



DREAM > DESIGN > DELIVER

INTENTIONAL PROGRAM PLANNING FOR WI 21ST CCLC PROGRAMS

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American Institutes for Research

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Introductions

Activity

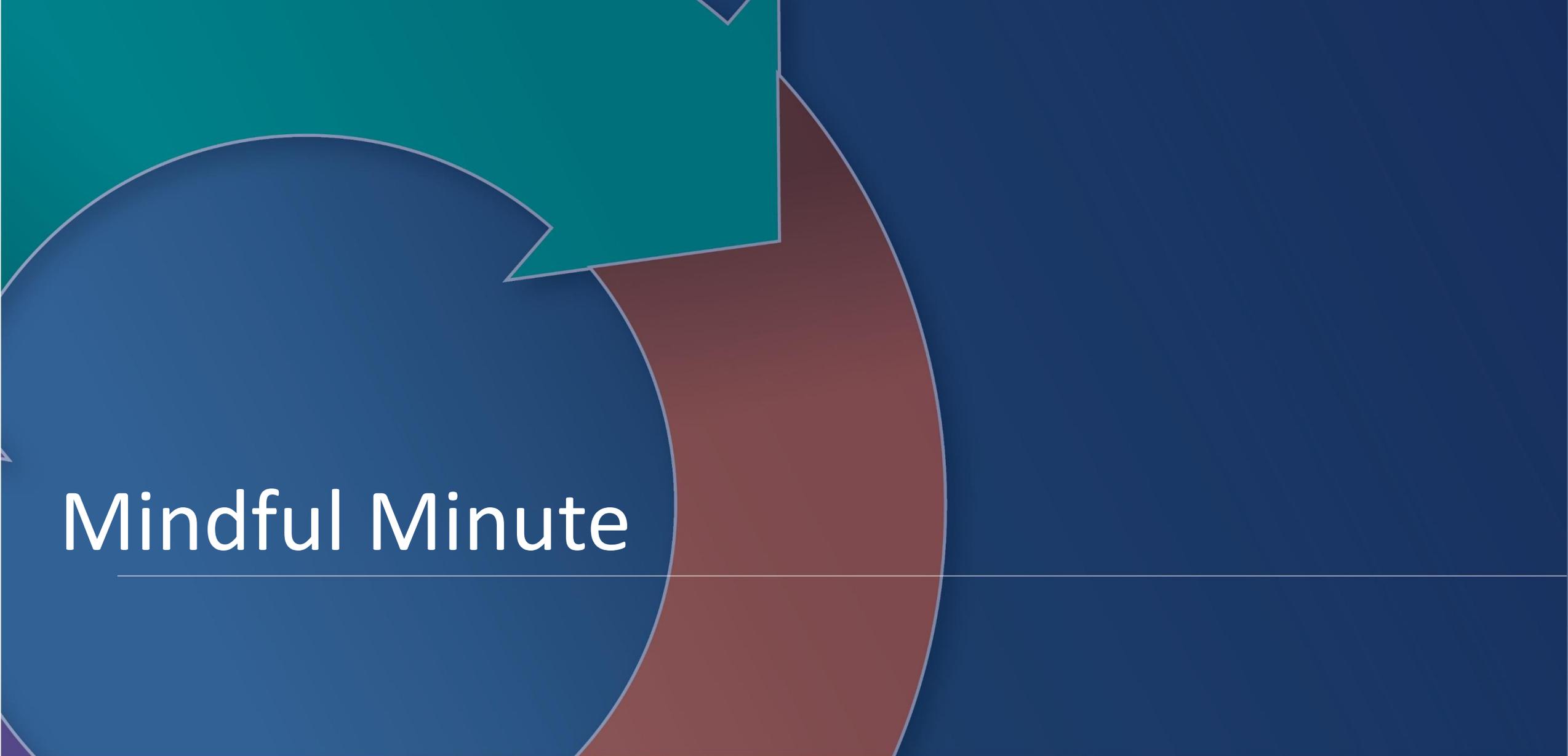
- Where are you from?
- Has your program already started?
- Who do (will) you serve (grades, ages, targeted populations or general enrollment)?
- Does your school year include summer?
- Is your program school-based or stand-alone?
- What is your program's primary area of focus (academic support, enrichment, health + wellness, leadership, something else)?

Today's Goals

- Have fun!
- Connect with others from around the state
- Learn from each other
- Develop/refine your program plan
- Leave with concrete action steps for intentional program delivery

Agenda

1. *Beyond the Bell* and resource overview
2. Vision, goals, and action steps
3. Activities and logic model-ing
4. Planning for next steps
5. Continuous improvement through ongoing data use
6. Reflection



Mindful Minute

BEYOND the **BELL**

at American Institutes for Research ■

Beyond the Bell

What is all of this stuff in front of me?

