

Building Quality in Afterschool



WASCIP Resource Guide

- Administration:** The following eight rubrics are related to administration and management of after-school programs. Although program content and site environment are at the heart of supporting positive youth development, operation issues such as staff capacity, resource management, funding, and sustainability are all essential to laying the groundwork for a quality after-school program. You should assess your own program for each of the administration rubrics below.

ACTION STEPS: PROGRAM GOALS

- Program Goals:** This section addresses the relationship between program goals and objectives and the activities, services, and processes employed to realize these outcomes.



Reality Check:

Clear and attainable goals are a priority for a quality program. Are you and your team clear about the direction of the program? If not, do not be afraid to change or evolve program elements. This process takes time, so devote concentrated time and effort to schedule strategic planning time with the various program stakeholders to analyze goals and activities, and develop clear action plans!

1.1 Goals & Objectives

_____ SCORE

Do we know what success would look like in our program? Do we have access to our grant application? Find it, read it, and pull out goals and write them down on the Logic Model Planning Tool.

Look at goals as written. Do they seem to align with the programming you are doing (or plan to do?) Check against the SMART goal tool and assess whether they are Specific, Measurable, Actionable, Reasonable and Timely. You should start bringing together key program and (if you can) school staff to ensure that all are on board.

1.2 Program Theory and Logic Modeling

_____ SCORE

You've engaged people to review, develop or refine SMART goals. Do you have a visual representation of how the activities you have or will be doing will help meet those goals? Use the Logic Model Planning Tool documents (Beyond the Bell, Tool 3: Logic Model Planning Tool) to develop a logic model to help provide a frame for your program.

You have developed your logic model, but you have new staff or you have not reviewed it for a while (you should look at it once per school quarter). Program Management should bring key staff together to review the logic model tool and program activities to assess, develop or refine SMART goals and connect program activities to these goals. Do you have a visual representation of how the activities you are or will be providing will help meet those goals? Use the Logic Model Planning Tool documents to develop a logic model to help provide a frame for your program.

The nature of afterschool programming is dynamic and experiences many changes based on participant's age, grade and other developmental factors. Program staff should review, refine and evolve the programs, or activities, logic model/goals in a continuous basis. Outcomes, activities and objectives should be modified based on the achievement of charted outcomes. Results of these findings, especially achieved goals, should be communicated to key stakeholders to assure continuity in programming.

1.3 Stakeholder Awareness

_____ SCORE

Who do you consider to be the main stakeholders in your program? Although Executive Boards and Administration are important decision makers, they are not the only stakeholders that should be engaged in the sharing and making of programmatic decisions. Program goals and objectives, and their connection to program activities, should be formally and informally communicated to students, parents, staff, administration, etc. Various forms of communication can be used (i.e., conversations, newsletters, emails, etc.) to provide updates and critical decisions. Youth, parents, staff and other stakeholder's should be provided the opportunity to provide feedback on program goals and activities by way of surveys, focus groups, and informal interviews. Once you collect this information, use it to inform changes to program structure and practices.

1.4 Continuous Review

_____ SCORE

Intentional Out of School Time (OST) settings should place great importance to continuous program improvement. The program environment should be considered a dynamic setting that assesses progress toward goals and objectives regularly. The program should employ formal strategies for program improvement that are based on regular assessment of progress toward goals and objectives. Program staff should be prepared to meet regularly to discuss results (regular assessment of youth outcomes, staff performance, and/or program quality observations using validated self-assessment tools and rubrics). Staff should be trained and

involved in interpreting and informing decisions regarding what steps should be taken to improve the program.

Program Goals Resources:



CHAPTER 1: Management: 16, Topics: 1-8, Tools: 1-8
CHAPTER 5: Collaborating and Community Building: Topics: 1-3, Tools: 45-50
McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005). *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point Associates: Naperville, IL.

- W.K. Kellogg Foundation (1998). W.K. Kellogg Foundation evaluation handbook. Battle Creek, MI: Author.

Get it! http://www.wisconsin.edu/edi/grants/Kellogg_Logic_Model.pdf

Local Connection:

Taylor-Powell, E. & Henert, E. (2008). *Developing a logic model: Teaching and training guide*. University of Wisconsin-Extension: Madison, WI.

Get it! <http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf>

ACTION STEPS: MANAGEMENT

- 2. Management:** This section addresses the components of sound and strategic program management practices.



Reality Check:

To assist in the process of quality program development, program management must be prepared to go the extra mile. Specific emphasis must be placed in organizing program structure, developing stakeholder relationships, and engaging program stakeholders toward a common vision. This is a lot of responsibility to do alone, take time to grow and inform your team!

2.1 Program Committee

_____Score

When making program decisions, who is in charge? A quality program environment should lean toward ruling by committee. Intentional programming should incorporate a formal committee composed of various stakeholders (program director, program/school staff, community members, parents, and YES, youth!) to inform the process. Program committees should meet regularly (quarterly if possible) to address program and quality management issues, sustainability, partnerships and funding opportunities. The program committee should

develop and review management plans annually to identify resources to support staff professional development, training, equipment needs, and wish lists.

2.2 Program Director/School Day Linkages

_____ Score

Partnerships and understanding between school day staff and the program director should be highly involved to assure proper communication. The program director should and act as a liaison to school administration and staff. The majority of OST programs goals developed in planning tend to be tied to source information that is dependent on the participation of school day staff (grades, test scores, need areas, etc.). The Program Director should be in charge of setting up systems (i.e., linkage agreements and memorandums of understanding) to assure timely access to information. The Program Director should also be prepared to oversee program compliance, report outcomes, and resolve any issues that may arise.

2.3 Staff Meetings

_____ Score

Intentional and quality program design and implementation takes considerable planning time. Program Directors should engage staff in formal and frequent meeting times to discuss programming decisions and management initiatives. Meetings should be organized and timely to assure proper engagement of staff and to not take away from programming. When possible, staff should be provided leadership opportunities (lead meetings, provide reports on outcomes, make presentations, etc.) to develop organizational competencies.

2.4 Partnerships

_____ Score

Developing working relationships with partners is vital to the sustainability of OST programs. Programs should have formal agreements in place with partners and/or collaborators to assure accountability. Due to the nature of OST programming, programs should look to diversify their partnerships and involve partners (based on their interests) into programming decisions and management initiatives to assist in allocating resources and networking with potential new partners.

2.5 Legal and Fiscal Guidelines

_____ Score

Working with young people and big budgets brings an abundance of liability. To assure proper compliance and safety, the Program Director should have full understanding of legal requirements and fiscal management. When applicable, the PD should train program staff to be aware of legal and fiscal guidelines.

Management Resources



CHAPTER 1: Management: 16, Topics: 1-8, Tools: 1-8

CHAPTER 5: Collaborating and Community Building: Topics: 1-3, Tools: 45-50

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005). *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point Associates: Naperville, IL.

Get it! www.beyondthebell.org/StartupGuide.pdf

Local Connection:

Wisconsin 4-H Afterschool:

Get it! <http://www.uwex.edu/ces/4h/afterschool/index.cfm>

ACTION STEPS: SUSTAINABILITY

3. **Sustainability:** This rubric addresses the components of a structured process for sustainability planning



Reality Check:

Sustainability should be one of the major programs goals identified in this process. Your team should understand that it will take a collective effort to identify and successfully access the broad sustainability resources that are necessary for the vitality of a quality program. There is no such thing as over planning for the future of the program!

3.1 Sustainability Committee

_____ Score

Longevity and consistency is critical to the relationships and impact OST has on the lives on young people, families and their communities. Program Directors should actively identify alternate sources of funding on a continuous basis, but should take the opportunity to discuss methods to sustain the program with staff. Staff and program stakeholders (staff, partners, parents, youth, etc.) should be incorporated in a Sustainability Committee (SC) to address issues related to supporting and evolving organizational capacity. The SC should meet regularly (once each quarter) and organize sub-groups that should explore different aspect of sustainability. If sub-committees are formed, they should meet more frequently and provide feedback to the entire SC when meetings are held.

3.1 Sustainability Plan

_____ Score

An intentionally organized program should have a clear vision and established goals for continuation of programming. The active Sustainability Committee (SC) meets regularly to identify elements of the program to sustain in the long-term and consider new elements to

pursue. To make informed decisions, the SC should examine the current budget and have a clear understanding of the funding needed to sustain and evolve the program.

In the pursuit of sustainability, the current SC should actively seek and identify outside resources to engage in a series of sustainability exercises to refine and plan specific action steps. The sustainability exercises described here should assist the SC in: (a) formulating and implementing a plan to raise awareness of the positive aspects of the program at the school and community level, as well as with key stakeholders; (b) identifying “champions” in the school district and community whose help will be sought to promote the program and/or generate funding; (c) further identify a variety of new funding sources including private and public; (d) identifying non-monetary resources; and (e) strategies to approach potential funders. Note, each SC member should engage in pursuing these resources.

The SC should have a formal and developed long-term sustainability plan, which is fully implemented and reviewed as needed by the program and stakeholders. The SC should base its long-term plan on the result from a needs assessment/environmental scan of the community and the make planned adjustments based upon the findings. All findings in the sustainability plan should be widely distributed to program stakeholders at least once a year and revised (i.e., create new action steps) as needed.

Sustainability Resources:



Chapter 1: Management: Topics: 5-6, Tools: 1-3, 12-13

CHAPTER 3: Evaluation: Topics: 2, 5, Tools: 27, 33

CHAPTER 5: Collaboration and Community Building: Topics: 1-3, Tools: 45-50

Chapter 6: Parent and Family Involvement: Topics: 5, Tools: 55

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005). *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point Associates: Naperville, IL.

- *A Guide to Effective Investments in Positive Youth Development: Implications for Research for Financing and Sustaining Programs and Services for Youth*, published by The Finance Project, 2009.

