



# A ONE-STOP–SHOP: A TOOLKIT FOR YOU, YOUR PROGRAMS, AND YOUR TEAMS

NITA M. LOWEY 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS 2022  
VIRTUAL SPRING CONFERENCE

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# Welcome and Introductions



In the Chat -

- Name
- Title, Organization
- City
- Years working in afterschool

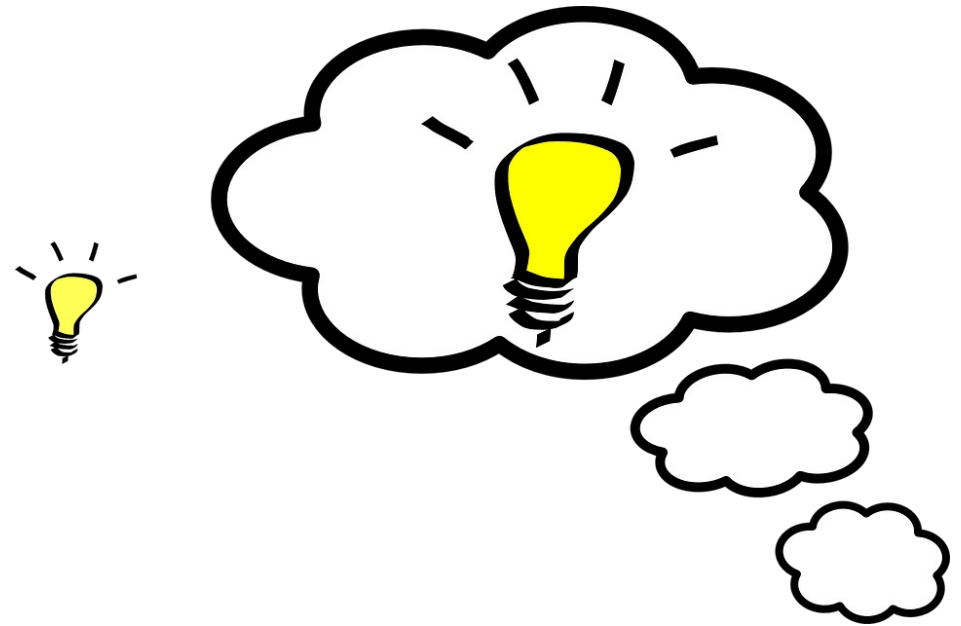
# Welcome and Introductions



- Be curious and listen to understand.
- Be authentic and welcome that from others.
- Be purposeful and to the point.

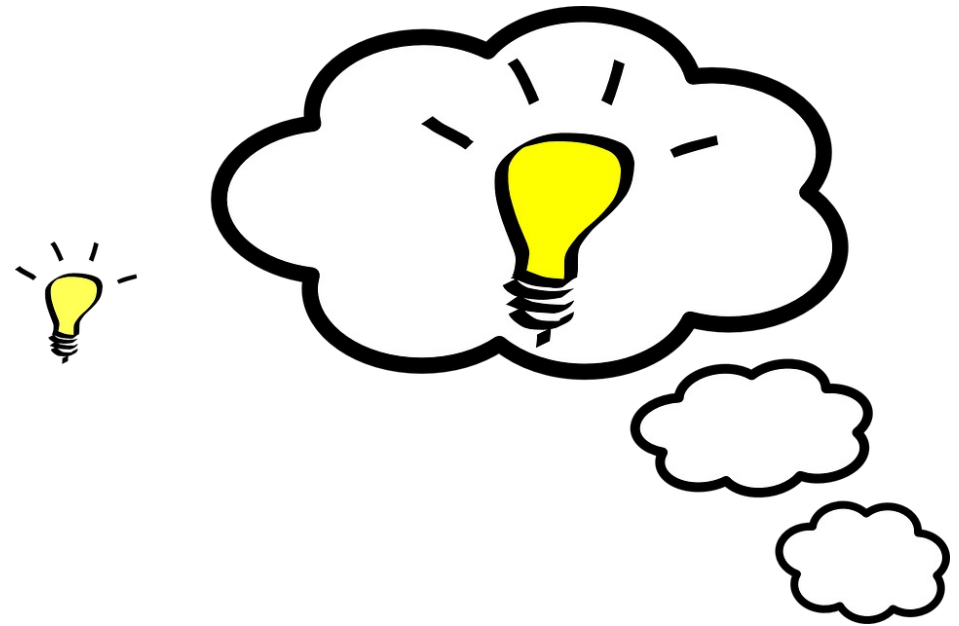
# Big Questions

- What are your **hopes and/or concerns** for your community that you believe **high-quality afterschool programs can help address?**



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- What are your **hopes and/or concerns** for your community that you believe **high-quality afterschool programs can help address**?
- What did you **hear**?