Beyond the Bell®

Beyond the Bell® is a suite of professional development services, products, and practical tools designed to help afterschool program leaders and staff create and sustain high-quality, effective afterschool and expanded learning programs.

The practical, easy-to-use *Beyond the Bell Toolkit* provides information about program management, design, partnerships, delivery, evaluation, and improvement. It contains 96 tools that are ready to use and has a set of related professional development services.

Today's Tools and Resources

Beyond the Bell
Tool 36
 Visioning Worksheet and Meeting Agenda

Beyond the Bell
Tool 37
 Goal Setting Worksheet

| State Goal | Local Goal(s) | Expected Outcome(s) | Data Source(s)* |
|--|---------------|---------------------|-----------------|
| Provide a stable, safe, and supportive environment to meet the needs of the target population. | | | |
| Challenge youth to develop as learners. | | | |
| Support the development of other skills necessary for student success. | | | |
| Engage families in support of student learning. | | | |

Services for Students

G. Describe two of the core program activities that will address the following statewide 21st CCLC goal: **Programs will challenge youth to develop as learners** (i.e. academic enrichment activities). Your description should provide enough background for someone unfamiliar with the activity to understand it and should include answers to the following questions.

- How do these activities align with the academic needs of students?
- How will these activities improve academic performance?
- How will the program incorporate best practices, including research or evidence-based practices into these activities in order to help students meet challenging state and local standards? Include specific examples of the evidence-based practices that will be employed. **Note:** See the CLC Grant Program Application Guidelines for a list of evidence-based practices for after school programs.

Limit to 3000 characters.

Word of the Day: Intentionality

Purposeful decisions about allocating resources, hiring staff members, and deciding on programming to meet your vision and reach your goals.

Word of the Day: Intentionality

- What is the overall purpose of our program?
- Does the purpose align with our program's vision and goals?
- What skills will youth develop in our program?
- How do we want to recruit youth for our program?
- What outcomes do we want to achieve? How can we shape our program plan to help achieve these outcomes?
- How can our staffing structure help us to achieve our goals?



Vision and Goals

Program Vision and Goals

- A vision is the “big picture,” values-based idea of what your program will accomplish, so it should be aspirational.
- Program goals are broad but understandable descriptions of how a program will achieve its vision.
 - State goals
 - Local goals, activities, and outcomes

Your Program Vision

- Creating a shared and powerful vision that can remain constant as you shape and develop your program over the next several years is important
- A strong vision communicates to your participants, families, and community what you hope to accomplish through your program
- Including families, youth representatives, staff, volunteers, school faculty, and community organizations is helpful

Visioning Worksheet and Meeting Agenda



In Chapter 2, you learned about the importance of creating a shared and powerful vision that can remain constant as you shape and develop your program over the next several years. A strong vision communicates to your participants, families, and community what you hope to accomplish with your afterschool and expanded learning program. Remember, when developing a vision, it is important to include families, youth representatives, volunteers, staff members, school faculty and administrators, and community organizations.

Directions: First, have individuals read the questions below and write down their initial thoughts. Next, meet as a group to identify the top priority answers to the questions and craft a vision statement out of them (a sample agenda is included on the following pages). After you have established your vision, be sure to post it prominently along with your organization’s mission.

Visioning Worksheet

Directions: Please complete the questionnaire below prior to our visioning meeting. It is important that everyone comes to the meeting ready to discuss their answers and engage in an open-minded process to turn our collective ideas into one succinct vision statement for our program.

1. What is our vision of where the program will be in 5 years? 10 years?

2. What does our program value?

3. What are our program’s strengths?

4. What is the most pressing need our program is trying to fill?

5. List three words that *must* be in our vision statement—these should be words that represent our key values and goals for the program.

