ALIGN FOR SUCCESS: Out of School Time Partnership Rubric

The Utah Afterschool Network defines School Day Alignment as the level of **coordination** and **collaboration** between school day and out of school time (OST) program teams regarding the pillars of school-day alignment (relationships, policy, shared resources, student needs, academics).

Each section of this rubric offers examples of the **degree of bridging** within an out of school time program and school team partnership.

Integrated	Coordinated	Associated	Self-Contained
Programs and schools view one another as key partners. Collaboration is institutionalized and connections deeply embedded in practice	Reciprocal two-way communication. Programs commit considerable time to coordinating with school	Programs is making all or most of the effort to coordinate or collaborate. Efforts are not fully reciprocated by school teams.	Little to no successful attempt to collaborate

Best Practices for Utilization:

1. Use the rubric in a way that suits your needs as a program or school team (individual sections, as a whole, etc.).
2. Circle the examples that reflect your current alignment practices.
3. Identify areas of strength within your program.
4. Identify alignment "gaps" and create SMART goals for each section of the rubric.
5. Program staff, along with school day teams, are encouraged to use this rubric to assess perceptions and engage in dialogue.

The School Day/Afterschool Alignment Align for Success Project is a collaboration between the Utah Afterschool Network (UAN), Utah Education Policy Center (UEPC), United Way of Salt Lake (UWSL), and the Charles S. Mott Foundation. This self-assessment rubric had input from the Align for Success Task Force which was made up of school day, out of school time, and administrative staff in the greater Salt Lake area. We also consulted with Ken Anthony from the Connecticut After School Network. Based on a literature review conducted by UEPC, it incorporates Gil Noam's research (2003) on afterschool/school day alignment, in which he proposed various degrees of "bridging." The work of Noam and his associates provided the framework that future researchers have utilized and built upon. Bennett (2015), and Anthony & Carmichael (2016) studied alignment through the sharing of academic resources, communication, and a sense of partnership.

References:
Anthony, K., and Carmichael, T. (2016) Measure of alignment self-assessment (MASA) Tool. Unpublished draft.
Bennett, T. (2015). Examining levels of alignment between school and afterschool and associations with student academic achievement. Journal of Expanded Learning Opportunities, 1(2), 4-22.
Noam, G. G., Biancarosa, G., & Dechausay, N. (2003). Afterschool education: Approaches to an emerging field. Harvard Education Press; Harvard, MA.

RELATIONSHIPS

	Integrated	Coordinated	Associated	Self-Contained
Communication	Program and school teams have reciprocal, two-way transparent communication and share accountability for program successes and challenges.	Both teams recognize the need to establish reciprocal, two-way, transparent communication and are actively working towards this. Accountability for program successes and challenges are commonly shared.	One or both teams recognize the need to have reciprocal, two-way transparent communication, but accountability is not shared.	None or little communication exists between the program and school teams. Accountability for program and school team successes are not shared.
Program Design	Both teams co-design the overall program structure and outcomes to align with the school day.	Common language and shared understanding of the overall design and outcomes for each team are understood.	One or both teams have awareness of the other teams' design and outcomes, but they are not understood or communicated.	Program and school teams do not understand the other team's structure and desired student outcomes.
Respect and Trust	Both teams have mutual respect and trust for one another, keeping the goal of student success at the forefront.	Both teams recognize the need to establish mutual respect and trust and are actively working towards this, keeping the goal of student success at the forefront.	Little progress has been made between the teams to have mutual respect and trust.	Mutual respect and trust do not exist between the program and school teams.
Goals	Program and school teams consistently co-design goals for student success. Full ownership of "our students" exists.	Shared goals for student success exist between the two teams, but they are not consistently co-designed.	Goals are developed for student success but one or both teams are not fully invested in them. Goals are not co-designed.	Neither team aligns goals for student success and a "your students" mentality exists among some or all team members.
	Total: _____	Total: _____	Total: _____	Total: _____

Relationships Reflection:

1. Based on your responses, what are your areas of strength in relationships between the OST/school day teams?

2. Based on your responses, what areas can you improve upon in building stronger relationships between the OST/school day teams?

