

ILLINOIS QUALITY AFTERSCHOOL



# Participant Workbook

21<sup>st</sup> Century Community Learning Centers  
New Grantee/New Project Director  
Orientation Workshop

Sponsored by the  
Illinois State Board of Education  
College and Career Readiness Division  
21<sup>st</sup> Century Community Learning Centers



# **21<sup>st</sup> Century Community Learning Centers New Grantee/New Project Director Orientation Workshop**

Illinois Education Association Professional Development Center  
Springfield, IL  
February 28, 2013

This workshop has been designed and planned by SEDL to meet the needs of 2013 cohort grantees and new project directors of the 2009, 2010, and 2012 cohorts operating Illinois 21<sup>st</sup> Century Community Learning Centers (CCLCs).

## **Workshop Goals:**

- To provide an opportunity for 21<sup>st</sup> CCLC grantees in Illinois to develop a vision for a high-quality afterschool program and to build a long-range plan for turning that vision into reality.
- To provide grantees opportunities to develop strategies for sustainability in six different, but interrelated tracks: management, programming, integrating K–12 and afterschool, communication, collaboration, and collecting and using data.
- To provide participants an opportunity to network and share information about afterschool resources.
- To provide participants, regardless of their level of experience and knowledge, a myriad of opportunities to address their specific concerns.

Participants will work in teams (one project director and one site coordinator per grantee) and participate in small group discussions with other grantee teams. Activities will include team and group interactive exercises, whole group discussions on issues pertinent to specific needs, presentations, and other appropriate adult learning techniques.

## **Presenters and Facilitators:**

### **SEDL**

- Marion Baldwin, Illinois Quality Afterschool Program, SEDL, Austin, TX
- Danny Martinez, Illinois Quality Afterschool Program, SEDL Austin, TX
- Catherine Jordan, Illinois Quality Afterschool Program, SEDL, Asheville, NC

### **ISBE**

- Marci Johnson, Division of College and Career Readiness, Springfield, IL
- Michael Hatfill, Division of College and Career Readiness, Springfield, IL
- Kristy Jones, Division of College and Career Readiness, Springfield, IL
- Sarah McCusker, Division of College and Career Readiness, Springfield, IL
- Sarah Ogeto, Division of College and Career Readiness, Chicago, IL
- Tiffany Taylor, Division of College and Career Readiness, Springfield, IL
- Mark Ribelin, Division of Federal and State Monitoring, Springfield, IL



## Agenda

- 8:00 a.m. – 8:30 a.m. Check-in, Continental Breakfast
- 8:30 a.m. **Welcome and Introductions**
- Quality Afterschool**
- Characteristics of High-Quality Afterschool Programs
  - ISBE Program Specifics
- Six Tracks Toward Sustainability**
- Management
  - Collecting and Using Data
  - Integrating K–12 and Afterschool
  - Programming
  - Communication
  - Collaboration
- Setting a Visionary Course**
- 5-Step Visioning Process
- 11:30 a.m. – 1:00 p.m. **Networking Lunch**
- 1:00 p.m. **Building Relationships**
- Communication Strategies
  - Linking with the School Day
  - Family and Community Partnerships
- ISBE Program Supports**
- Monitoring
  - Peer Mentoring
  - Technical Assistance
  - Professional Development
  - Resources
- Sharing What You Have Learned**
- Mini-Action Plans
- Closing Remarks**
- 4:30 p.m. **Adjourn**



## Sharing What You Have Learned

One of your main responsibilities is to transfer what you learn at this workshop to others working in your local program. To assist you with this responsibility each participant of the Orientation Workshop receives a copy of this workbook to use for note taking throughout the day, providing you with a record of the workshop proceedings.

PowerPoint slides will also be made available so that you can use them in training your own program. In addition to the workbook and PowerPoint slides, to the degree possible, the workshop facilitators will provide you with ideas and stories that you can use in your community/school/agency.