| | |
|---|---|
| [Program Name] Visioning Meeting | |
| Agenda | |
| [Date] – [Time] | |
| Meeting Goals <i>Include three or four goals for the meeting. Any more will feel overwhelming, and fewer may make the meeting feel unnecessary.</i> | |
| [Start time] | Introductions and Agenda Description <ul style="list-style-type: none"> Ask participants to introduce themselves and their role, and to share one key value and strength from their list of answers to question 2 on the visioning worksheet. When you review the agenda, invite others to suggest additional topics that they would like to discuss. |
| [Start time + 10 minutes] | Priority Words <ul style="list-style-type: none"> On large pieces of chart paper, write down all the keywords that people came up with. Go around the room, asking each person in turn to share their words. When a word is repeated (or a very similar word is used), place a hash mark next to it to indicate it has been selected by more than one person and note any variations of wording for the same concept (e.g., “fun” and “enjoyable” might be grouped as one). When everyone has shared their words, discuss as a group, noting which words have multiple hash marks next to them. |
| [Time + 10 minutes] | Key Values and Vision for the Program <ul style="list-style-type: none"> Have participants pair up to share their answers to questions 1–3 and discuss key priorities (five minutes). Ask each pair to come up with one or two key points that they agree on and share them with the large group. Note the points on chart paper and highlight when any points overlap with another pair. Open things up to the large group for discussion. Try to identify consistent themes. |
| [Time + 20 minutes] | Draft Vision Statements <ul style="list-style-type: none"> Back in their pairs, ask each team to draft a vision statement based on the priority words and key themes raised during the first half of the meeting. When they have a statement, ask them to write it on a piece of chart paper and post it on the wall for everyone to see. |
| [Time + 15 minutes] | Vote and Discuss <ul style="list-style-type: none"> Discuss as a group. Did everyone vote on the same statement? Are they very similar? Very different? What stands out? Next, give each person a sticker (or simply ask them to write their initials) to vote for their favorite vision statement. Allow people to write in suggested edits to their favorite statement. Next, discuss as a group. Can you narrow it down to two? Is there a clear favorite? Are there wording changes that might make one perfect? You may need to do several rounds of editing, narrowing, and voting before you can finalize the vision statement. If there is a great deal of division between members of the group, you may need to end the discussion and offer to create a final draft for people to vote on or approve at a later time. How much time you have available to spend on this meeting, your willingness to allow partners to craft your vision, and the level of agreement among the group members will dictate how this part of the meeting unfolds. |



Pair-Share

State Goals

- Provide a stable, safe, and supportive environment to meet the needs of the target population
- Challenge youth to develop as learners
- Support the development of other skills necessary for student success
- Engage families in support of student learning

Local Goals, Activities, and Outcomes

| State Goal | Local Goal(s) | Expected Outcome(s) | Data Source(s)* |
|--|---------------|---------------------|-----------------|
| Provide a stable, safe, and supportive environment to meet the needs of the target population. | | | |
| Challenge youth to develop as learners. | | | |
| Support the development of other skills necessary for student success. | | | |
| Engage families in support of student learning. | | | |

Goal Setting Worksheet



In Chapter 2, you learned about the importance of creating a strong program vision and a set of goals related to how you are going to accomplish that vision. Having a clear set of goals can be important for ensuring that everyone associated with your program is working toward the same purpose.

Directions: This worksheet can be used to record both goal areas and specific goals. First, write down the vision statement you created with your stakeholders. Do not attempt to create goals without first knowing your vision. Next, think about the areas in which you want to set goals. Record these in the column on the left. A few examples are provided to get you started. Then, in the middle

column, record your specific goals for each area. Make sure your goals support your vision. Use the third column to indicate a timeline for achieving each goal (e.g., this month, this program year, within two years, etc.). Finally, use the last column to make notes about your goals—for example, you might include specific staff members tasked with overseeing the goal or notes on partnerships or resources that can help you accomplish the goal.

Goal Setting Worksheet – Example

Vision Statement

| Goal Areas | Specific Goals | Timeline | Activities/Notes |
|---------------------------------|---|------------|---|
| Programming | Ensure programming integrates youth development principles. | This month | Conduct a review of activity plans to see whether youth development principles are represented. |
| Fundraising | | | |
| SMART Outcomes (See Tool 38) | | | |
| Community Participation | | | |

Goal Setting Worksheet – Template

Vision Statement

| Goal Areas | Specific Goals | Timeline | Activities/Notes |
|------------|----------------|----------|------------------|
| | | | |
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| | | | |

Logic Model

- A logic model shows the steps that must take place to make your program goals happen.
- You can have one logic model for every major or overarching goal in your program.

Logic Model Planning Tool



In Chapter 2, you learned about the importance of developing a logic model to accompany your goals, action steps, and theory of change. A logic model helps you articulate how you are going to achieve your vision and goals by implementing specific strategies.

Directions: As we mention in the text, there are many different ways to create a logic model and many good resources out there to help you along your way. One of the best and most comprehensive is the W.K. Kellogg Foundation Logic Model Development Guide, which can be downloaded from their website (<http://www.wkkf.org>). We offer one simplified approach below to get you

started, but feel free to adjust, adapt, and seek out additional resources to support you as you develop a logic model that suits your program.