Get it! www.financeproject.org/publications/PositiveYouthDev.pdf

Local Connection:

Moellendorf, D (2009). Strategies for Sustaining Youth-Serving Organizations in a Difficult Economy:

Get it!

www.uwex.edu/ces/4h/afterschool/documents/ResearchInterviewQuestionResponsesforFinanceProject.pdf

ACTION STEPS: STAFF CAPACITY AND DEVELOPMENT

- 4. Staff Capacity and Development:** This section addresses the development of staff capacity guidelines and the implementation of professional development opportunities that incorporate best practices and research-based youth development strategies



Reality Check:

The process toward quality program improvement takes significant investment. Experienced program staff must be presented the opportunity to inform leadership decisions and new program staff should be provided training that compliments the mission and expectations of established program goals. To adequately prepare program staff for the demands and expectations of a quality OST setting, Program Director should provide professional and staff capacity opportunities.

4.1 Staff Qualifications

_____ Score

Intentionally organized programs should have clear guidelines in place that define qualifications of staff (i.e., job descriptions) that outline basic requirements for experience and/or education. Program activities should inform the development of guidelines for staff qualifications that are regularly reviewed and are directly aligned to program offerings and goals to assure staff is providing adequate assistance to participants in specific areas of need or interest.

4.2 Staff Training

_____ Score

Quality OST programs emphasize continuous training and professional development for all existing, and especially new staff. All program staff should have access to an “employee handbook” and participate in an orientation where program goals, roles, and responsibilities are communicated. Program staff should be offered or mandated to participate in trainings that relate directly to OST and other educational topics (i.e. youth development, mentoring, youth leadership, conflict resolution, etc.). An intentional program should have a process in place for continuous staff professional development.

4.3 Staff Input on Training

_____ Score

Do not forget that your staff are one of your most valuable stakeholders. Intentional programs should not only invest in the preparation of their staff, but also provide opportunities for program staff to have input on training and professional development that is relevant to their individual goals and interests.

4.4 Recognition and Incentives

_____ Score

OST programs are greatly affected by high staff turnover. There are a few effective and simple strategies to retain quality staff: (a) allow staff input on the type of training they participate in; (b) provide recognition and incentives for quality work; and (c) provide collaboration and leadership opportunities for staff. Programs should take the opportunity to formally and publicly recognize program staff accomplishment and contributions for working with your youth. Similarly, when financially viable, superior contributions by program staff should be rewarded with incentives (other than recognition) to reward effort and accountability.

Staff Capacity and Development Resources:



Chapter 1: Management: Topics: 5-6, Tools: 1-3, 12-13

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005). *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point Associates: Naperville, IL.

Local Connection:

Wisconsin 4-H: County Training Tools:

Get it! <http://4h.uwex.edu/afterschool/training/county.cfm>

ACTION STEPS: FINANCING

5. Financing: This section addresses the structures in place to support program financing.



Reality Check:

Program Directors should be prepared to provide detailed and transparent program information to stakeholders to assure action planning is accurate and realistic! This includes the program budget and associated policies. Sharing this information with stakeholders requires preplanning, make sure to give yourself enough time and get help when you need it.

5.1 Financial Oversight

_____ Score

A house has to have a strong foundation to be safe and sound. The same is true for OST programs. The program budget is a part of the foundation that must be well kept in order to sustain quality programs. Does everyone who handles program expenses have a copy of the budget and understand the policies and procedures for making purchases? It is also important to keep records of hours worked and payroll processes. If you do not have budget policies and procedures written AND distributed, ask for help. Your organization or school has a department and/or person who is responsible for finances. They can help you create a shared budget and accompanying policies. Make sure your budget is aligned with your State grant requirements. In

general, it is good practice to have someone other than the Program Director look over all expenditures and have an external financial audit annually.

5.2 Diverse Funding Sources

_____ Score

It is critical to have a variety of funding sources to support your OST program. Not only does having diverse funding sources help to secure the future of your program, it also helps you offer a variety of programs offerings and invites talented and interested partners to the table. One easy way to diversify your funding is to get in-kind support. In-kind support is help in the form of no cost products or services. For example, do you have a local college providing student tutors who are donating their time? Has a local art retailer donated art supplies? These are fantastic ways to get in-kind support for your program and to develop partnerships with local establishments. We are all busy, but if possible it is great if the Program Director or partner organization works to retain grant funding from other sources. There are many project based grants that can support initiatives outside of the scope of your budget and further diversify your funding and realm of partners.

5.3 Financial Security

_____ Score

It is really tricky to gauge financial security, because who doesn't want to do more with a great OST program? The way to think about this may be; is the funding you currently have enough to sustain the program you have today if it grows naturally in the next year or two? For example, if you project that enrollment will continue to increase you may then need additional program activities and supplies. Will your budget accommodate this? If the answer is "Yes" then great! If not, get together with your program team and partners and consider ways to diversify your funding and potentially modify your program so that you can ensure a financially stable and high quality OST program.

5.4 Access to Financial Experts

_____ Score

Access to Financial Experts: Is there someone in your organization and/or school who is an expert in the finances of OST programs and publicly funded grants? If so, great! Make sure to have regular meeting with your financial expert and ask for support in budgeting, creating fiscal policies and procedures, and payroll. Also, it helps if you have access to people who work regularly in soliciting in-kind donations and grant funds. If you do have a development or fundraising department this will be a great asset to you in diversifying your funding. If you do not currently have access to either of these resources, try to expand your own realm of expertise. Sign up for budgeting and fundraising workshops and seminars (Resource: Wisconsin Nonprofits). Also, do not be afraid to ask for help, there are low cost and no cost external resources for programs to get this much needed administrative support.

Financing Resource(s):



CHAPTER 1: Management: Topics: 3-5, 11, Tools: 7-8

CHAPTER 3: Evaluation: Topics: 2, 5, Tools: 27, 33

CHAPTER 5: Collaboration and Community Building: Topics: 1-3, Tools: 45-50

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005). *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

- Hansen Langford, B. (2000, September). *Cost worksheet for Out-of-School Time and Community School initiatives*. Washington DC: The Finance Project.

Get it! www.financeproject.org/Publications/costworksheet.pdf

- Silloway, T., & Conners-Tadros, L. (2011, January). *Forming partnerships to meet the administrative needs of youth-serving organizations*. Washington DC: The Finance Project.

Get it! <http://www.financeproject.org/publications/FormingAdminPartnership.pdf>

- Silloway, T. (2010, September). *Building capacity for better results: Strategies for financing and sustaining the organizational capacity of youth-serving programs*. Washington DC: The Finance Project.

Get it! <http://www.financeproject.org/publications/BuildingCapacity-Brief.pdf>

Local Connection

Wisconsin Nonprofits:

Get it! <http://wisconsinnonprofits.org>

ACTION STEPS: POLICY AND ADVOCACY

6. **Policy and Advocacy:** This section addresses the structures in place to support planned external communication about program success.



Reality Check:

The OST time field is rich with partners who can assist in program improvement and sustainability. Program Management should be prepared to advocate for the sustainability and impact of the OST field. Program staff should be thoroughly prepared to network and represent the program to stakeholders and partners. Collectively, program advocates can promote and support program improvement and sustainability efforts. Are you a part of the movement?

6.1 Program Director Activities

_____ Score

We all have a lot to do to ensure programs run smoothly on a daily basis. It is important for the Program Director to have a strong presence advocating for OST beyond the walls of the program. The first step is being a leader in communicating the good work you are doing with the school and other community partners. It is great to do a good job and for participants to be successful, but it is equally important for others to hear about it! It is also critical to connect with others outside of our communities to share our stories, get support, and advocate for our programs. Local and National meetings and conferences are a great way to connect with others in the field. Finally, each of us has skills and knowledge to share with the field. Consider taking on a leadership role with local, state, and/or national committees working on advocacy in after-school and beyond! (Resource: Afterschool Alliance)

6.2 Staff Activities

_____ Score

It is very easy to get stuck in the details of our own program at staff meetings. Remember, to share the good ideas and thinking that is happening at local, state and national convening's with program staff, get their feedback and share your views. Encourage program staff to attend OST events that occur outside of your program and community and encourage staff to participate in and take on leadership roles in advocating for OST at a local level. For example, ask a staff member to join the school's Parent Organization or to attend a local Neighborhood Association or Chamber of Commerce meeting and present on your OST program. This advocacy activity raise awareness for the value of OST programs, fosters partnerships, and promotes leadership and ownership amongst staff.

6.3 Advocacy Planning

_____ Score

What is your cause? OST support for young people! OST programs need champions to share our stories to promote increased and sustained support. It is all of our jobs to take on some part of the advocacy efforts for OST programs. Look at your program. Are you doing advocacy

work now (going to meetings, talking about your good work, asking others to share their stories)? You probably are but you may not have called it that. First describe and tell people what you are doing to raise awareness about OST programs and the benefits of participation. Next, get together with your program team and decide how to take that good work to the next level and make a plan for how to do that. Remember, start locally and then think of how to take that campaign to the next place, the State or National stage.

Policy and Advocacy Resource(s):



CHAPTER 2: Communication: Topics: 1-7, Tools: 19-26

CHAPTER 3: Evaluation: Topic: 5, Tool: 33

CHAPTER 5: Collaboration and Community Building: Topics: 1-3, Tools: 45-48

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

- Afterschool Alliance (2001). *Afterschool action handbook*. Washington DC: Author.

Get it! www.afterschoolalliance.org/documents/AfterschoolActionBookletEnglish.pdf

Policy and Advocacy Center of the Afterschool Alliance:

Get it! www.afterschoolalliance.org/policyAction.cfm

Local Connection:

Wisconsin chapter of the Afterschool Alliance:

Get it! www.afterschoolalliance.org/policyStateFacts.cfm?state_abbrev=WI

ACTION STEPS: RESEARCH AND DATA COLLECTION

7. **Research and Data Collection:** This section addresses the components of successful research and data collection activities



Reality Check:

“What gets measured gets done!” Program and agency personnel should be prepared to inform planning and decision making with data. Program management should provide training and support related to the importance of data use and interpretation. Quality OST programs are informed by data systems that can be consistently interpreted to assess program indicators that should inform program development. Do you have systems in place to do this? You are not alone, check out these tricks and tips.