# Grounding



*“Find something you're passionate about and keep tremendously interested in it.”*

*- Julia Child*

# Beyond the Bell- Overview

A quick introduction to the toolkit layout, contents, and applications

# Beyond the Bell<sup>®</sup>

Beyond the Bell<sup>®</sup> 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.



# Theory/Rationale

- Grounded in principles of **positive youth development**.
- Built around the idea of **continuous** quality improvement.



# Continuous Program Improvement



**Develop** programs using sound processes.

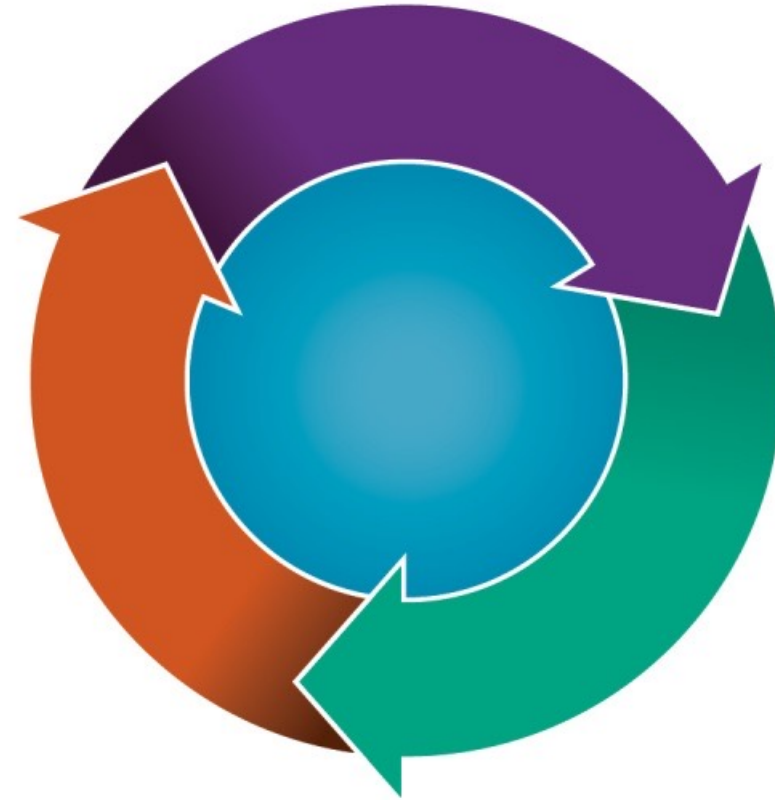
**Implement** those programs by employing quality practices.

**Evaluate** the implementation of the program.

Use the data from the evaluation activities to continually **improve** the program.

# Structure

- Six chapters
  - Program Management
  - Program Design
  - Partnerships and Collaboration
  - Program Delivery
  - Evaluation
  - Improvement
- 96 tools



# Using the Features of this Toolkit



The cycle graphic identifies where you are within the continuous improvement cycle. The graphic is located at the beginning of each chapter and at the bottom of each page.



The pencil points out practical tips and reminders.



The arrow refers you to related content in other chapters.



