AURORA INSTITUTE

SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 25, 2022 | 12:00-1:00 PM ET

Making Learning Count Outside of School: Credit for Learning Opportunities in Afterschool

PRESENTERS:

- Alexis Steines Rao, Afterschool Alliance
- Ann Durham, Providence After School Alliance

Alexis Steines Rao
Vice President of Field Outreach
Afterschool Alliance

Ann Durham
Executive Director
Providence After School Alliance

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Afterschool Alliance

The Afterschool Alliance works to ensure that all children and youth have access to affordable, quality afterschool programs that help them, their families, and communities thrive. We focus on expanding afterschool and summer opportunities wherever children live and learn, with respect for every child's needs and identity.

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PROVIDENCE AFTER SCHOOL ALLIANCE

afterzone

HUB

get connected to your future

In the chat box, please share:

- Your name
- Your organization and where you are from
- What brought you to this session. Why are you interested in learning more about credit for learning in afterschool?

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What is credit for learning?

Students can earn credits for various activities and experiences outside of the classroom, such as community service projects, jobs, internships or apprenticeships, independent studies, environmental science, coding, theater, student-led projects and more depending on each student and school.

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What are the benefits?

- Student engagement and empowerment in their learning
- Preparing students for life after graduation
- Creating more flexibility
- Increased access to more educators
- Providing a broad range of learning experiences for young people, particularly underserved youth.

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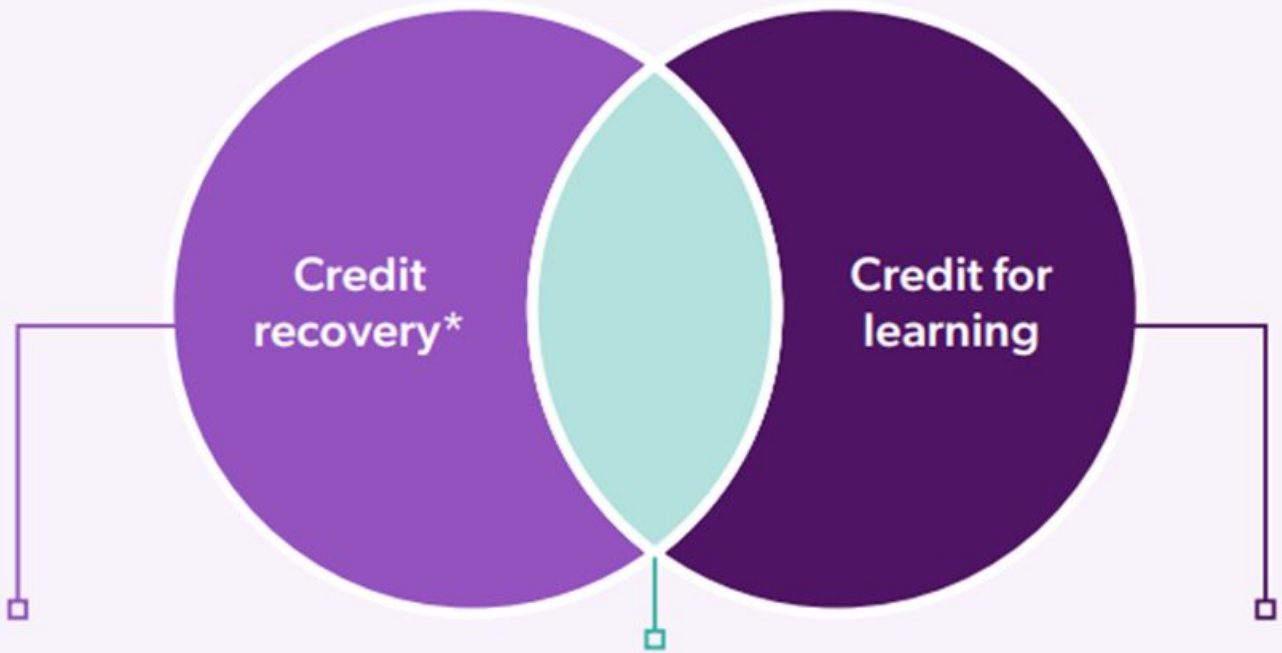
Credit recovery vs. Credit for learning

While the underlying intention of **credit recovery** and **credit for learning** differ from one another, there are overlapping strategies between the two credit earning opportunities.



- Intended for students who are ***falling behind academically*** or ***at-risk of not graduating on time***.
- Students can ***redo coursework in a class they have failed*** or ***retake the class*** in an alternative manner, such as in summer school, during afterschool or weekend classes, or online.