7.1 Evaluation Planning

_____ Score

Now this is the point when you will use the logic model to think about how your program is going and how participants are faring as a result. From the information in your logic model you should be able to think of ways to assess (e.g., methods) the program quality and youth outcomes. Do you have methods in place? Some traditional methods are: surveys, focus groups, program observations, rating scales, and formal assessments. (Resource: Beyond the Bell: Tools 28,29,30) Think about your program year and what makes sense to track during what time periods, then plan your evaluation methods to align with your calendar. Assign individuals to complete tasks (e.g., distribute surveys). Your evaluation plan is your blueprint to an ongoing evaluation process to inform program decision sand so you are not scrambling at the end of the year. Finally, hire an outside expert to come in and conduct an external evaluation periodically to give you another perspective on your program so that you may improve it.

7.2 Data Collection Methodology

_____ Score

Data Collection Methodology: In order to implement your evaluation plan you will need help from others to collect data from students, their families, and teachers, among other constituents. Data tracking is an easy and important way to describe programs. For example, enrollment and attendance data may be indicators of program quality and recruitment. High rates of attendance are one factor that may determine positive youth outcomes (Resource: Beyond the Bell: Tool 31). Data is only helpful if it is accurate and if we respond to it. Make sure you have formal agreements with partners detailing when and how data should be collected. Be specific. Try to make it easier for your data collection team; give them your evaluation plan and provide lists and or/names beforehand.

7.3 Use of Data

_____ Score

Use of Data: Phew, it is all so much to do! Create a logic model to guide your evaluation plan with defined methods to collect data. It is all worth it when you can make informed program decisions based upon your data. Is attendance what you want it to be? What about participants' grades, are Math grades higher than you expect and Reading grades lower? Talk to your program team about your data and make program adjustments accordingly! Data is not a secret, it should be heard, shared, and responded to so that you have the best possible OST programs. Ideally, program staff can meet at least twice per year to look at your data and make both formal and informal adjustments (once mid-year and once at the beginning of the next program year).

7.4 WASCIP Self-Assessment

_____ Score

If you are reading this blurb then you have taken the first great step in completing the WASCIP self assessment and follow up by completing the action planning process using these tips and resources. If possible, include staff members, school personnel, and community members in considering and implementing your action plan. Did you disseminate your evaluation plan and action plan and get feedback? That is a great opportunity to get people involved in your program improvement process. You should not have to do it alone!

7.5 Using of Best Practice and Research-based Strategies

_____ Score

Use of Best Practice and Research-based Strategies: Do you have a folder filled with the latest research and papers on Youth Development in OST settings? If not, there are a lot of great websites and resources that can help keep you up to date on the latest research (Harvard Family Research Project, Child Trends, FindYouthinfo, Wallace Foundation). If you do, that is a great first step. Making the time to read all of the research can be overwhelming. First, remember it is okay to share the load. Ask program staff and interns if they want to each read and report on one article a month. Also remember, executive summaries and abstracts are a great way to get the gist of a piece and if you find it relevant you can read on. Finally, think about the main points of what you have read and relate that to your evaluation findings. If you find that participants are struggling in Science, do think back to that great STEM program you read about and try to apply your learning from that as you develop a fantastic new Science club.

Research Data and Collection Resources



CHAPTER 1: Management: Topics: 1-2, Tools: 1-3, 9-10, 12, 17

CHAPTER 3: Evaluation: Topics: 1-5, Tools: 27-33

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E. (2005). *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

- W.K. Kellogg Foundation. (1998). W.K. Kellogg Foundation evaluation handbook. Battle Creek, MI: Author.

Get it! www.wisconsin.edu/edi/grants/Kellogg_Logic_Model.pdf

- Wimer, C., Bouffard, S., Little, P., & Goss, C. (2008). *Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource*. Cambridge, MA: Harvard Family Research Project.

Get it! www.hfrp.org/evaluation/publications-resources/measurement-tools-for-evaluating-out-of-school-time-programs-an-evaluation-resource

- Child Trends: www.childtrends.org
- Find Youth Info: www.findyouthinfo.org
- The Wallace Foundation: www.wallacefoundation.org
- Harvard Family Research Project: www.hfrp.org

Local Connection:

Program Development and Evaluation, University of Wisconsin- Extension:

Get it! www.uwex.edu/ces/pdande/index.html

ACTION STEPS: RESOURCES

8. Research and Data Collection: This section addresses program resources associated with delivering programming



Reality Check:

Quality OST settings and activities are only as effective as the quality of the resources and materials available. Program planning should actively consider the tools needed for activities that support reaching program goals. Constituents involved in planning need to develop strategic plans to fill gaps and overcome fiscal limitations by engaging partners to supplement resources when possible!

8.1 Program Space

_____ Score

If program space is a concern for you, have you thought about ways to change it? Sometimes moving chairs and tables around to create small group spaces, or open spaces can help you accommodate a wide variety of activities. The greatest challenge we often face with OST program space is finding a space that is developmentally appropriate. Offering a spoken word club to youth in a 1st grade classroom can be a challenge. Try to allow participants to

create artwork or other pieces that show ownership to add to program space and try to have age appropriate furnishings available even if you have to keep them in storage during the school day. Finally, remember all of the great sources outside of program walls. For example, ask to use the local Park District Gymnasium for your dance club or a local restaurant may allow participants the use of an event room during off hours to hold their student Advisory Meetings.

8.2 Staff Capacity

_____ **Score**

Do you have enough program staff to offer the quality program you outlined in your logic model? Ideally you should aim to have a staff ratio of 1 staff person to 10 participants. In some cases, a ratio of 1 staff person to 15 participants will work but you really want to make sure you have enough staff to effectively implement program activities, foster a climate of positive relationships, and put into practice positive behavior supports. So much of what we do in OST programs is hinged upon the good relationships between staff and participants and amongst participants. Think about how you can hire and or recruit volunteers or interns to have the lowest possible ratio of staff to participant.

8.3 Staff Qualifications

_____ **Score**

A great asset to our field is the diversity of staff backgrounds and expertise that OST programs attract. When you are looking to hire staff do you look for staff who have experience with young people and who are qualified in various specialty areas? The best mix of program staff seems to be, people from the community and people qualified in the fields of education, youth development, and other arts and enrichment areas. Most importantly, staff members should have a passion and interest in supporting young people in the OST context, and experience working in supportive youth centered programs is definitely a priority.

8.4 Program Materials/Supplies

_____ **Score**

Do you have enough materials for the program you outlined in your logic model? Are the materials in good repair and are there enough materials for every participant? It is a great idea to do an inventory occasionally of your materials and supplies and to see what you have and what you need *before* the program activity. If you do not have enough materials, or you need to replace materials, ask staff members who have contacts and specific areas of expertise where the best places are to purchase or ask for donated supplies. For example, the art teacher may know great places to get traditional (brushes, paints) and non-traditional (found objects) art supplies. Keep a detailed list of what and where you purchase your supplies and what you utilize most. This will help your program team plan for future expenses and to make purchases.

8.5 Involvement of Volunteers and Youth

_____ **Score**

Involvement of volunteers and youth: This category relates to much of the work that we do. Including volunteers and young people in facilitating supports: leadership development, community involvement, and diversifies program staff. These many benefits are only achieved

if OST program staff are intentional about including others in program facilitation roles. For example, place volunteers in program activities that they have experience in and are interested in. Support youth leaders with tools and guidance on group facilitation; do not just assume an older youth can run a book club without some ideas about group work. Your volunteers and group leaders will be more likely to return to facilitate more activities if they have a positive experience and opportunities to reflect on their experience.

8.6 Basic Program and Staff Standards

_____ **Score**

Basic Program and Staff Standards: OST programs must meet basic health and safety requirements; not only for various school and childcare licensing standards but because people need to feel safe in order to attend and participate in activities. If your site is not fundamentally safe, convene your program staff and school partner (if applicable) immediately and secure the necessary equipment (e.g., fire extinguishers, first aid kits) and decide how to best meet the needs of your participants. For example, if it is too hot in the building, talk to the Maintenance supervisor about how to moderate the temperature. Make sure all staff and volunteers are trained in safety procedures that are posted in each program space (often times the school, fire department, and local health authorities will offer free trainings).

Resource Resources:



CHAPTER 1: Management: Topics: 3-7, Tools: 9-13, 17

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

➤ High Scope (2005). Youth Program Quality Assessment Tools. Ypsilanti, MI: Author.

Get it! http://cypq.org/products_and_services/assessment_tools

Local Connection:

Wisconsin Department of Public Instruction, 21st Century Community Learning Centers Grant Information:

Get it! <http://dpi.wi.gov/sspw/clcgrant.html>

II. Programming: The following seven sections address youth development programming in the areas of academics, art, health, and recreation. *If your site does not offer a particular program area, you should skip the rubric and note this in your self-assessment report.* Otherwise, complete each rubric, even if your ratings for two or more rubrics are similar.

ACTION STEPS: HOMEWORK ASSISTANCE

1. The following section addresses activities for which program staff help youth cultivate academic skills using work assigned by school-day teachers as the primary learning platform.



Reality Check:

The development of intentional homework activities takes time and efforts to distinguish between tutoring and academic enrichment. Strategic planning meeting consider developing action plans for school day connections, incorporating school based curricula, and provide individual support for participants specific needs!

1.1 Schedules and Activities

_____ SCORE

Is your program funded to help students with homework? School based projects? Take a look around and consider if the areas you designate for homework are conducive to learning. Is there a set time and space available for students to work on homework and related assignments? Be prepared for students to arrive daily claiming they do not have homework assigned. What enrichment activities do you have in place to assure those students are engaged and learning so to not distract the other students that are working?

Do you or someone on your staff have a working relationship with teachers and/or school day staff? It is critically important to foster and sustain relationships with school staff to inform your enrichment and academic support activities for your young people. Although teachers can provide information about assignments, curricula and goals, do not discount the information you and your staff can provide to the school day staff. The relationships that are built in the OST setting can provide valuable insight to the various challenges that your students are dealing with (depression, bullying, family issues, etc.) and are distracting their academic focus.