## During this Workshop

Throughout the workshop the project director and site coordinator will remain together and will be working with two or three other 21<sup>st</sup> CCLC programs. This way you should be able to network with at least two other programs.

At various times **you may be called upon to be a facilitator or recorder for your small group discussions**. If you are the facilitator, your task will be to guide the discussion and make sure everyone stays on track. If you are the recorder, note the major points from the discussion in your notebook and record on chart paper. Thank you in advance to all facilitators and recorders.

During the lunch session, you will find tables designated for URBAN/SUBURBAN 21<sup>st</sup> CCLCs and ones for RURAL 21<sup>st</sup> CCLCs. Please seat yourselves according to the table designation that best describes your program setting. This will allow everyone a better opportunity to network and share ideas and issues common to those you may have in your program.

To the degree possible, we encourage participants who have had prior afterschool experience to share their *best advice* with those who have little or no experience. You can identify our veteran grantees by the ribbons that are attached to their name tags.



## Mini-Action Plans

Mini-action plans allow you to apply what you have learned while your ideas are still fresh. This workshop will provide five opportunities — one for each session — for you to complete mini-action plans based on the workshop activities. The following page has a blank template of a mini-action plan that you can use in your own professional development activities.

### **Time Required:**

Short blocks of time throughout the training

### **Objectives:**

1. To develop action plans as you progress through the training.
2. To facilitate sharing lessons learned with your program.

### **Procedure:**

1. Use your workbook to record your learnings and ideas throughout the workshop.
2. Record action steps that you plan to take based on what you have learned on your mini-action planning templates.
3. Determine your primary plan of action based on what you have learned and be prepared to share some of your ideas at the end of the workshop.



## **Mini-Action Plan**

**What have I learned?**

**What are the important points for me?**

**How can I apply this after training?**

**How can I ensure that I use this?**



## Illinois 21<sup>st</sup> CCLC Program Knowledge

1. Your 21<sup>st</sup> CCLC program must be in operation a minimum number of hours each week. What is that minimum number?
2. Distinguish between a co-applicant, a program partner, and a subcontractor.
3. True or False: Family activities provided by your 21<sup>st</sup> CCLC program can only take place during non-school hours.
4. The Annual Performance Report serves two purposes. What are they?
5. True or False: Program funds cannot be used to cover transportation costs for program participants.
6. True or False: Every participant in your 21<sup>st</sup> CCLC program must be enrolled.
7. Quarterly expenditure reports must be done by what date following the end of the reporting period?
8. True or False: Your local evaluation must assess the quality of the academic enrichment component and the academic progress of the children enrolled in your 21<sup>st</sup> CCLC program.
9. Explain what the term “supplanting” means as related to the use of 21<sup>st</sup> CCLC funds.

### Bonus Question

10. What are the elements of a SMART goal?



# Quality Afterschool



## Defining Quality Afterschool

### Objectives:

- Participants will learn about the characteristics of high-quality afterschool programs based on insights from SEDL's 5-year study of successful afterschool programs, and other current research.
- Participants will review and understand their individual program objectives (found in your 21<sup>st</sup> CCLC grant proposal).

### Notes:



## 21<sup>st</sup> Century Community Learning Center Program Purpose

(ISBE 2012-13 RFP for 21<sup>st</sup> CCLCs)

**Purpose of 21<sup>st</sup> CCLC:** Title IV, Part B of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001*, authorizes the establishment of the 21<sup>st</sup> Century Community Learning Centers Program (21<sup>st</sup> CCLC). The purpose of the program is to provide opportunities for communities to establish or expand activities in community learning centers that serve primarily students who attend eligible schools with a high concentration of students from low-income families:

- Provide academic and enrichment opportunities for children in grades pre-kindergarten through 12 (Pk-12) particularly to help those children who attend high-poverty and low-performing schools meet state and local student academic achievement standards in core academic subjects;

*Core academic subjects:* include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;

- Offer academic, artistic, and cultural enrichment, opportunities to students and their families. Student activities must be provided during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). Family activities, however, are not restricted to non-school hours and may take place at any time;
- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs; and
- Offer literacy and related educational services to the families of participating children. Community learning centers established under the 21st CCLC program must provide a safe environment for students when school is not in session including safe travel accommodations to and from the center and home. In addition, the centers may serve the families of participating students by offering literacy and related educational development activities. The term *family* or *parent* in this RFP includes caregivers, guardians, and others, such as grandparents, who act in the stead of a parent.