- Provides opportunities to earn credits outside of the school day that count toward graduation requirements.
- Can take place in afterschool and summer programs.

- Intended for students interested in ***earning additional credits*** toward graduation, or students looking to ***further personalize their education or pursue an interest***.
- Students can ***earn credits for various activities and experiences outside of the classroom***, such as community service projects, internships or apprenticeships, independent studies, and student-led projects.

An opportunity for more student-centered learning

Credit for learning offers:

- Flexibility to better meet individual student needs
- A personalized approach to education that accommodates different strengths and learning styles
- Addresses students' interests and passions
- Offers students' voice and choice in their educational experiences.

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Program example: L.E.A.D. Afterschool

- Located in Wasilla, AK at Burchell High School
- Students have their choice of experiential and project-based learning electives through L.E.A.D.
  - Including exploring career options, developing leadership and collaboration skills, critical thinking skills, and goal-setting and planning skills.

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Program example: Laconia School District Extended Learning Opportunities (ELO)

- Located in Laconia, NH
- Youth take lead in designing & executing ELO
  - Includes individualized learning plan
  - Support provided by teachers, community mentors, and district's dedicated ELO support coordinator
  - Projects can explore career options or deepen learning in high school courses

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Program example: Sail Academy Chelsea

- Located in New York City, serving 7 public high schools
  - Schools partner with Sail Academy to offer extracurricular program they cannot afford to provide
- Program focuses on STEM education
- Partnering schools determine if youth can earn credits from program

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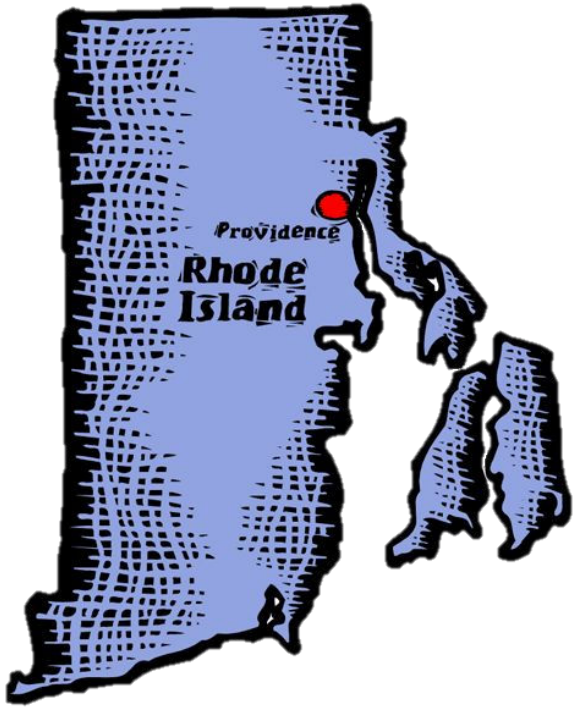
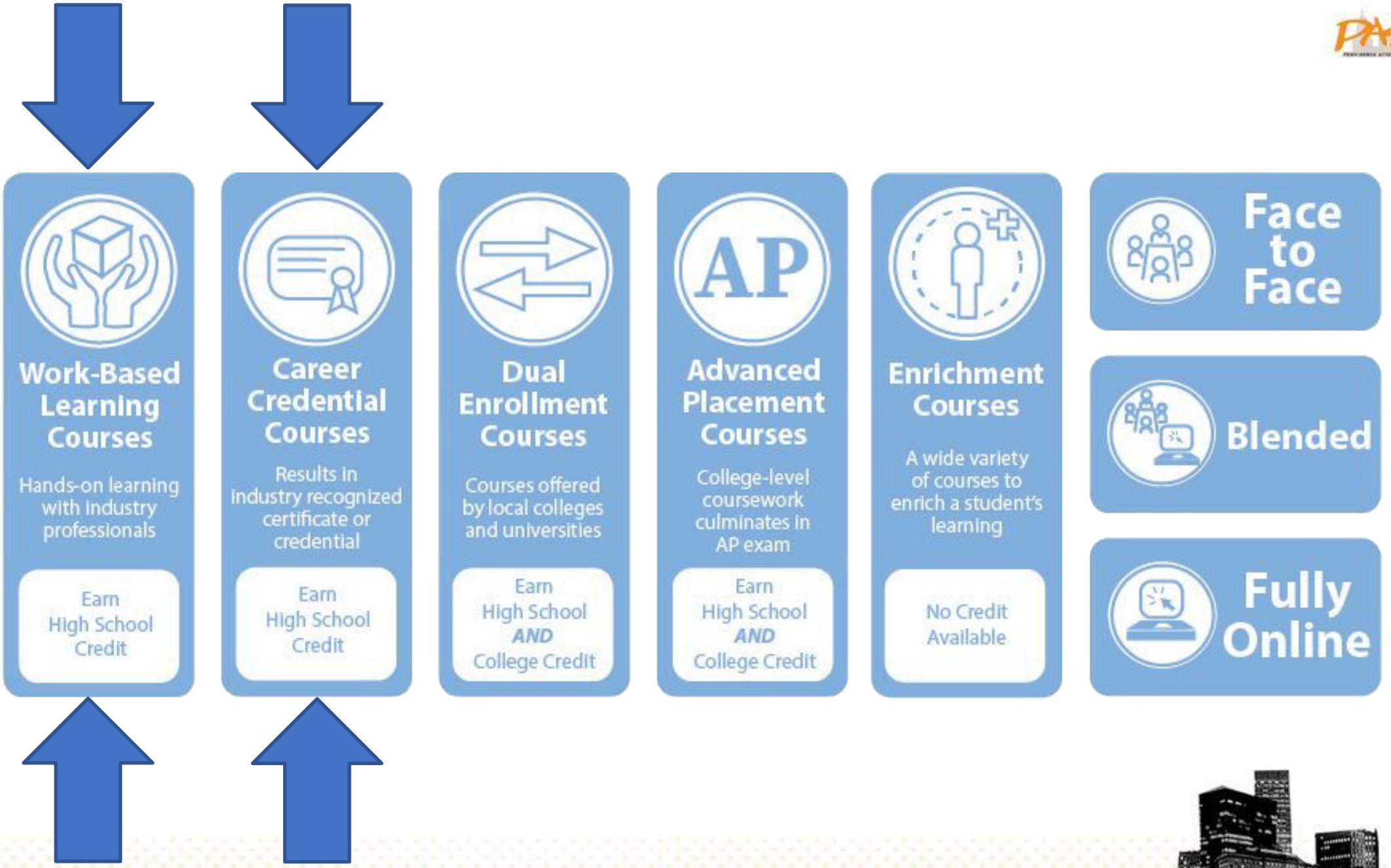
Credit for Learning in Rhode Island