Research shows that young people comprehend and learn in different styles depending on their developmental stage and not necessarily what grade they are in. To assist your young people best, homework help activities should be structured and organized by content area. This practice can assist in helping student focus and provides valuable skill development opportunities across groups of students working on similar assignments. This form of intentional practice also provides formal and informal mentoring opportunities for young

people across age, stage, and grade. This practice offers great scaffolding opportunities for younger students and skill mastery opportunities for older youth.

Do you assume every student understands homework assignments in the same way? Have you noticed one student struggling in one assignment or subject more than others? This information should be used to tailor homework help to individual student needs. This one-on-one interaction is invaluable and can supplement classroom teaching by enriching the young person's understanding of the subject matter. It is critical that staff take time to review assignments to ensure the students have proactive support and feedback on what they do not understand and what is accomplished. Based on individual assessment, program staff can choose to engage students, either individually or in small (intentionally-formed) groups. These formations can connect students with peer resources that can help foster student understanding and mastery of the assignment(s).

Are you and your staff aware of the state and local learning standards? Intentional academic programming that prepares young people for school day expectations (learning standards) enhances skills beyond the content covered in homework assignments and can strengthen the communication with school personnel regarding student's academic proficiency.

What form of academic records does your program collect to track individual student's progress over time? Report Cards? Progress Reports? Standardized Test scores? Unfortunately, programs can experience delays in access to school day records and programs should develop internal tracking systems that can inform this process. Program staff should be prepared to develop individualized plans based on observations and feedback from program enrichment activities. Program staff can provide valuable insight to strengths and challenges that can assist in identifying weaknesses/strengths and developing/charting academic action plans.

Are your homework help activities dependent on day to day assignments? Program staff should take the opportunity to develop intentionally sequenced academic and enrichment activities that are meant to build on skills formed in earlier sessions. To develop this form of programming; program staff must be committed to active dialogue with school day staff to connect school day instruction with scaffolding opportunities for program participants. Access and exposure to school day curricula and lesson plans in advance can prepare program staff to organize day to day activities that assist in the development of intentional enrichment activities.

After hours of school work, some students may not be prepared to dive right into assignments (or some may complete assignment early or have no homework). Program staff must be ready to engage young people in a variety of enrichment activities that address age/developmentally appropriate learning/subject areas. No one, young or old enjoys, "busy work." Provide structured activities for participants that are not located in the same space as students working on homework, so to avoid distraction.

1.2 School Connections

_____ SCORE

Relationships with school day staff is an integral part of quality and informed OST program development. To better assist participants understanding of school standards, staff should know who to contact at the school about students' needs or progress. This working relationship should be professional and a collaborative experience with teachers and/or school based staff to plan and connect program activities with academic content covered in school.

Relationships take time. Developing a working relationship with school day staff is no different. OST and school day planning is time consuming and it is important to be intentional about scheduling planning meetings. Program staff should meet with school day staff multiple times during the semester to discuss/review the progress made by individual students (e.g., test scores, grades, report cards, state and school standards) and where additional assistance is needed to support skill development. Collaboration with teachers and/or school based staff to plan and inform homework assistance and enrichment activities should be on-going, and should not only be during times of crisis, or once per school year. Planning meetings should take place prior to the beginning of each semester and during breaks to assure ongoing communication and to communicate clear expectations. Check-in and updates should be planned periodically to address areas of concern or for simple updates.

1.3 Family Connections

_____ SCORE

Family engagement is imperative to developing support needed for a young person to succeed. It is important that program staff communicate and seek input from guardians/family members to support homework assistance in a consistent way. At best, the program should establish a formal, three-way, communication system between the school(s) and family members to share information about individual students' academic progress (e.g., parent-teacher conference with OST staff). If time and schedules do not allow for this form of communication, program staff can at least meet individually with families to discuss student progress and offer formative plans to assist their young person academically at home.

1.4 Assessment

_____ SCORE

School academic data is a valuable resource that can provide critical information when program staff are involved in the interpretation of academic results. Assessment information informs the development of strategies needed to enhance program activities and inspire strategies to fit each student's needs and skill development. Program participants' academic performance should be regularly assessed (formally and informally) using formal measures (e.g., test, homework, portfolios, observations, school grades) to develop proactive learning plans.

Homework Assistance Resources:



CHAPTER 4: Linkages with the Traditional School Day: Topics: 1-7, Tools: 40, 42-43

CHAPTER 6: Parent and Family Involvement: Topics: 1-4, Tools: 52-54

CHAPTER 7: Program Delivery: Topics: 3, Tool: E-F

CHAPTER 8: Program Design: Topics: 1-9, Tools: M-CC

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

➤ Southwest Educational Development Laboratory

Get it! www.sedl.org/afterschool/toolkits/

Local Connection:

4-H Online Learning Modules:

Get it! www.4-h.org/resource-library/professional-development-learning/online-learning-modules/learning-doing/module-1.htm

ACTION STEPS: ACADEMIC ENRICHMENT ACTIVITIES (MATHEMATICS)

2. Academic enrichment activities are characterized by learning approaches that have a tendency to be hands-on, applied, project-based, and fun. Mathematics enrichment activities start with the goal of improving student academic functioning in mathematics, and structure activities intentionally designed to build students' mathematics skills using approaches that likely differ from those employed during the school day.



Reality Check:

Developing program activities for specialized academic areas takes significant effort and planning. Program staff must be prepared to work actively with school staff (and partners) to develop and deliver concentrated academic enrichment activities that provide the adequate support to participants and their families to assist in improving math related outcomes.

2.1 Intentionality in Program Design

_____ SCORE

Program planning and design are the foundation for the implementation of intentional program activities. Program staff should be prepared to focus their attention to detail. Intentional program activities are designed to be age-appropriate and an effort must be made to tie activities to learning goals, which takes advanced planning. Activities should be sequenced (each session builds upon the previous) and tied to lesson plans designed to incorporate state and local standards.

How many students do you serve? That count represents the multitude of learning and developmental variables that you must consider in your intentional program planning. Math is complex and program staff should be prepared to engage multiple methods and strategies of instruction to allow youth a range of learning experiences (e.g., hands on instruction, one-on-one, visiting speakers). These strategies should compliment school day curricula to help promote understanding and retention of complicated mathematics principles.

Reflection exercises provide a wealth of information that staff can utilize and incorporate into program design. Reflection can be incorporated in activities and provides an outlet for the youth to voice their opinions. Intentional programming promotes activities based on youth feedback and should reflect the interests, preferences, and/or satisfaction of participating youth. Assessing the understanding and satisfaction of your participants aids not only individualized support, but can assist in retention. Staff should engage young people in written or vocal feedback to get a clear idea of satisfaction or challenges in lessons and inform action planning.

2.2 Resources and Materials

_____ SCORE

As complex as mathematics is, many resources and tools are needed to provide young people the opportunity to conceptualize (wrap their heads around) what they are expected to learn. Access to resources, including media and technology, are necessary to support student learning processes. Access to the necessary tools (calculators, worksheets, technology, etc.) should be readily available to enhance mathematics activities.

If the program goal is to primarily focus on STEM or college and career readiness programming, the program should direct attention to owning media and technological resources on site that specifically provide age appropriate support of mathematics skill development for participating youth (math games, software, computers, technology, etc.).

2.3 School-Afterschool Connection

_____ SCORE

Program staff should be prepared to incorporate school day mathematics content and topics into planned activities to inform the intentional design of the program. Additionally, school day teachers can assist program staff in coordinating activities tied directly to individual student needs that can be used in academic action plans.

Program staff should coordinate with school personnel to connect school day content and to plan OST mathematics activities to meet individual student needs and provide developmentally appropriate guidance.

2.4 Qualified Staff

_____ SCORE

Mathematics is confusing at times for young people. Program staff experience in mathematics instruction and best practices can be the difference between frustration and understanding. To assure quality assistance, the majority of program staff who participate in mathematics programming should have a firm understanding of mathematic concepts. This may require doing a skills inventory of your staff, getting tutors from local colleges, and asking school day teachers for support.

Mathematics is best learned sequentially and program staff should be prepared to implement mathematics programming that applies knowledge about the school day mathematics. It is hard to learn addition before you know numbers concepts! Staff should be comfortable incorporating school day relationships and curricula into the design and delivery of OST mathematics enrichment activities.

Intentional and specialized mathematics programming should be delivered by trained content area experts who participate in extensive professional development on the delivery of mathematics and demonstrate the capacity to design mathematics activities that apply math skills to real world problems and tasks.

2.5 Differentiated Programming

_____ SCORE

Differentiated instruction means that staff members vary instruction within one group to address students' strengths and challenges. For example, math club can consist of experienced math students organizing a math contest for younger participants while a struggling math student may be working with one of those youth on making the game cards for the contest (with support). This student may be learning numbers concepts while the other students are writing equations for the contest. All youth are getting a chance to participate but their experience and contribution varies based upon their learning style and math experience. Pro-active math support should be consistently tracked and adapted across the various math disciplines that students are presented with across grade levels. At the most basic level of math programming, program staff should utilize an informal assessment that identifies students struggling in mathematics. Once student's interests and/or challenges are identified, program staff should offer specialized mathematics enrichment activities to participants.

Based on the information gathered by program staff, what form of assistance do you provide to students identified as struggling in mathematics? Program staff should intentionally design math programming to provide one-on-one support and enrichment activities to address need areas. The use of a formal assessment tool (individualized learning plan) should be used to develop action plans for all participants. School day relationships should be engaged in co-creating actions plans with school day staff to address individual needs.

2.6 Family Involvement

_____ SCORE

A communication system is established with families to keep them informed of their child's mathematics experience. Staff should actively engage families in learning activities that support their child (e.g. math 101, family math events) that are organized by the OST program. Special efforts should be made to engage guardians of youth identified as struggling in math subjects in action planning. Program staff can provide additional resources that can be used for enrichment at home that allow families to play an active role in supporting their child's skill development.