3. What SMART goal will you set to work toward a fully aligned relationship between OST/school-day teams?

    a. Steps to achieve this goal:

    b. What resources and/or staff support is required to achieve this goal?

    c. When will you aim to achieve this goal?

POLICY

	Integrated	Coordinated	Associated	Self-Contained
Funding	Program and school teams understand each other's grant funding requirements, recognizing some components cannot be changed.	There is a staff member between the two teams who understands grant funding requirements, but this knowledge is not widely shared.	There is an awareness of grant funding requirements, but the specifics are not known between the two teams.	Program and school teams do not share information regarding grant funding policies.
Attendance	Program and school teams regularly discuss student attendance successes/challenges to support these policies.	Both teams recognize the need to communicate regarding student attendance successes and challenges, and efforts are being made.	One or both teams recognize the need to communicate regarding student attendance, but little progress has been made.	There is no communication regarding student attendance between the program and school teams.
Behavioral Expectations	Both teams align policies on student behavioral expectations and have discussed these policies with all staff and students to ensure consistency.	There are consistent policies and expectations regarding student behavior for both teams, and efforts are being made to align these policies.	Consistent policies and expectations regarding student behavior are recognized by one or both teams, but little progress has been made.	Program and school teams do not share policies and expectations regarding student behavior.
Student Data	Program and school teams co-design a policy or process to share student data (grades, test scores, behavior logs, etc.) to support progress of student outcomes.	Both teams recognize the need to have a policy or process in place to share student data, and efforts are being made to establish a reciprocal system.	One or both teams have a desire to have a policy or process through which to share student data, but little progress has been made to develop a system.	There is not a data-sharing structure or process in place between the teams.
	Total: _____	Total: _____	Total: _____	Total: _____

Policy Reflection:

1. Based on your responses, what are your areas of strength in policies between the OST/school day teams?

2. Based on your responses, what areas can you improve to strengthen policies between the OST/school day teams?

3. What SMART goal will you set to work toward fully aligned policies between OST/school-day teams?

    a. Steps to achieve this goal:

    b. What resources and/or staff support is required to achieve this goal?

    c. When will you aim to achieve this goal?

SHARED RESOURCES

	Integrated	Coordinated	Associated	Self-Contained
Rooms and Spaces	Program staff can independently access rooms and spaces within the school and there's mutual understanding on the proper use of these spaces. Most spaces in the school are available for program use.	Key program staff have access to shared rooms and spaces. Mutual respect on proper use of these spaces exists between some staff but not all. Some spaces in the school are off-limits to the program.	One or both teams recognize the need to share rooms and spaces, but access is restricted. A lack of mutual respect and trust exists. Most spaces in the school are off-limits to the program.	Program and school teams do not share rooms or spaces.
Materials and Equipment	Both teams have adequate access to shared materials and equipment (lesson plans, computer lab, general classroom materials, etc.).	Both teams recognize the need to share materials and equipment and are actively working towards this.	The need to share materials and equipment is recognized by one or both teams, but little progress has been made.	Materials and/or equipment are not shared between the program and school teams.
Staff	There are agreements/processes in place to share personnel and staff expertise. Joint professional development opportunities are provided.	The sharing of personnel and staff expertise is something both teams are actively working towards. Some professional development opportunities are available to both teams.	One or both teams recognize the need to share personnel and staff expertise, but little progress has been made. Most professional development opportunities are not accessible by both teams.	Program and school teams do not share personnel and/or staff expertise. There are no joint professional development opportunities.
	Total: _____	**Total: _____**	**Total: _____**	**Total: _____**

Shared Resources Reflection:

1. Based on your responses, what are your areas of strength in shared resources between the OST/school day teams?

2. Based on your responses, what areas can you improve on in improving access to shared resources between the OST/school day teams?