- **All Course Network: statewide network of <u>FREE</u> courses offered after school**

- **Provides students with:**
  - ✔ **Real world experiences**
  - ✔ **Career readiness**
  - ✔ **Connections to internships/jobs**
  - ✔ **Additional high school credit and/or college credit**




Work-Based Learning Courses
Hands-on learning with industry professionals
Earn High School Credit
Career Credential Courses
Results in industry recognized certificate or credential
Earn High School Credit
Dual Enrollment Courses
Courses offered by local colleges and universities
Earn High School AND College Credit
AP
Advanced Placement Courses
College-level coursework culminates in AP exam
Earn High School AND College Credit
Enrichment Courses
A wide variety of courses to enrich a student's learning
No Credit Available
Face to Face
Blended
Fully Online

Aligning Expectations

Formative Assessments

Universal Criteria	Program Specific Criteria	Beginning	Progressing	Proficient	Exemplary	Discussion & Next Steps
<u>Critical Thinking</u> Elements include: • Information Processing: Seeks and finds information independently; Evaluates appropriate information sources; Analyzes and evaluates evidence, arguments, claims and beliefs; Synthesizes and makes connections among information to draw logical conclusions • Problem-Solving & Decision Making: Solves different kinds of non-familiar problems; Identifies and asks significant questions that clarify various points of view and lead to multiple and/or alternative solutions • Creative/Innovative Thinking: Uses information and evidence creatively to illustrate a point of view; Makes creative/innovative connections between information and claims; Develops innovative solutions to problems or obstacles	Course-specific criteria entered in this column by program provider. Criteria must be directly connected to each element of the universal criteria and specify for students how these skills are developed and practiced through course-specific learning and activities.	Student rarely demonstrates one or more elements of critical thinking when engaged in program activities, assignments and discussions.	Student sometimes demonstrates two or more critical thinking when engaged in program activities, assignments and discussions.	Student often engages in all three elements of critical thinking when engaged in program activities, assignments and discussions.	Student always engages in all three elements of critical thinking when engaged in program activities, assignments and discussions.	Enter 1-3 **Growth Goals** for how student can continue to grow their ability in this domain and identify specific learning goals for students to work towards. Include specific references to course specific opportunities for mid-session rubric and Evidence of Learning at the end of the session/course.