Mathematics Resources:



CHAPTER 4: Linkages with the Traditional School Day: Topics: 1-7, Tools: 40, 42-43
CHAPTER 6: Parent and Family Involvement: Topics: 1-4, Tools: 52-54
CHAPTER 7: Program Delivery: Topics: 3, Tool: E-F
CHAPTER 8: Program Design, Topics: 3-9, Tools: O, P, Y, Z, AA,
McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

➤ Afterschool & STEM (Science, Technology, Engineering and Math)

Get it! www.afterschoolalliance.org/STEM.cfm

➤ You For Youth

Get it! <http://y4y.ed.gov/Publish/CourseLanding.aspx?CourseMasterID=3>

➤ Southwest Educational Development Laboratory

Get it! www.sedl.org/afterschool/toolkits/

Local Connection:

WiSTEM:

Get it! <http://wistem.org>

ACTION STEPS: ACADEMIC ENRICHMENT ACTIVITIES (LITERACY)

3. Academic enrichment activities are characterized by learning approaches that have a tendency to be hands-on, applied, project-based, and fun. Literacy enrichment activities start with the goal of improving student academic functioning in literacy, and structure activities intentionally designed to build students' literacy skills using approaches that likely differ from those employed during the school day.



Reality Check:

Similar to mathematic programming, thoroughly integrating specialized literacy elements into program activities will take planning. Program staff must be prepared to research literacy topics, and work closely with school staff (and local partners) to develop concentrated academic enrichment activities that provide the adequate support to participants and their families to assist in improving literacy outcomes.

3.1 Intentionality in Program Design

_____ SCORE

Literacy activities should be fun. Program staff should dedicate time to planning age-appropriate activities that are relevant, but embedded with learning standards, learning goals, and objectives for literacy. Program staff should be prepared to engage in multiple methods of instruction that allow youth a range of learning experiences in literacy (e.g., reading out loud, book clubs, reading circles, etc.).

Intentional literacy activities take advance planning. However, program staff do not have to reinvent the wheel, but rather should utilize school day lesson plans (tied to specific learning goals and state/local literacy standards) to inform the planning process. Literacy programming must be purposefully structured to be active, experiential, and sequential (each session builds upon the previous). Literacy activities should incorporate youth feedback and be informed by their expressed interests and preferences (style, genre, etc.) to assure participant interest. Further, activities should be designed to meet individual literacy learning goals and needs; this supports buy-in.

3.2 Resources and Materials

_____ SCORE

We are living in the most advanced digital age in history. Program staff must stay current to provide interesting and relevant opportunities to make literacy engaging to young people. Classic literature is important, but program staff should incorporate contemporary media to develop participant interest. A wide ranging collection of resources (books and media) should be accessible on an unlimited basis to enhance student's learning experience. If possible your OST program could invest in multimedia tools and technological resources. If this is not fiscally possible, program staff should seek out formal partnerships with public or professional resources to provide support of literacy skill development for youth.

3.3 School-Afterschool Connection

_____ SCORE

Staff should be aware of the programs school day contact and intentionally connect activities to be consistent with school day literacy topics. School day lesson plans and resources can help relate and simplify topics for young people.

Going further, school day teachers should assist OST staff in coordinating literacy activities to complement school day content. This intentional design allows program staff to work with individual student on their needs and provide guidance on choices of literacy activities and provide developmentally appropriate guidance.

3.4 Qualified Staff

_____ SCORE

The number one priority of an intentional literacy program is the comfort and experience of program staff in relating literacy instruction and best practices. It is best to connect program staff and volunteers with academic topics that they are confident in assisting young people.

Staff with significant experience in literacy instruction should connect and apply knowledge applied from school day literacy curricula. These tools and resources should be incorporated into the design and delivery of all OST literacy enrichment activities to assure participants can apply literacy skills to real world problems and tasks.

3.5 Differentiated Programming

_____ SCORE

What tools do program staff utilize to assess/identify students achieving/struggling in literacy? How often does program staff engage this information in program development and activities? Information gathered should help in developing specialized literacy enrichment activities for participants, especially those identified as struggling. However, don't forget about participants who seem interested in reading/literacy. Program staff should incorporate literacy activities (seminars, reports, etc.), that incorporate the interest and challenges of all participants to better prepare them for their next grade level.

If not guided properly by program staff, literacy activities can be a vulnerable experience for young people due to the varying levels of skill and understanding. Students have varying levels of expertise and comfort with language and literacy. Make sure you offer a safe environment for participants to learn and grow both individually and in groups. You do not want students fall through the cracks because they are too embarrassed to ask questions or for help. An OST setting should be an ideal place for students to feel comfortable in enjoying, exploring, and developing their literacy skills. Group activities could present obstacles that demand individual attention and program staff should be prepared to offer one-on-one support. Enrichment activities and action plans should be co-created with school day staff to address individual student needs.

3.6 Family Involvement

_____ SCORE

Literacy development is a continuous process. To assist participants, program staff should have a personal communication system with families to keep them informed of their children's literacy skills and needs. Quality programs engage families in learning activities with their child (e.g. family literacy events); and make special efforts to engage families of youth in capacity building activities/rituals that will assist in enrichment at home.

Quality OST settings have families who are highly active and informed about their child's literacy status. Program staff should be prepared to provide enrichment activities that support individual needs and provide literacy skill development opportunities at home that allow guardians to play a more active role in supporting their child's skill development in literacy.

Literacy Resources:



CHAPTER 4: Linkages with the Traditional School Day: Topics: 1-7, Tools: 40, 42-43

CHAPTER 6: Parent and Family Involvement: Topics: 1-4, Tools: 52-54

CHAPTER 7: Program Delivery: Topics: 3, Tool: E-F

CHAPTER 8: Program Design, Topic 3-9, Tool O, P, Y, Z, AA,

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

➤ Southwest Educational Development Laboratory

Get it! www.sedl.org/afterschool/toolkits/

Local Connection:

Wisconsin Department of Public Instruction:

Get it! <http://dpi.wi.gov/pld/adolit.html>

UWISLIT University of Wisconsin Literacy Initiative:

Get it! <http://uwislit.rso.wisc.edu>

ACTION STEPS: ACADEMIC ENRICHMENT ACTIVITIES (SOCIAL STUDIES AND SCIENCE)

4. **Academic Enrichment Activities (Social Studies and Science):** Academic enrichment activities are characterized by learning approaches that have a tendency to be hands-on, applied, project-based, and fun. Social studies and science enrichment activities start with the goal of improving student academic functioning in either subject, and structure activities intentionally designed to build students' skills using approaches that likely differ from those employed during the school day.



Reality Check:

Due to the scope of these combined academic areas, program staff should strategically organize supports across social studies and science activities. To assist in implementation, school day staff should actively inform the structure and information covered to efficiently track and reinforce individual participant needs.

4.1 Intentionality in Program Design

_____ SCORE

Program staff should design activities to be age-appropriate and aligned to general standards, learning goals, and objectives in the areas of Social Studies and Science. Due to the complexity and range of topics in these subject areas, program staff should engage multiple methods of instruction that allows youth a range of learning experiences to connect with the material. Staff should pre-plan to develop intentional lesson plans that are tied to each learning areas state/local learning goals; especially considering the wide range of topics in Social Studies and Science.

Social Studies and Science programming should be structured to be active, experiential, and sequential (each session builds upon the previous); and should build on school day lesson plans to further participants' academic understanding. Social Studies and Science programming should be informed by the expressed interests and preferences of the young people to best meet individual learning goals and needs. Structured cultural/educational field trips enrich students' perspective and provide exposure opportunities that compliment many Social Studies and Science activities (e.g., a trip to the Human Bodies exhibit at your local science museum may foster interest in an otherwise traditional unit on anatomy).

4.2 Resources and Materials

_____ SCORE

A quality OST setting should provide a variety of resources, including technical resources (videos, computer programs, hands-on experiments) on a continuous basis (i.e. during certain times of the day, with permission from school staff, etc.). To assure quality program management should make efforts to purchase resources that specifically provide support to Social Studies and Science skill development for participating youth.

4.3 School-Afterschool Connection

_____ SCORE

Staff are aware of school day content and some activities are planned to be consistent with school day Social Studies and Science topics. Due to the complexity and range of these subject areas, a relationship with school day staff is crucial. School day teachers can assist staff in coordinating Social Studies and Science activities to complement school day content, work on individual student needs and provide guidance on choices of activities.

Knowledge is one thing, intentionally integrating school day topics into OST is another. Intentional program design in Social Studies and Science should be fully integrated with school day content and program staff should collaborate with school day staff to plan all Social Studies and Science activities to meet individual student needs and provide developmentally appropriate guidance across subjects.

4.4 Qualified Staff

_____ SCORE

The majority of staff delivering Social Studies and Science programming should have some experience or interest in Social Studies and Science instruction and best practices. Program staff should plan and compartmentalize activities to provide proper support across subjects.

Ideally, the majority of staff delivering Social Studies and Science programming should have significant experience in skill building instruction and should be trained to apply knowledge about the school day curriculum to the design and delivery of OST Social Studies and Science enrichment activities. Programs should consider that significant time and investment will have to be made to internally prepare program staff to be experts on the delivery of Social Studies and Science activities. If this form of intensive professional development is not available, programs should strategies and develop partnerships with resources that can assist in the design of activities that apply Social Studies and Science skills to real world problems and tasks.

4.5 Differentiated Programming

_____ SCORE

Similar to other academic subject areas, program staff should develop an informal assessment that identifies student's skill in the areas of Social Studies and Science. An intentional program design should incorporate specialized Social Studies and Science enrichment activities to participants, especially students who are struggling in these subject areas. To further assist participants who have been identified as struggling, program staff can utilize one-on-one support and enrichment strategies to address need areas.

Program staff should consider the needs of every student, and not simply those who have shown need for improvement. Formal assessments and individualized learning plans should be used to identify all students' needs. This form of intentional tracking will help program staff to provide formal one-on-one support, co-create plans with school day staff to address individual needs and strengthen the supports for students who show significant interest in the subject areas.