## Illinois 21<sup>st</sup> CCLC Program Requirements

### Accessibility

- Program operates in a safe and easily accessible environment; meeting local standards and codes for public facilities.
- Program policy is in place regarding how participating students will travel safely to and from the center and home.
- Transportation costs for clearly and appropriately related project activities may be covered for program participants.

### Addressing Needs

- Program addresses needs in a culturally-competent and developmentally-appropriate manner to improve the academic performance of students.
- Program meets the needs of working families and students.
- Program ensures that families are able to participate regardless of fees, if charged.
- Program addresses the needs of homeless, neglected, delinquent, and migrant students and their families.

### Communication

- Program information is disseminated to the community in a manner that easily understandable and accessible.
- Program has in place a plan for school day connections and collaboration.

### Program Goals and Objectives

- Program activities and services are designed to improve student academic achievement, particularly in core learning areas, and to assist students in meeting Illinois Learning Standards (ILS) and local standards.
- Program is designed to reach targeted students and their families (i.e., secures the regular participation of those students and their families).
- Program supports college and career readiness skills for all students engaged in the program.
- Program promotes parent involvement, family literacy, and related educational development activities.

### Program Management

- Program management plan and timeline outline how program goals and objectives will be achieved within established timeframe and budget parameters.
- Program has processes for recruitment and retention of students, especially for those students most in need of program services.
- Program incorporates innovative and promising practices to support the enhancement of students' academic, social, and career skills.
- Program supplements rather than supplants programs already being provided to improve student achievement.
- Programming efforts contribute to accomplishing program goals and objectives



relative to performance measures and indicators.

- Program activities and services meet principles of effectiveness:
  - Identification of needs based on assessing objective data
  - Use of performance measures aimed at ensuring high-quality enrichment opportunities
  - Use of scientifically based research to provide evidence that the program or activity will help students meet the Illinois Learning Standards and local academic achievement standards.

### **Program Partners**

- For jointly run programs (i.e., partnerships between LEAs and non-LEAs), a Memorandum of Understanding (MOU) delineating the roles of each co-applicant, is in effect.
- Program partners are committed to sustain the project after the grant has expired.
- Program partners and subcontractors work as a team to ensure that project goals and objectives are accomplished.

### **Program Staff**

- Program staff receive professional development to assure their success in providing educational and related activities and in service to the continuous improvement and sustainability of the program.
- Detailed job descriptions are in place for all positions related to the project.
- Program has in place a plan for using senior volunteers, if applicable.



## Indicators of High-Quality Afterschool Programs

### Goal-oriented

- Set clear goals
- Predetermined, time-structured program
- Structure and content aligned to goals

### Leadership

- Strong leadership, empowered staff
- Effective program management, support, and resources

### Experienced Staff

- Well-trained, experienced staff
- Staff members relate well to students
- High social and academic expectations

### Intentional

- Linkage with day school; strong connections with school, district, community
- Curriculum linked to educational standards
- Predominantly “active learning” activities
- Use of research-based practices and motivational strategies
- Program offerings include three or more activities a day
  - Academic content:* homework/tutoring, enrichment, and social development
  - Literacy and math:* 3–5 times per week for 30–60 minutes
  - Arts and science:* 3–4 times per week for 45–120 minutes

### Student-centered

- Positive program environment
- Promote student engagement with meaningful activities
- Available opportunities for student practice

### Continuous Improvement

- Periodic evaluation to check program effectiveness
- Periodic assessment of student progress
- Reset goals according to evaluation results

From *What Works? Common Practices in High Functioning Afterschool Programs: The National Partnership for Quality Afterschool Learning Final Report* by D. Huang, J. Cho, S. Mostafi, and H. Nam, 2008, Austin, TX: SEDL and Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation (CSE), Graduate School of Education & Information Studies, University of California, Los Angeles. Copyright ©2008 by SEDL. Retrieved from <http://www.sedl.org/afterschool/commonpractices.pdf>. Adapted by Marion Baldwin with permission from SEDL.