Goal Setting with Students

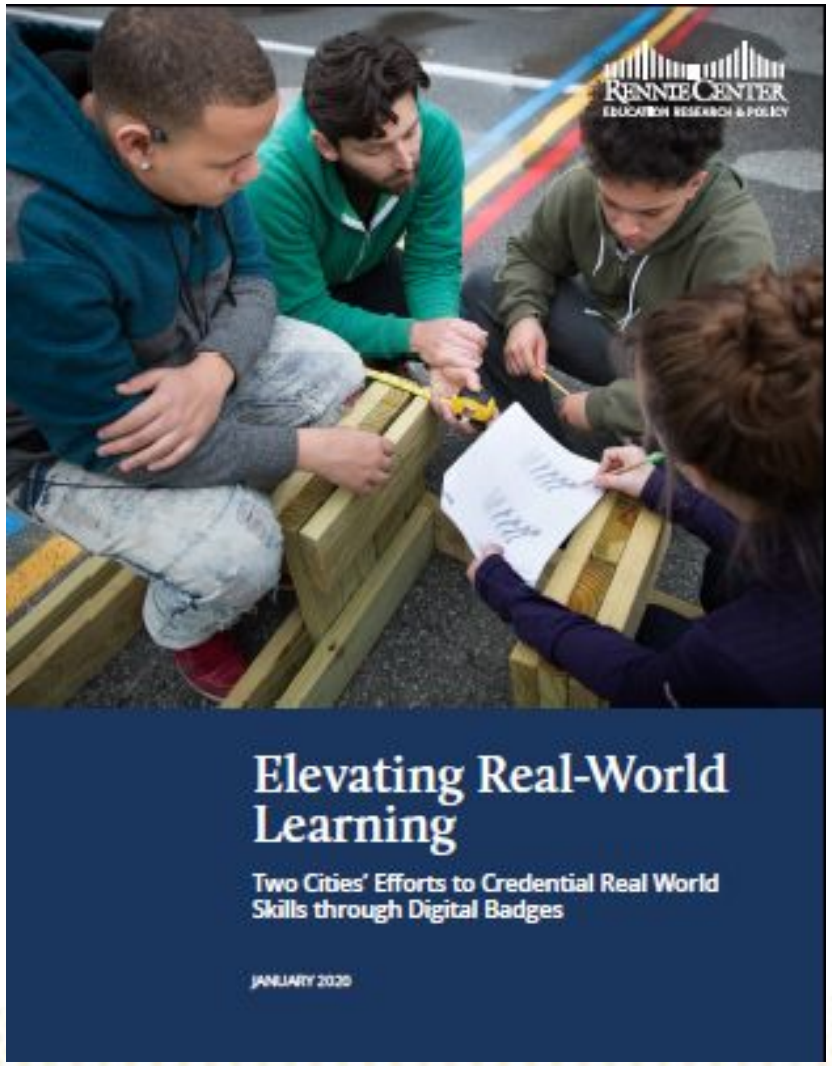
- Provide evidence of learning through concrete examples for students to understand their level of proficiency
- Set action goals for their desired next steps in learning
- Return to the conversation to assess progress

REPEAT!

Grades and the OST Space

- Used to run as pass-fail ☐ impacts financial aid
- Grades now required in all RI ACN courses
  - Not a good fit for all OST educators
- Collaborative process to identify weighted grading guidelines
  - PASA staff, teachers, and program educators

Recognizing Exemplary Achievement



COMMUNICATION BADGE

Class Name: ACN ACADEMY
Issued To: Kevin Faulk on 06/19/2017
Issued By: Emily George, ACN Academy Course Instructor
Endorsed By: Providence After School Alliance, City of Providence's Office of Economic Opportunity, Providence of Chamber of Commerce

Description: The ability to convey and receive information effectively, including elements of oral, written, non-verbal, and listening skills. Elements include:

- Oral: communicate and articulate points clearly, recognition of audiences and ability to adjust as needed; appropriate tone of voice; appropriate timing and pace of speaking
- Written: writing is well organized and sequential; expression of complete thoughts
- Non-Verbal: body posture and gestures indicate engagement; eye contact; respect of physical space; awareness of facial expressions
- Listening: allowing others to speak and express their views without interruption; ability to listen to others and respond appropriately; open mindedness; ensuring understanding by asking questions

Criteria:

