<input type="checkbox"/> General Parent <input type="checkbox"/> Biological Mother <input type="checkbox"/> Stepparent <input type="checkbox"/> Other	Phone contact (check the best way to contact you)	(Home) _____ (Work) _____ (Cell) _____
Home address			
City, State, Zip Code	Hours of employment	Name of employer	
STUDENT RELEASE PICK UP POLICY			
The parent/guardian is understood that the Extended Day Program will begin immediately after school and will end by 5:00 PM. In order to be released to go home after the program concludes, RECESS BE REQUIRED and by the participation of the student. If any of the information listed below is not correct, please use the appropriate address in picking up your child may result in further discipline from the program.			
Parent's Name	Date		
When I am unable to pick my child up, I give permission to the following people to pick up my child:			
Name	Relationship to Child	Phone	
Name	Relationship to Child	Phone	
Name	Relationship to Child	Phone	

# Essential Components of Targeted Title I Extended Day Program Implementation

- Parental involvement in program design and activities
- Clear goals
- Location of services and transportation
- Intensity of services
- Notification of eligibility for targeted students
- Mode of instruction



## Supplemental Services

**Sylvan Learning - Ace It!**



## Essential Components of Targeted Title I Extended Day Program Implementation

- Parental involvement in program design and activities
- Clear goals
- Location of services and transportation
- Intensity of services
- Notification of eligibility for targeted students
- Mode of instruction
- Qualified instructors
- Alignment and continuity between regular day and extended day

# Communication- Reading & Math

[TARGETED TITLE I] TEACHER-EXTENDED DAY COMMUNICATION			
Week of	Teacher	Grade	Targeted Title I Students
			1. 2. 3. 4. 5.
Reading activities for the week:		Math activities for the week:	
Reading skills to work on:		Math skills to work on:	
<input type="checkbox"/> Phonics Assessment <input type="checkbox"/> Letter Recognition <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Other		<input type="checkbox"/> Number Recognition/Counting <input type="checkbox"/> Addition/Subtraction <input type="checkbox"/> Multiplication/Division <input type="checkbox"/> Geometry <input type="checkbox"/> Measurement <input type="checkbox"/> Money <input type="checkbox"/> Other	
This Week's Reading Passes (Indicate in which file)			
1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	
Extended Day Teacher Comments on the Week			

# Communication - Reading & Math

[TARGETED TITLE I] TEACHER-EXTENDED DAY COMMUNICATION			
Week of	Teacher	Grade	Targeted Title I Students
			1. 2. 3. 4. 5.
<b>North Dakota Language Arts Standards</b> Grade 1 Check the skills to be worked on this week: <b>Standard 2: Diverse</b> Engage in the Reading Process			
<input type="checkbox"/> Read a variety of genres to build on oral skills, fluency, and comprehension. <input type="checkbox"/> Support students in a variety of reading, writing, and thinking. <input type="checkbox"/> Respond and participate in shared reading and writing. <input type="checkbox"/> Demonstrate a variety of reading and writing skills. <input type="checkbox"/> Demonstrate a variety of reading and writing skills. <input type="checkbox"/> Demonstrate a variety of reading and writing skills. <input type="checkbox"/> Demonstrate a variety of reading and writing skills.		<input type="checkbox"/> Compare and contrast stories, dramas, and poems. <input type="checkbox"/> Analyze how and why individuals, events, and issues develop over the course of a story. <input type="checkbox"/> Analyze how and why individuals, events, and issues develop over the course of a story. <input type="checkbox"/> Analyze how and why individuals, events, and issues develop over the course of a story.	
<b>North Dakota Math Standards</b> Grade 1 Check the skills to be worked on this week: <b>Standard 1: Number and Operations</b>			
<input type="checkbox"/> Understand the meaning of addition and subtraction. <input type="checkbox"/> Understand the meaning of multiplication and division. <input type="checkbox"/> Understand the meaning of multiplication and division. <input type="checkbox"/> Understand the meaning of multiplication and division.		<input type="checkbox"/> Understand the meaning of addition and subtraction. <input type="checkbox"/> Understand the meaning of multiplication and division. <input type="checkbox"/> Understand the meaning of multiplication and division. <input type="checkbox"/> Understand the meaning of multiplication and division.	
Extended Day Teacher Comments on the Week			



## Sample Schedule

TARGETED TITLE I  
Extended Day Program

### SAMPLE SCHEDULE

3:05-3:15	Organize classes
3:15-3:30	Circle Time/Agenda/Snack
3:30-4:15	Reading Group/Math Group/Homework Time
4:15-4:30	Recess/First Parent pick up time
4:30-5:00	Library Time/Read Aloud/Silent Reading/Computer Time
5:00	Last Parent pick up time



## Essential Components of Targeted Title I Extended Day Program Implementation

- Parental involvement in program design and activities
- Clear goals
- Location of services and transportation
- Intensity of services
- Notification of eligibility for targeted students
- Mode of instruction
- Qualified instructors
- Alignment and continuity between regular day and extended day
- Health and welfare of the child
- Assessment



## Assessments

BalancedReading.com

[www.balancedreading.com/assessment/freeassessments.html](http://www.balancedreading.com/assessment/freeassessments.html)

Curriculum-Based Measurement Warehouse

[www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php](http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php)



## References

Miller, B. M. (2001). The promise of after-school programs. *Educational Leadership*, April, p. 6-13.

Pierce, K.M., and Vandell, D.L. (1999). Safe Haven program evaluation. Madison: University of Wisconsin Center for Educational Research. Available from Deborah Lowe Vandell ([dvandell@facstaff.wisc.edu](mailto:dvandell@facstaff.wisc.edu))

U.S. Department of Education (February, 2003). Keeping children safe and smart. Available: [www.ed.gov/pubs/afterschool/1intro.html](http://www.ed.gov/pubs/afterschool/1intro.html)