4.6 Family Involvement

_____ SCORE

Program staff should create a formal communication system with families to keep them informed of their children’s Social Studies and Science skills and needs. Due to the wide range of topics in these subject areas, special efforts should be made to engage families of youth, struggling or proficient, to sustain understanding and support at home.

A quality academic program encourages families to be active and informed about their child’s academic experience with Social Studies and Science, and involves family members in enrichment activities that support individual needs and provides skill development opportunities at home that allow them to play a more active role in supporting their child’s development in these content areas. This form of engagement should include participation in activities, enrichment field trips, and the dissemination of resources that can be used to bridge the participant’s Science and Social Studies interests outside of school.

Social Studies and Science Resources:



CHAPTER 4: Linkages with the Traditional School Day: Topics: 1-7, Tools: 40, 42-43

CHAPTER 6: Parent and Family Involvement: Topics: 1-4, Tools: 52-54

CHAPTER 7: Program Delivery: Topics: 3, Tool: E-F

CHAPTER 8: Program Design, Topic 3-9, Tool Y, Z, AA,

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

➤ Southwest Educational Development Laboratory

Get it! www.sedl.org/afterschool/toolkits/

Local Connection:

Wisconsin Department of Public Instruction:

Get it! <http://dpi.wi.gov/pld/adolit.html>

UWISLIT university of Wisconsin Literacy Initiative:

Get it! <http://uwislit.rso.wisc.edu>

ACTION STEPS: ACADEMIC ENRICHMENT ACTIVITIES (ARTS ENRICHMENT)

5. **Arts Enrichment:** Enrichment activities are characterized by learning approaches that have a tendency to be hands-on, applied, project-based, and fun. Arts enrichment activities may have the goal of both improving student functioning in the arts and supporting the development of other skills like task persistence, planning and organizing, etc.



Reality Check:

Quality arts enrichment activities require a variety of resources to effectively engage participants and provide the means for quality products. Program staff should anticipate various skill sets and interests that require training, structure, and planning to provide the adequate resources needed for skill mastery and the development of interests.

5.1 Intentionality in Program Design

_____ SCORE

- The program offers regularly scheduled activities in at least two fine arts genres (e.g., music/art appreciation, discussion, etc.). Program staff should provide opportunities to display/showcase participant's products (e.g., publicly displaying artwork or performing for an audience).
- Some art activities can be fun for all age groups, but intentional arts programming should be designed to be age-appropriate to increase interests and develop skills in the various art disciplines that are offered. Multiple methods of instruction (e.g., drawing, sculpture, painting, dance, music, performance, etc.) should be routinely offered to provide participants a range of learning experiences in the arts and develop skills.
- To expose participants to new ideas, influences and inspiration; art programming should provide opportunities for participants to attend performances and/or exhibits offered by professionals in the community. These activities should be planned in advance with formal lesson plans tied to specific learning goals. Program staff should incorporate youth interests and feedback in the planning of art based skill and enrichment activities.

5.2 Resources and Materials

_____ SCORE

- Art involves skills that are dependent on exposure and practice. A variety of resources including: art supplies/tools, digital media, and musical instruments should be available. These materials and exposures inspire and encourage participants to explore new techniques and outlets.
- To develop interest and proficiency in the art/humanities, program staff should be prepared to incorporate a diverse collection of resources on an ongoing basis. The program

should own (if possible) a variety of resources, including art supplies/tools, digital media, and musical instruments that should be readily available on site. These resources are critical in the development of specific arts skill development for participating youth.

5.3 Qualified Staff

_____ SCORE

The majority of staff delivering art programming should have significant experience in skill building instruction and should be able to embed school day curriculum to the design and delivery of OST art/humanities enrichment activities. Program staff delivering art programming should receive extensive professional development on the delivery of art and music activities and demonstrate the capacity to design activities that apply art concepts to academics and real world experiences.

5.4 Family Involvement

_____ SCORE

The arts are specifically good for developing engagement opportunities for families and communities. Program staff should design culminating events that are connected to program activities (e.g., arts shows, dance rehearsals, cultural field trips). When possible, program staff should consider participating or partnering in school day activities to extend resources and build relationships.

Staff should create opportunities to engage families of youth who are identified as struggling to provide intentional support. Art based programming can provide valuable outlets that can facilitate insight to participants social and emotional issues that can be affecting their attention and attitude. Also, the arts often allow opportunities for students to be successful who may not be traditionally successful in school. Program staff should encourage families to be highly involved in enrichment activities that support individual skills and areas of interest; providing development opportunities at home or brokered by the program (lessons, specialized classes, etc.), that allows families to be active in their child’s interest in the arts and humanities.

Art Enrichment Resources:



CHAPTER 4: Linkages with the Traditional School Day: Topics: 2, 5, Tools: 40

CHAPTER 7: Program Delivery: Topics: 3, Tools: E-F

CHAPTER 8: Program Design: Topics: 3-9, Tools: P, Q, S, T, U

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

➤ Teacher Vision: Extension & Enrichment Activities

Get it! www.teachervision.fen.com/activity/resource/5855.html

Local Connection:

Wisconsin Art Education Association:

Get it! www.wiarted.org

UWISLIT university of Wisconsin Literacy Initiative:

Get it! <http://uwislit.rso.wisc.edu>

ACTION STEPS: ACADEMIC ENRICHMENT ACTIVITIES (RECREATION PROGRAMING)

6. Recreation program activities are characterized are hands-on, physical fitness activities that are intentionally designed to improve and build students' motor skills, improve health and well-being, and promote positive social and behavioral skill development in areas like teamwork, task persistence, etc



Reality Check:

Participants will need the opportunity to play and to decompress after hours of school and academic related activities. Program activities should be structured to allow for recreation time that is organized within the program schedule and activities!

6.1 Intentionality in Program Design

_____ SCORE

School day programming has a tendency to prioritize academics over social and recreational time. However, young people need the opportunity to decompress and release pent up energy. Program staff should consider that not all students are proficient in traditional athletics (e.g., basketball, football, etc). Program staff should offer a variety of recreational programming to accommodate participants' interests and abilities. Efforts should be made to design activities based on youth feedback, interests, preferences, and level of satisfaction.

An intentional program design should include activities that are designed to teach specific skills. There are a variety of curricula and formal lesson plans available that can be applied to recreational activities that will connect recreational activities to specific enrichment goals (sports can easily be connect to physics, health, biology, etc.). This form of programming should be structured and appropriate to the developmental abilities of program participants. Program staff should be trained in the development of sequential (i.e., each sessions builds upon the previous) and active (e.g., hands-on activities, training, experiential learning, etc.) programming that is tied to specific skill development goals.

6.2 Resources and Materials

_____ SCORE

An intentional program should provide learning opportunities in all activities. To assure intentional outcomes in recreational programming, program staff should develop recreational activities that are supported by the proper resources, including a variety of sports and fitness

equipment that specifically provide support for participating youth across a variety of skill levels and interests.

6.3 Qualified Staff

_____ **SCORE**

The majority of staff delivering recreational programming should have significant experience in skill building instruction and are able to embed curricula and transform recreation into enrichment activities. Program staff developing recreational programming should receive extensive professional development in designing and leading intentional recreation activities and demonstrate the capacity to embed school day learning goals into recreational enrichment activities. This form of intentional integration will take time to develop and program staff should be prepared to spend planning time in connecting recreational activities with learning opportunities.

Recreation Programming Resources:



CHAPTER 4: Linkages with the Traditional School Day, Topic 7, Tool, 43

CHAPTER 7: Program Delivery, Topic 3, Tool A-L

CHAPTER 8: Program Design, Topic 3-9, Tool: S-X

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

➤ Teacher Vision: Extension & Enrichment Activities

Get it! www.teachervision.fen.com/activity/resource/5855.html

Local Connection:

Wisconsin Youth Success Program (WYSP)

Get it! www.uwec.edu/Recreation/wyssp

University of Wisconsin Youth Programs, Activities, Resources

Get it! www.dcs.wisc.edu/outreach/youth.htm

ACTION STEPS: ACADEMIC ENRICHMENT ACTIVITIES (HEALTH AND SAFETY PROGRAMMING)

7. **Health and Safety Programming:** Health and safety program activities start with the goal of improving student understanding in health and safety, and structure activities intentionally designed to build students' skills in these areas.



Reality Check:

The accuracy of health and safety programming is critical when relating these topics to participants. Program staff must be prepared to fully understand the array of topics and questions that can present themselves within these topics. Planning and training should be provided to assure information covered is informed and presented responsibly!

7.1 Intentionality in Program Design

_____ SCORE

- The program engages participants in programming relating to health and/or safety that are age appropriate.
- The majority of activities are planned in advance with formal lesson plans tied to specific topics of concern and/or interest of participants.

7.2 Resources and Materials

_____ SCORE

- A variety of resources, including information (e.g., booklets, pamphlets, diagrams, etc.), should be available to re-enforce health and safety activities. Depending on the topic, participants will form various questions that should be referred to other factual resources to not misinform participants about health and safety information covered during programming.

7.3 Qualified Staff

_____ SCORE

- The majority of staff delivering recreational programming should have significant experience in health and safety related instruction and are able to be explicit and also embed curricula to transform activities into enrichment opportunities. Program staff should receive extensive professional development in designing and leading health and safety activities/workshops to ensure that participants are provided with accurate information about health and safety. Depending on the topic, program staff should be aware of organizational protocols for discussing potentially personal topics with young people and their families. When building relationships with young people, trust and privacy are critical, but as mandated reporters, program staff must be aware of topics that must be reported, and also how to differentiate when it is not necessary (i.e., discuss incident with supervisors or school staff).

Health and Safety Programming Resources:



CHAPTER 4: Linkages with the Traditional School Day, Topic: 7, Tool: 38,43

CHAPTER 7: Program Delivery, Topic: 3, Tool: A-L

CHAPTER 8: Program Design, Topic: 3-9, Tool: P, Q, S, T, U

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

➤ Teacher Vision: Extension & Enrichment Activities

Get it! www.teachervision.fen.com/activity/resource/5855.html

Local Connection:

Wisconsin Youth Success Program (WYSP)

Get it! www.uwec.edu/Recreation/wyssp

University of Wisconsin Youth Programs, Activities, Resources

Get it! www.dcs.wisc.edu/outreach/youth.htm

III. Supportive Environment for Youth Development: The following three rubrics address the issue of creating supportive, interactive, and engaging environments for youth. You should assess your program on all three rubrics.