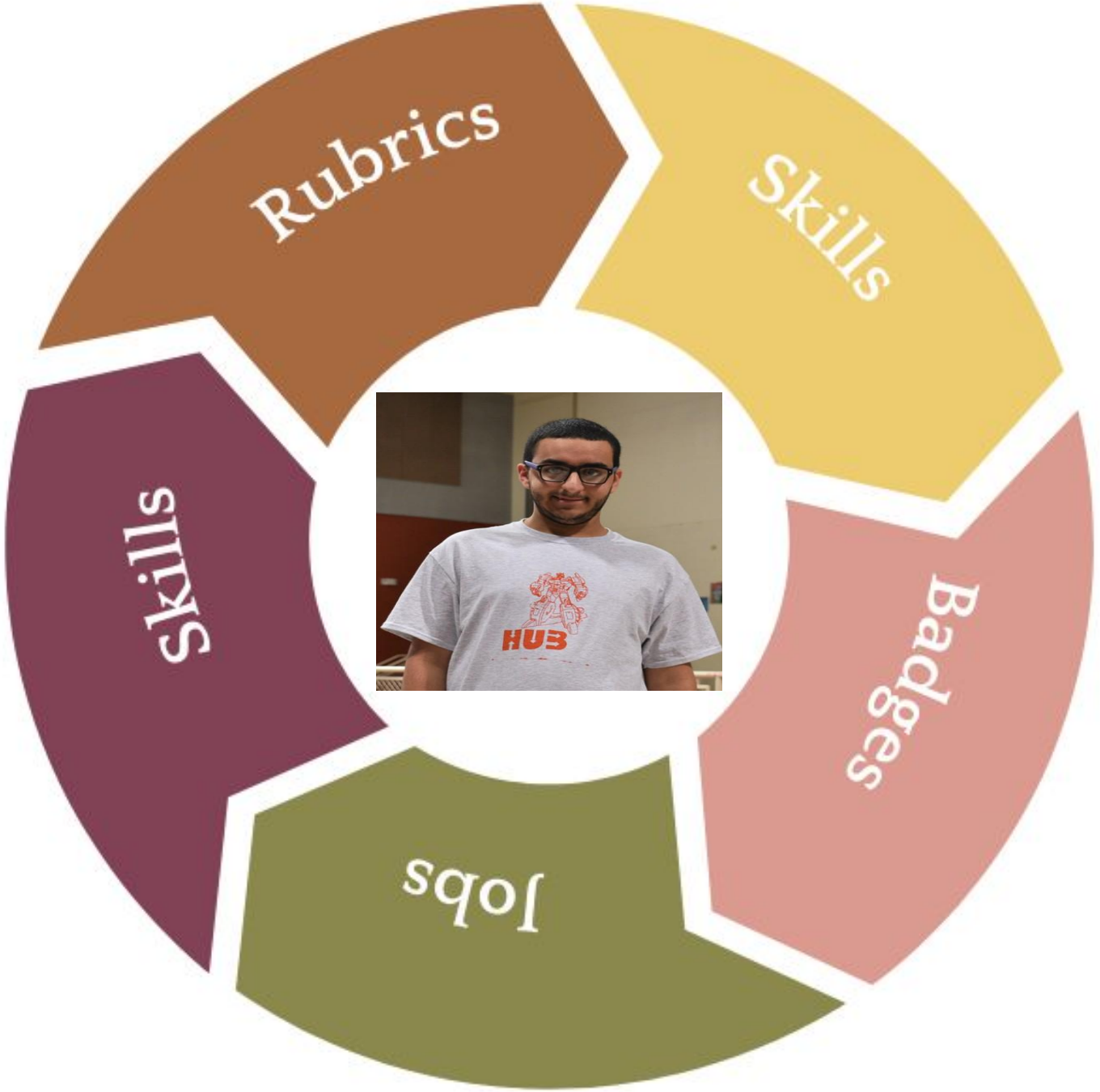
- Facilitates small and large group activities and discussions while maintaining confidence and mutual respect.
  Effectively debates and articulates testimonies that express a position on a topic.
- Communicates needs and practices deep listening
- Identifies various modes of communication and the different stories each mode tells.
- Confidently tell their story as a mode of communication
- Able to capture another's story through interview or visual communication.

Evidence from Issuer: [Download]

Comments/Evidence of Learning from Issuer:

1. Kevin demonstrates a high level of communication by understanding the multiple perspectives of his teammates and ensuring everyone is on the same page before each play is run. For example, during training camp, Kevin conferenced with players from different positions to ensure they understood where their role would fit into the play prior to practice.

2. Kevin has demonstrated the ability to empower his teammates for effective communication with each other. Kevin has prepared his teammates to ask questions of one another rather than relying primarily on him to translate directions from coaches and the quarterback. An example of this ability happens on a weekly basis where players now go directly to one another and coaches without having to wait for Kevin to make time and check-in with them in the locker room.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Questions & Discussion

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OCTOBER 24 – 26, 2022 | VIRTUAL

Thank you for joining us!

Share Your Thoughts

Participate in our one-minute poll (link in chat box)