Also from *A Practitioner's Guide: Building and Managing Quality Afterschool Programs* edited by C. Jordan, J. Parker, D. Donnelly, and Z. Rudo, 2009, Austin, TX: SEDL. Copyright ©2009 by SEDL. Retrieved from [http://www.sedl.org/afterschool/practitioners\\_guide\\_to\\_afterschool\\_programs.pdf](http://www.sedl.org/afterschool/practitioners_guide_to_afterschool_programs.pdf). Adapted by Marion Baldwin with permission from SEDL.



## **Mini-Action Plan**

### **Quality Afterschool and Grantee Objectives**

**What have I learned?**

**What are the important points for me?**

**How can I apply this after training?**

**How can I ensure that I use this?**



## Achieving Quality Afterschool

### Objectives:

- Participants will compare their program objectives to the various elements of quality afterschool programs.
- Participants will identify those program objectives on which they need to focus.

### Notes:





## Identifying Program Goals (continued)

4. Select one of your top priority objectives and align it with one or more “quality indicators” from the list on page 8. For example, the *Priority Objective* to increase student passing rate on reading ILS scores aligns with the following *Quality Indicators*: Aligned to educational standards. Well-trained staff. Linkages with day school.
  
5. Repeat Step 4 for all of your top priorities. (Use additional paper if necessary.)
  
  
  
  
  
  
  
  
  
  
6. What are some of the challenges or barriers you might encounter in accomplishing these objectives?
  
  
  
  
  
  
  
  
  
  
7. What resources are already in place that will help you accomplish these objectives?





## **Mini-Action Plan Achieving Quality Afterschool**

**What have I learned?**

**What are the important points for me?**

**How can I apply this after training?**

**How can I ensure that I use this?**



## Six Tracks Towards Sustainability

There are many facets that enhance or impede the possibility of **sustaining** your afterschool program after the state grant funding is finished. Understanding that these six tracks encompass all the areas of your program is your first step toward sustainability.

- Management
- Integrating K–12 and Afterschool
- Communication
- Collecting and Using Data
- Programming
- Collaboration

Our next activity, developing a vision for your afterschool program, focuses primarily on the management and communication tracks; however, it will be important for you to understand how all of these tracks work in tandem to help you build a high-quality and sustainable program.

### Notes:



# A Visionary Course



## 5-Step Visioning Process

### Step One: Visioning (10 minutes)

What is a “generic” vision for where our 21<sup>st</sup> CCLC afterschool programs will be in 5 years?

### Step Two: Identify the Challenges (10 minutes)

List some of the “generic” challenges or barriers to the vision.

### Step Three: Prioritize the Challenges (5 minutes)

Using voting, rather than discussing, identify the top 1 or 2 challenges.

### Step Four: Identify Needs/Assets (10 minutes)

Using the challenge that received the highest votes, list needs and resources and assets.

### Step Five: Strategizing (10 minutes)

Looking over the needs and assets, brainstorm possible strategies to address the identified challenge.

From *21<sup>st</sup> CCLC Visioning: The Planning Process Workbook* by Pat Edwards, 1999, Flint, MI: National Center for Community Education. Copyright © 1999 by the National Center for Community Education. Reprinted by SEDL with permission from the author.



## 5 Step Visioning Process (continued)

Is the vision stated in the present tense?

Does it describe a future condition?

Is it short and does it lend itself to a “slogan”?

Does it call for changes in what exists now?

Can it be used as a basis for direction, making decisions and building long-range plans?