3. What SMART goal will you set to work toward fully aligned programs and school teams policies between OST/school-day teams?

   a. Steps to achieve this goal:

   b. What resources and/or staff support is required to achieve this goal?

   c. When will you aim to achieve this goal?

STUDENT NEEDS

	Integrated	**Coordinated**	**Associated**	**Self-Contained**
Sharing Concerns	Program and school teams consistently communicate and meet regularly regarding the behavioral, social-emotional, accessibility, health/safety, and attendance needs/concerns of their students.	Both teams recognize the need to communicate behavioral, social-emotional, accessibility, health/safety, and attendance needs and concerns and are actively working towards this.	One or both teams recognize the need to communicate behavioral, social-emotional, accessibility, health/safety, and attendance needs and concerns, but little progress has been made.	Behavioral, social-emotional, accessibility, health/safety, and attendance needs/concerns are not shared between the two teams.
Recruitment	The school team actively assist with the recruitment and referrals of students for the program.	Some school team staff assists with the recruitment and referral of some students.	There is recognition of the need to collaborate on the recruitment and referral of students, but little progress has been made.	School team does not assist with the recruitment and referral of students.
Mental Health Resources	Resources are frequently shared between the two teams on mental health and trauma informed care.	Sharing resources on mental health and trauma informed care is something both teams are working towards.	Little progress has been made in sharing resources on mental health and trauma informed care between the two teams.	Mental health and trauma informed care resources are not shared between the two teams.
Family Engagement	Both teams work as equal partners in parent/guardian engagement and communicating family needs. The program team helps families learn about school activities and expectations.	Both teams recognize the need to work together in engaging parents/guardians and are actively working towards a partnership in this area.	One or both teams want to work together in engaging parents/guardians, but little progress has been made.	Program and school teams do not work together to engage parents/guardians.
	Total: _____	**Total: _____**	**Total: _____**	**Total: _____**

Student Needs Policy Reflection:

1. Based on your responses, what are your areas of strength in coordinating student needs between the OST/school day teams?

2. Based on your responses, what areas can you improve on in coordinating student needs between the OST/school day teams?

3. What SMART goal will you set to work toward fully aligned practices meeting student needs?

    a. Steps to achieve this goal:

    b. What resources and/or staff support is required to achieve this goal?

    c. When will you aim to achieve this goal?

ACADEMICS

	Integrated	Coordinated	Associated	Self-Contained
Curriculum and Resources	Program and school teams share and intentionally align academic curriculum, tools, and resources to ensure consistency for all students. There is clear communication on available resources.	Both teams recognize the need to share academic curriculum, tools and resources, and are actively working towards this. Some staff on the program team may be aware of available resources but not all.	One or both teams recognize the need to share academic curriculum, tools and resources, but little progress has been made in this area.	Program and school teams do not share or align academic curriculum, tools, or resources.
Communication of Academic Progress	The academic progress of students is communicated intentionally and frequently between both teams. Both teams are invested in seeing increases in student academics.	The need to communicate regarding the academic progress of students is recognized by both teams and they are actively working towards this.	The communication regarding the academic progress of students is frequently one-sided and not reciprocal between the two teams.	There is no communication regarding academic progress of students between the two teams.
Student Academic Data	Program and school teams meet regularly to share and discuss student academic data. This data is used to adjust the academic support offered.	Both teams recognize the need to share and discuss student academic data and are actively working towards this.	One or both teams recognize the need to share and discuss students' academic data, but processes are not established to support these conversations.	Program and school teams do not share student academic data.
	Total: _____	Total: _____	Total: _____	Total: _____

Academics Reflection:

1. Based on your responses, what are your areas of strength in academic alignment between the OST/ school day teams?

2. Based on your responses, what areas can you improve on in strengthening academic alignment between the OST/ school day teams?

3. What SMART goal will you set to work toward fully aligned academic practices between the OST/ school day teams?

   a. Steps to achieve this goal:

   b. What resources and/or staff support is required to achieve this goal?

   c. When will you aim to achieve this goal?