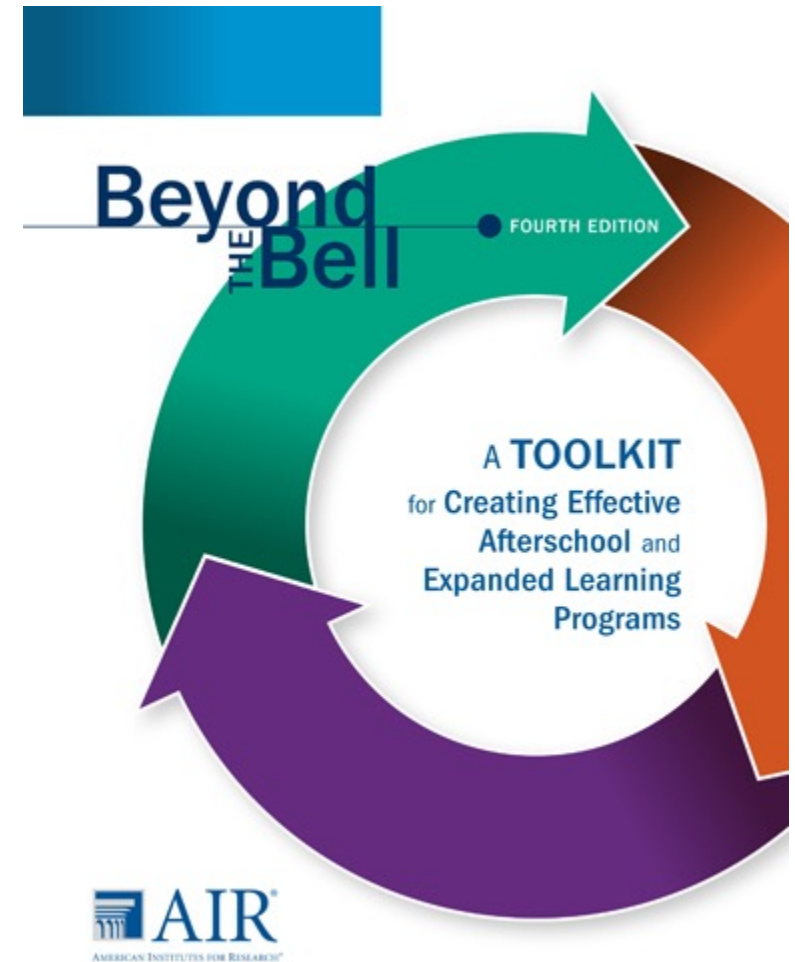
Voices From the Field are true stories that describe what programs in the field are doing.



The Points to Remember at the end of each chapter summarize the chapter's main ideas.

# Other Features

- Online website with access to tools and other resources;
- Virtual training of trainers materials and live sessions (coming soon!)





# Making the Toolkit Work for You

# Chapter 1: Management

Developing foundational structures, policies, procedures, and practices that are critical to successfully operating a program.

# Key Topics

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- Vision and Goals
- Advisory Board
- Policies and Procedures
- Resources Management
- Staffing
- Communication



# Vision and Goals

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It is always good to revisit your vision, goals, and theory of change for achieving intended outcomes before you put plans and resources into place.

## Visioning Worksheet and Meeting Agenda

# Vision & Goals

- *What is our vision of where the program will be in 5 years? 10 year?*
- *What does our program value?*



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?

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2. What does our program value?

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# Advisory Boards

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Advisory boards usually include members drawn from the following groups:

- School administrators
- Teachers
- Family members
- Community members
- Business leaders
- Local political figures
- Youth

# Staffing

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The most important component of an afterschool and expanded learning program's operation is its staff.

Specific attention should be given to:

- Hiring and retention
- Professional development
- Reflection
- Progression

# Hiring

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The balance between education, experience, and personality will depend on your program's offerings, circumstances, and preferences.

- Helpful Steps for Recruiting Program Staff (p. 30)
- Tips for Hiring Full-Time School-Day Teachers (p. 31)
- Working With External Partners (p. 32)

# Data-Driven Decision-Making

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# Making Sense of Your Data

- What data do you **currently collect**?



DATA



KNOWLEDGE



ACTION

# Creating a Culture of Data Analysis and Discussion

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1. Discuss with your program team the following questions:
  - What **themes or trends** do you see? Brainstorm reasons for these trends. Do you need additional information?
  - What is surprising? What is not surprising?
2. Map out the possibilities for **making changes** based on what the data tell you.
3. Decide on a **communication** method for any decisions you make.



# Data Discussions

Beyond  
THE  
Bell



In Chapter 6, you learned that it is important to review data from your program on a regular basis and use them to make changes and improvements. Incorporating data discussions into your staff meetings and other regular conversations can be an important part of establishing a culture of data collection and use.

*Directions: This tool describes some common types of data and tips for using and discussing them on a regular basis with your staff and advisory teams.*

## Tool 91 Data Discussions

### Data Type: Youth Participation Data

#### Ways to use data for planning:

- Look at the average daily attendance for each activity or program—look for patterns. Do certain types of programs have high attendance while others have low attendance? Are there certain days of the week that have higher attendance than others? Do certain instructors or staff members have better attendance than others? Are there certain times of year (e.g., right before and after vacations) where attendance appears to be low?
- Think about programmatic changes you can make to boost attendance. For example, if attendance is low on Fridays, consider offering high-quality programs on that day, or create a “Fun Friday” program with

What would you do if the data showed that the children and adolescents that you serve at School A rate social media as their biggest issue?

# Reflection and Close

# Final Questions

Based on the goals you set for the meeting today and the information we've shared so far...

- What else do you need or want to know?
- How can AIR support you to learn more or apply what you've learned?



# AIR Recommendations and Next Steps





# Thank you!

**BEYOND** the **BELL**

at American Institutes for Research ■