ACTION STEPS: YOUTH ENGAGEMENT

- 1. Youth Engagement:** This section addresses the extent to which youth make choices, provide feedback, and make decisions regarding programming. It also addresses youth opportunities to reflect on their learning and be recognized for their accomplishments.



Reality Check:

When planning program goals, program management and staff should structure activities based on the needs and interests of participants. Strategies should be in place to allow participants to inform, lead and build on their interests within the program structure to assist in the development of individual needs and to improve attendance and retention efforts

1.1 Range of Offerings

_____ **SCORE**

Range of Offerings: Look at the program activities that you currently offer. Discuss them with your colleagues. Do you offer a variety of activities in reading, sports, science, and arts? Do you offer both informal and formal opportunities for youth to engage in activities? Once you have done this, refer back to your logic model. Do your activities align with your stated goals and outcomes? Are program staff prepared, or do they already explicitly embed opportunities for youth development in these activities? For example, is team building an explicit lesson in recreational sports? Is positive decision making intentionally woven into a group arts project? Think of ways to embed youth development into all aspects of your programming and you will be off to a great start!

1.2 Youth Choice

_____ **SCORE**

Youth Choice: Do youth participants have opportunities to choose their activities? If they do not think about the opportunities to provide choices both within an activity (e.g., the roles youth can play) or across activities (e.g., what activities they participate in). Think about age appropriate choices as well. For example, a younger child may find more success making choices within an activity, like choices between materials or subject matter in an art project. An older participant really may play a significant role in choosing, with you, the direction of the program, scheduling, activity offerings etc. Remember, the best way to really know if young people have choice is to ask them if they feel like they have choices. If they do not, ask them to be involved in creating ways to give other young people choices.

1.3 Youth Choice

_____ SCORE

When was the last time you heard from a young person how they think the program is going? If your answer is, “yesterday during snack” that is a great start! As program facilitators, we need to hear how the program is going in many ways from many people. The next step is finding formal ways to hear from our primary customer...young people. First, we have to ensure that participants know we are open and available to hear what they think, this means thinking about the ways we portray ourselves as active listeners. Then, try to capture youth voice in more formal ways. Try doing surveys (older elementary school students and youth can help to create and collect the surveys), focus groups, and invite young people to lead and participate in program team meetings. The key to all of these ideas, is not only to foster opportunities for youth voice but in making sure you and other program adults are open to hearing what young people are putting out there. This means reading and responding to surveys and letting youth advisory members play active and important roles in our program decisions. Not all programs are ready for this on Day 1, but it is important to strive for this, and the first step is being an active listener and fostering scaffolded opportunities for youth to use their voice.

1.4 Reflection

_____ SCORE

Reflection: Reflection is a key process in all types of learning. It helps us understand what we are doing, how we feel about it, and how it may fit into the other aspects of life and learning. Lucky for us it is also one of the easiest activities to implement in all of the work that we do. There are many concrete strategies to foster reflection. Some examples are journaling, small group discussion, and even role play. One rather simple strategy is to employ three (age/topic appropriate) key questions with every program activity. For example; (1) what did you learn from this activity; (2) what did you like or not like about it; and (3) how does this activity relate to your life? It would be really great to have the youth make up some reflection questions as well!

1.5 Youth Recognition

_____ SCORE

Youth Recognition: We all like to be recognized for the work that we do, especially if it is something we are proud of. OST programs generally do a really great job acknowledging participants' accomplishments informally, and also in displaying youth work (i.e., art work) in program space. If you are doing this, you are taking a step in the right direction. Young people benefit most when we recognize their accomplishments both informally and through intentional opportunities for recognition. Displaying youth art is great, but also allow young people to co create a showcase of their accomplishments to share with the community and their families helps foster a sense of accomplishment and pride. For example, a science club can host a Health Fair for the community; youth participants can invite their families, present on their area of expertise and be recognized by program staff (or the school) for their contribution. Think of ways you and your participants can show off the great things you are doing in your program and spread the word!

Youth Engagement Resources:



CHAPTER 7: Program Delivery: Topics: 1-5, Tools: A-L

CHAPTER 8: Program Design: Topics: 1-9, Tools: M-W

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

High Scope (2005). Youth Program Quality Assessment Tools. Ypsilanti, MI: Author.

Get it! http://cypq.org/products_and_services/assessment_tools

Local Connection:

Wisconsin chapter of the Afterschool Alliance:

Get it! www.afterschoolalliance.org/policyStateFacts.cfm?state_abbr=WI

Wisconsin Afterschool Association:

Get it! www.waaweb.org

ACTION STEPS: YOUTH LEADERSHIP

- 2. **Youth Leadership:** This section addresses the opportunities that are afforded to youth to take responsibility, lead activities, and develop leadership skills.



Reality Check:

Providing a program structure that allows participants the opportunity to support and lead program initiatives must be implemented strategically. Program staff must be prepared to engage participants in planning meetings and coaching to assure youth are engaged in programmatic decisions.

2.1 Opportunities

_____ SCORE

Some people are born leaders, and some need more support in developing productive leadership skills. All of us need opportunities to practice being leaders and working on a team. OST programs are ideal places to foster opportunities for young people to lead. As facilitators, it is our job to make sure there are varied and plentiful opportunities for youth to lead in a safe environment where they can learn while they are leading. Talk to your colleagues and look at your program activities. Make sure that youth leadership is an explicit goal in your program and that there are multiple ways young people can lead. For example: (a) participants can rotate leading group discussions; (b) there can be a youth governance board; and (c) young people can prepare and facilitate activities for younger children or peer groups.

2.2 Youth Choice

_____ SCORE

Recognition of Developmental Needs by Age Groups: Leadership activities and opportunities are often associated with activities for older youth. If you have ever spent time in a preschool room you would know that leadership starts early and often! The important thing to think about is what kind of leadership opportunities are appropriate for different ages and children. For example, younger children can be charged with regular rotating jobs such as line leader, plant /pet caretaker, and door holder. Young children can lead songs that they know and do paired peer leadership activities. Older elementary school children can provide leadership in activities with younger children, especially related to asset areas (things they know well), like being a reading buddy. Older youth can functionally become a part of the program leadership from choosing and planning activities to evaluating the program. Make a leadership plan starting from your youngest age group with age appropriate milestones through your oldest youth participants.

2.3 Stakeholder Involvement

_____ SCORE

Stakeholder involvement: It is great for participants to have opportunities to lead in your program, but it is more meaningful if they can also practice (and be seen) as leaders outside of the walls of your program. Some ways to engage participants in leadership with your stakeholders is through community service projects. Do not get overwhelmed by this idea. Participants can do a needs assessment of their community and engage in a year-long project, but they can also do a one hour school clean-up event. Start with what makes sense for your program and work your way up to a larger community wide event. The important thing is for participants to practice leadership outside of the walls of your program.

Youth Leadership Resources:



CHAPTER 7: Program Delivery: Topics: 1-7, Tools: A-L

CHAPTER 8: Program Design: Topics: 1-9, Tools: M-W

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

High Scope (2005). Youth Program Quality Assessment Tools. Ypsilanti, MI: Author.

Get it! http://cypq.org/products_and_services/assessment_tools

Local Connection:

Wisconsin 4-H: Youth Leader Council:

Get it! <http://4h.uwex.edu/youth/leadership.cfm>

Wisconsin Youth First:

Get it! http://wiyouthfirst.org/youth_leadership.html

ACTION STEPS: PROGRAM CLIMATE

3. **Program Climate:** This section addresses the rules and routines and interactions between and among youth and staff that affect program climate.



Reality Check:

Quality OST settings should place great emphasis on providing a safe place for participants to spend their time. Program staff should be prepared to consider various strategies for engaging participants in fostering a nurturing and respectful setting that provides support for every student's needs.

3.1 Rules and Routines

_____ SCORE

Rules do not have to be complicated to be effective. If you have the ability to create the rules, try to do so with your participants at the beginning of the program cycle. Think of positive language. For example, the rule, “Be kind to others” promotes positive behavior, Rather than, “No Hitting”. Consistency is also important when it comes to rules. If your site is in a school with a positive behavior system (like PBIS), you may want to consider adopting those rules and promoting them during program time. It is best to go over the rules often with staff and with participants and to have them posted. Look around your program space, can you find your rules? If not, make sure to post them and make sure they are accessible to your participants. Do you use clear, concise language; is the print large enough to read from a few feet away? Finally, you may want to invite in a person from outside your program to review your rules and routines every couple of years and to provide feedback to you.

3.2 Psychological Safety

_____ SCORE

Physical safety is important but so is psychological safety. In many ways psychological safety is trickier to impact. Primary to psychological safety is that participants feel safe being who they are in the program. This means recognizing difference and diversity. This also means dealing directly with negative incidents (i.e., bias, bullying, racial slurs) between youth and/or between youth and staff. This is an area where you may want to reach out to other adult experts for support in facilitation. In the best case, work with older youth to create a climate where restorative justice practices are embraced. Briefly, restorative justice philosophy promotes practices that foster an environment where youth and adults work together to break down the issue at hand, find solutions, and offer all young people involved opportunities to be successful. Finally, you may want to invite in a person from outside your program to observe your climate every year and to provide feedback to you.

3.3 Behavior Management Strategies

_____ SCORE

Do you and your colleagues support positive behaviors in the program in the same way? Many schools and programs are now using universally accepted positive behavior management strategies. If your school or program does not have an accepted behavior management strategy, you may want to consider employing one that already exists. Many of the resources are free and accessible. For example, check out Positive Behavioral Interventions and Supports (PBIS). Talk to your partner school and see what they are doing. If your school or program already has one that is great! Make sure all of the participants know the guidelines and that your staff are trained annually, even contract employees. This allows everyone the greatest chance of success.