# Visioning Worksheet

## 1. Vision Statement

## 2. Identify and Prioritize Challenges



## Visioning Worksheet (continued)

Number One Challenge:

### 3. Identify Needs and Assets

Needs

Assets

### 4. Strategies



## Networking Lunch

During the lunch session, you will find tables designated for URBAN/SURBURBAN 21<sup>st</sup> CCLCs and ones for RURAL 21<sup>st</sup> CCLCs. Please seat yourselves according to the table designation that best describes your program setting. This will allow everyone a better opportunity to network and share ideas and issues common to those you may have in your program.

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### Best Advice:



# Building Relationships



## Building Relationships

### Objectives:

- Participants will identify communication strategies that will help them develop relationships with stakeholders.
- Participants will review strategies for and understand the importance of linkages between the afterschool program and the school day.
- Participants will review collaboration strategies that can help them develop partnerships with other organizations.

### Notes:



## Building Relationships (continued)

**Notes:**



<b>Building and Maintaining Helpful Relationships</b>		
<b>Group or person(s) involved</b>	<b>What are their job-related needs?</b>	<b>What afterschool needs can they provide?</b>
School Custodian/Maintenance Staff		
School Secretary/Office Manager		
School Classroom Teachers		
Other School Staff		



<b>Building and Maintaining Helpful Relationships (continued)</b>		
<b>Group or person(s) involved</b>	<b>What are their job-related needs?</b>	<b>What afterschool needs can they provide?</b>
School Principal/Administrators		
Parents of Afterschool Attendees		
Community Members		

# Factors Influencing Successful Collaborations

**Environment**

**Membership Characteristics**

**Process/Structure**

**Communication**

**Purpose**

**Resources**

## **Mini-Action Plan Building Relationships**

**What have I learned?**

**What are the important points for me?**

**How can I apply this after training?**

**How can I ensure that I use this?**

# Program Supports

# Monitoring

*(For Your Notes)*

## **Mini-Action Plan Monitoring**

**What have I learned?**

**What are the important points for me?**

**How can I apply this after training?**

**How can I ensure that I use this?**

## Peer Mentoring

## Technical Assistance

## Professional Development

## Resources

## Acronyms

In the field of education, including afterschool, there is an abundance of acronyms that are commonly used. The list below includes several of the acronyms you may often come across.

APR	Annual Performance Report
CCR	College and Career Readiness
CPS	Chicago Public Schools
DUNS	Data Universal Numbering System
eGMS	Electronic Grants Management System
ELA	English Language Arts
ELL	English Language Learners
ELO	Expanded Learning Opportunities
ELT	Extended Learning Time
ESEA	Elementary and Secondary Education Act
F&D	Funding and Disbursements
FFATA	Federal Funding Accountability and Transparency Act
FRIS	Financial Reimbursement Information System
GPRA	Government Performance and Results Act
ILS	Illinois Learning Standards
ILSC	Illinois School Code
<a href="#">ISBE</a>	<a href="#">Illinois State Board of Education</a>
ISC	Intermediate Service Center
<a href="#">IQA</a>	<a href="#">Illinois Quality Afterschool</a>
IWAS	ISBE Web Application Security
LEA	Local Education Agency
PBL	Problem-based Learning or Project-based Learning
PD	Professional Development or Project Director
PDAG	Professional Development Advisory Group
PPICS	Profile and Performance Information Collection System
RCDT	Region County District Type code
ROE	Regional Office of Education
SEA	State Education Agency
<a href="#">SEDL</a>	<a href="#">(former name) Southwest Educational Development Lab</a>
SEL	Social Emotional Learning
SPED	Special Education
STEM	Science Technology Engineering Math
Y4Y	You for Youth
<a href="#">21<sup>st</sup> CCLC</a>	<a href="#">21<sup>st</sup> Century Community Learning Centers</a>



## Personal Notes

## Contact Information for New Colleagues

**Name:**  
**Email:**  
**Phone:**

**Name:**  
**Email:**  
**Phone:**

**Name:**  
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**Phone:**

Illinois State Board of Education  
Division of College and Career Readiness



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