NEW PROJECT DIRECTORS’ ORIENTATION WEBINAR

PART 2 — QUALITY AFTERSCHOOL

November 20, 2013

ILLINOIS QUALITY AFTERSCHOOL

SEDL
WEBINAR TOPICS

Characteristics of Quality Afterschool

Relationships: Key to Program Success

Essential Elements for Sustainability
QUALITY AFTERSCHOOL
SMART GOALS

Specific

Measurable

Achievable/Adjustable

Relevant/Realistic

Time Bound
EVALUATION

Periodic evaluations of the program are conducted to assess its progress toward achieving goals as stated in the grant proposal.

Program uses data to inform decision-making.
Program services are directed to students most in need

Place emphasis on academic improvements, particularly basic skills

Provide academic content instruction for 45–105 minutes daily, 3–4 days a week

PROGRAM STRUCTURE

ILLINOIS EXPECTATION

- Programs operate a minimum of 12 hours a week for a minimum of 28 weeks per year.
PROGRAM STRUCTURE

SEDL NATIONAL PARTNERSHIP FINDINGS

• Focus on developing higher order thinking skills

• Place emphasis on exposures, enrichments, and personal experiences

• Provide programming for families of students enrolled in afterschool

INSTRUCTION

SEDL NATIONAL PARTNERSHIP FINDINGS

• Use scaffolding techniques correlated with grouping strategies

• Constantly shift instructional strategies
  
guided work → group work → pairs work
  self-paced work → guided work

INSTRUCTION

SEDL NATIONAL PARTNERSHIP FINDINGS

• Focus on actual practices to motivate student interest and make learning fun

• Emphasize students making connections on their own

• Use “real world” approach to infuse learning process with cultural and social experiences relevant to students’ lives

Program staff regularly participate in professional development offerings, i.e., conferences, workshops, staff meetings

Relevant

Ongoing
PROFESSIONAL DEVELOPMENT & TECHNICAL ASSISTANCE

- new grantee orientation
- spring conference
- fall workshop
- special topic workshops
- webinars
- quarterly newsletter
- peer mentor support
- site visits
- conference calls
- resource bulletins
HIGH-QUALITY PROGRAMS

- Set clear goals
- Design activities to achieve goals
- Align content with standards
- Link with school day
- Use research-based practices
HIGH-QUALITY PROGRAMS

- Provide positive program environment
- Use motivational strategies
- Promote student engagement with meaningful activities
- Provide opportunities for students to practice
- Review student progress with periodic assessment
HIGH-QUALITY PROGRAMS

• Implement effective program management
• Check program effectiveness with periodic evaluation
• Reset goals according to evaluation results
CONTINUOUS IMPROVEMENT MODEL

From "Identifying Quality Indicators: A Study of Afterschool Promising Practice Sites" by Z. Rudo, April 2008. [PowerPoint presentation] at AEFA, Denver, CO.
RELATIONSHIPS
SEDL NATIONAL PARTNERSHIP FINDINGS

- Engage students through activities
- Provide students with opportunities for social development (groupings, collaborations, cooperative learning)
- Provide democracy in the classroom
- Provide character building program

RAPPORT WITH STUDENTS

SEDL NATIONAL PARTNERSHIP FINDINGS

• Provide motivational support
• Provide high expectations
• Provide consistent rules

LINK TO SCHOOL DAY

- Strong leadership connecting afterschool with school, district, and community

- Formal system of communication between school day and afterschool staff, including sharing data on academic performance

- Coordination between school and afterschool staff trainings

- Connections to learning objectives of school day to increase student achievement
COMMUNICATION WITH SCHOOL DAY

SEDL NATIONAL PARTNERSHIP FINDINGS

• Mostly casual forms of communication with day school teachers on an “as needed” basis

• Some communication methods are more intentional, especially with district-run programs

• Homework is usually the key topic

RELATIONSHIP WITH FAMILIES

• Offer programming for families designed to increase engagement

• Communicate with families using a variety of strategies

• Families feel positive about program’s information sharing

• Families have high value for the program
“When parents talk to their children about school, expect them to do well, help them plan for college, and make sure that out-of-school activities are constructive, their children do better in school.”

PARTNER WITH COMMUNITY

- Engage community in activities, committees, and events
- Inform and gain support of local officials, school administrators, business partners, and other community members
- Build collaborative “win-win” partnerships
- Community has high value for the program
SUSTAINABILITY

It is more than just funding!

It begins with decisions about
Leadership
Staffing
Partnerships
Communications
and hundreds of other decisions
SIX TRACKS TO SUSTAINABILITY
MANAGEMENT

- Management structure
- Staffing
- Operating procedure
- Proper use of funds and resources
EVALUATION

• Showcase project strengths
• Identify opportunities for growth
• Aimed at continuous improvement
• Long-range evaluation plan
PROGRAMMING

- Balanced approach
- Learning opportunities must be intentional
- Enrichment activities must be content-rich and aligned with standards
- Increasing student participation with interesting and diverse enrichment opportunities
- Honoring student voice
INTEGRATION

• Expanding learning beyond the school day

• Building relationships with school staff focused on student learning and development
COMMUNICATION

• Developing effective internal and external communications
• Targeting your audience
• Telling your story
SHARING SUCCESS

Who needs to know about your program?

Why is it important for them to know?

What do you want them to know?

What do you want them to do?
  Be aware?
  Engage?
  Take action?
  Share?
COLLABORATION

• Finding partners with compatible goals
• Establishing mutually beneficial relationships
• Structuring a collaborative leadership system
COLLABORATION ALLOWS US TO ACCOMPLISH TOGETHER WHAT WE COULD NOT ACCOMPLISH ALONE.
QUESTIONS & ANSWERS