Step 1 – Bring Together Your Planning Group

A logic model should be developed in partnership with a strategic group—perhaps your advisory board or a group of representatives from your key stakeholder groups. It will likely take several meetings to develop your logic model. Ask people to commit to attending at least two or three meetings of at least two hours and to reviewing drafts between meetings. This can be a lengthy process, and it is important not to rush.

Step 2 – Determine the Scope of Your Logic Model

Together with your team, decide whether you are creating one logic model for your whole program or one for each major program goal. Based on this decision, talk about the level of detail you want to include.

Step 3 – Identify Your Components

As we stated in the text, a logic model shows the steps you need to take to make your program goals happen. It is your picture of how things will change and how you will achieve your intended outcomes. Most logic models contain five or six main components:

- Goals
- Objectives or action steps
- Inputs
- Activities
- Outputs (optional)
- Outcomes

Together with your planning team, use the table below to develop a list of things to include under each component. Don't worry about order and format right now. Just make a list under each column.

| Goals | Objectives or Action Steps | Inputs | Activities | Outputs | Outcomes |
|--|--|--|---|---|--|
| You developed your goals using Tool 37, so you shouldn't need to create new ones. Fill in the goals from Tool 37 here. | Take these from your goal-setting process. Fill in the steps you noted in Tool 37. | These are what you need to carry out the action steps, including staff, supplies, and space. Don't forget to put your program theory here; that is your most important input. | These are the actual activities staff members will do with young people. | These are the direct results of a program—usually the size or scope of services. | This is where your SMART outcomes from Tool 38 should go. You may want to break these up into two columns—one for long-term outcomes (sometimes called impacts) and one for short-term or intermediate outcomes. |
| <i>Example:</i> To provide a variety of arts classes after school | Partner with local arts organizations to facilitate on-site arts classes | <ul style="list-style-type: none"> • Local arts partners • Staff • Art supplies, messy space, and performance space | <ul style="list-style-type: none"> • Self-portraits • Dance • African drumming • Final showcase | <ul style="list-style-type: none"> • 150 middle school youth served annually | <p>Participants are able to talk about a variety of art media.</p> <p>Participants demonstrate improved skill in their chosen medium.</p> |

Step 4 – Develop a Presentation

For simplicity, you can use the grid above to show the progression of your program from goals to outcomes. At a minimum, you will want to take your lists from the above grid and put them in some kind of logical order so that it is clear how one component flows into another. Most logic models, however, have some kind of graphic representation of this progression that uses some combination of shapes and arrows. This can be as simple as putting arrows between the columns above or as complicated as creating a flowchart with different levels and types of boxes and arrows. Together with your team, determine whether you want to turn the grid and lists above into a graphic that shows the relationship of one item to another and how you want to do that.

A couple of key tips to keep in mind:

- Remember your audience. Make sure that you aren't using abbreviations or jargon and that others can understand what you have written.
- Keep it simple. A page crowded with boxes and words will overwhelm people. Do your best to simplify your language and create multiple logic models if you simply can't cut back.
- Use uniform shapes, line thicknesses, and fonts to avoid visual clutter.

Your Program Plan

Services for Students

G. Describe two of the core program activities that will address the following statewide 21st CCLC goal: **Programs will challenge youth to develop as learners** (i.e. academic enrichment activities). Your description should provide enough background for someone unfamiliar with the activity to understand it and should include answers to the following questions:

- How do these activities align with the academic needs of students?
- How will these activities improve academic performance?
- How will the program incorporate best practices, including research or evidence-based practices into these activities in order to help students meet challenging state and local standards? Include specific examples of the evidence-based practices that will be employed. **Note:** See the CCLC Grant Program Application Guidelines for a list of evidence-based practices for after school programs.

Limit to 3000 characters.

We are going to change the world!

Tutoring and homework help with support from school staff

STEM programming through partnership with the local museum

Youth leadership through service learning

Logic Model

- Which planned activities support your local goals and expected outcomes?
- What inputs are needed to support those activities?
- What outputs directly result from those activities to support your expected outcomes?



Pair-Share



Building in Continuous Improvement

Continuous Improvement through Ongoing Data Use

“Looking forward and gathering your data as you go along is much more effective than going back and trying to find evidence for what you did.

You can use your data in powerful ways to make a continued case for support of your program and to help build your long-term success.”

Beyond the Bell Toolkit, page 61

Linking Goals and Outcomes to Data

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Reflection



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