3.4 Youth-Adult Interactions

_____ SCORE

Our society has told us time and time again that as the adults, we are in charge. In fact, we are doing young people a disservice if we do not share space with them to provide input, be leaders, and work with us side by side. Look at your program and observe who is making most of the choices, leading the activities, and who is telling who what to do and how! Find ways to change some of those interactions so that participants can enjoy having positive interactions with you and other staff. Lead activities and have input into what they are doing. Like the leadership piece there are age appropriate ways to do this, ask a young child what will happen if the clay is left out, help them through the process of understanding what the natural consequence would be (dried out clay) and let them create a solution. This may take a few minutes longer but it will create an environment of mutual respect in the long run. As youth get older, they will then have the positive decision making, teamwork, and leadership skills to help with program planning and implementation.

3.5 Peer Interactions

_____ SCORE

One of the great opportunities we have in OST programs is allowing participants to get to know each other and work together in multiple ways. Children and youth will come to your program with friends or make friends along the way. It is our job to create opportunities for participants to get to know and work with other participants outside of their friendship group. There are many ways to do this. Most importantly, make sure all participants get to participate in a greeting or ice breaker activity. Just because they are at the same school does not mean they all know each other well. Other ways for participants to get to know each other are, pair share activities (where participants pick their partner out of a hat or count off), small group projects (don't forget to rotate group members occasionally!), and daily updates. It is also really important for the groups or pairs to have specific goals so that as a team, they can share their talents and have something to work towards.

Program Climate Resources:



CHAPTER 1: Topics: 3, 8, 11 Tools: 6, 12, 13, 18

CHAPTER 4: Linkages with the Traditional School Day: Topics 4, Tools: 36, 37, 40

CHAPTER 7: Program Delivery: Topics: 1-5, Tools: A-L

Chapter 8: Program Design: Topics: 1-9, Tools: M-CC

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

High Scope (2005). Youth Program Quality Assessment Tools. Ypsilanti, MI: Author.

Get it! www.cypq.org/products_and_services/assessment_tools

Collaborative for Academic, Social, and Emotional Learning:

Get it! www.casel.org/

Transforming Conflict:

Get it! [www.transformingconflict.org/Restorative Approaches and Practices.htm](http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm)

Local Connection:

Wisconsin PBIS Network: www.wisconsinpbisnetwork.org/

IV. Partnerships: The following three sections address the issue of forming partnerships within their communities and with students' schools and families. You should assess your program on all three rubrics.

ACTION STEPS: COMMUNITY

- 1. Community:** This section addresses aspects of collaborative functioning and involvement of the community in decision-making processes.



Reality Check:

It takes a collective effort to properly implement quality OST programming that fits the needs and demands of every participant. To assist, program management and staff must be prepared to develop relationships within the community it serves. Strategically, community partners can be engaged in planning that can assist the program in reaching and sustaining its goals!

1.1 Collaborative Functioning

_____ SCORE

In the best case scenario, partnerships share resources to provide a wide array of service and supports for participants in the program and those services are guided by a committee of partners and program staff. That all sounds great, but it is easier said than done! Start with examining the partnerships you have and identifying strong partners who may want to work with you on the committee. Work with other people in the program to identify potential partnerships in the community that align with your mission and make sense for your program. Use the people around you to help reach out to people they know for introductions in the community and in the fields. Finally, start formalizing your committee, try to meet monthly and address issues program, sustainability, and quality.

1.2 Involvement in Programming:

_____ SCORE

Involvement in programming: Are you or your staff facilitating everything from math club to tap dance? Why? There are experts out there who can contribute to the good work that you are doing. Granted your location plays a role in the diversity of resources you may have access to. If you can, identify partners who are experts, to come in and facilitate part of your program. For example, your local Science Museum may have an outreach program and be able to come in and sponsor a science club. A local Jr. College may have a service club who would want to come in and do a book club. Make sure that participants get a chance to go off site and visit local resources as well; a trip to the museum at the conclusion of the science club is another way to make program relevant and meaningful for your participants.

Community Resources:



CHAPTER 2: Communication: Topics: 1-7, Tools: 19-26

CHAPTER 5: Collaboration and Community Building: Topics: 1-3, Tools: 45-50

CHAPTER 6: Parent and Family Involvement: Topics: 1-5, Tools: 51-55

CHAPTER 8: Program Design: Topics: 7, 9, Tools: BB, CC

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

Collaboration Center: Identifying and building successful partnerships. Find Youth Info Website. U.S. Government.

Get it! www.findyouthinfo.gov/collaboration_buildingPartnerships.shtml

Local Connection:

Center for Community Change:

Get it! www.communitychange.org

ACTION STEPS: SCHOOL

2. **School:** This section addresses aspects of communication with school staff and program alignment with school day curriculum and goals.



Reality Check:

At the most basic level program management and staff must be committed to developing relationships and working closely with school staff to provide the necessary information that will assist in developing and reaching program goals. Continuous program planning should stress the importance timely communication to assure proper implementation of program supports and activities for participants and their families.

2.1 Communication

_____ SCORE

Success of our OST programs is dependent on strong partnerships with our school partner(s). Children have the most opportunities for success when schools, families, and communities work together. Whether the program is located in the school or you are working in partnership with the school at another location, a consistent method of communication is key. Communication is not a one way street either; OST programs can share the good work and opportunities through newsletters, blogs, other forms of social media, or simply through attendance and announcements at meetings. Do not forget that sharing the assets and needs of individual children helps inform our practice in OST setting and the teachers understanding of that child. Communication must happen at multiple levels: with the school, related to program groups, and for individuals.

2.2 Alignment

_____ SCORE

Alignment: If you have a successful method of communication with your school the next step to think about is how you go about using that information. OST program staff can take the information provided on the school day curricula and work to compliment that content with expanded offerings. For example, if a social studies class is learning about the Bill of Rights, the OST program may research how those rights have affected their family over time. Or for younger children learning measurement in math, an OST program can offer cooking activities that include measurement. Finally, do not forget about State Learning Standards. Your State's Learning Standards include objectives like: working in groups, teambuilding, and problem solving. These are areas that we are very good at promoting in OST settings, it is important to intentionally work on these areas and to tell people about the great work you are doing aligning your program to the school's curricula and the State Learning Standards! (Resource Form) Ideally, it is best to meet with school staff weekly to share information and keep programs aligned.

School Resources:



CHAPTER 2: Communication: Topics: 1-5, 7, Tools: 19-24, 26

CHAPTER 5: Collaboration and Community Building: Topics: 1-3, Tools: 45-48

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

Harvard Family Research Project (2010). *Partnerships for Learning: Resource Guide to Building School–OST Program Partnerships*. Cambridge, MA: Author.

Get it! www.hfrp.org/out-of-school-time/publications-resources/partnerships-for-learning-resource-guide-to-building-school-ost-program-partnerships

Local Connection:

Wisconsin Department of Public Instruction:

Get it! www.dpi.state.wi.us/

ACTION STEPS: FAMILIES

- 3. Families:** This section addresses aspects of communication with families and their involvement in making programming decisions.



Reality Check:

First and foremost, program management must place emphasis on engaging participant's families in the development of program activities that are offered. Program staff should be prepared to actively engage and inform families to the opportunities to support program efforts to assist in academic and life skills, both at the program and at home!

3.1 Communication

_____ SCORE

How often do you talk to participants' families? Is it just at pick up time, or are you getting phone texts at all hours of the day and evening? Just like our work with schools, our work is more impactful if we are able to work together with families and share our stories, strategies, and success. Informal communication is important, and so is creating formal methods of communication. This entails communicating participants' accomplishment and areas for improvement. A really great family communication system provides families a forum to hear about the program and to provide feedback. Some examples are newsletters, social media, opportunities for families to serve on committees and surveys (but only if you read them)!

3.2 Involvement in Programming

_____ SCORE

Involvement in Programming: OST can be for parents as well as youth participants! Are you offering family members opportunities to participate on behalf of themselves (e.g., yoga class), their child (e.g., attending a student art expo), and the program (e.g., serving on the program committee). Family Engagement should not be limited to just one of these categories if you hope to involve parents meaningfully into your OST program. We all know that adult attendance at events may not always be as strong as what we would like, so do remember...ask people what they want to do and offer multiple ways for people to be involved.

Family Resources:



CHAPTER 1: Management: Topic: 4, 8, Tool: 14-15

CHAPTER 4: Linkages with the Traditional School Day: Tools: 38-39

CHAPTER 6: Parent and Family Involvement: Topic: 1-5, Tools: 51-55

McElvain, C.K., Caplan, J. G., Diedrich, K.C., Kaufman, S., Walter, K.E., (2005) *Beyond the bell: A toolkit for creating effective afterschool programs*. Learning Point and Associates: Naperville, IL.

Albright, M. I., Weissberg, R. P., & Dusenbury, L. A. (2011). *School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth*. Newton, MA: National Center

for Mental Health Promotion and Youth Violence Prevention, Education Development Center, Inc.

Get it! <http://casel.org/publications/school-family-partnership-strategies-to-enhance-childrens-social-emotional-and-academic-growth>

Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2006). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.

Mart, A., Dusenbury, L., & Weissberg, R.P. (2011). Social, emotional, and Academic Learning: Complementary Goals for School-Family Partnerships. In S. Redding, M. Murphy, & P. Sheley (Eds.), *Handbook on family and community engagement* (pp. 38-43). Lincoln, IL: Academic Development Institute.

Get it! <http://casel.org/publications/social-emotional-and-academic-learning-complementary-goals-for-school-family-partnerships>

Westmoreland, H., Bouffard, S., & O'Carroll, K (2009) *Strengthening and Sustaining Family Engagement in Out-of-School Time*. Cambridge, MA: Harvard Family Research Project.

Get it! <http://www.hfrp.org/family-involvement/publications-resources/strengthening-and-sustaining-family-engagement-in-out-of-school-time>

Local Connection:

Family-School-Community Partnerships Work! From the Wisconsin Department of Public Instruction

Get it! <http://dpi.wi.gov/fscp/fscphome.html>