THE **AFTER-SCHOOL** PROGRAM
HANDBOOK FOR SCHOOL SITE LEADERS

THE CALIFORNIA STATE UNIVERSITY and
THE DAVID AND LUCILE PACKARD FOUNDATION
2011

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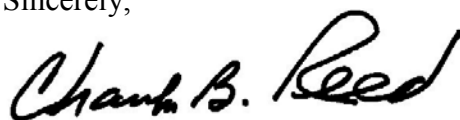www.calstate.edu/teacheered/csu-asp

July 11, 2011

Dear Colleagues,

The California State University and the David and Lucile Packard Foundation recognize the unique contributions of After-School Programs to student learning in California. Consequently, it is our pleasure to share with you the *After-School Program Handbook for School Site Leaders*.

This newly released handbook is designed to help your school take full advantage of the state's publicly supported After-School Programs in support of your students' learning. It addresses such wide-ranging areas as homework and academic support, math and science, visual and performing arts, physical fitness, and students' social and personal development.
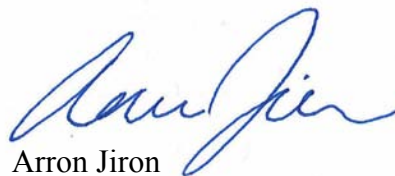
The handbook identifies specific action steps in creating a robust alignment between students' in-school and after-school learning. It includes a full range of suggestions for connecting curriculum and instruction, for preparing school site and after-school staff to work together, and for drawing upon after-school learning resources to expand upon and strengthen in-school learning opportunities and to connect with families.

The handbook has easy-to-use checklists, electronic resources, and suggestions related to program planning, funding, and implementation, and we hope that you will find the handbook to be a valuable resource. It will help to ensure that all resources for advancing success of California students are utilized effectively and in a coordinated fashion.

Sincerely,

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Acknowledgements

The goal of the handbook is to provide guidance in developing and sustaining programs that provide engaging and enriching extended learning experiences, particularly for those students most at risk for failure or under-performance during the traditional school day. Contributors drew upon a depth of published research and a breadth of practical resources available for use in the construction and monitoring of after-school programs. Contributing authors also shared their own knowledge and experience in providing descriptions of best practices in high-quality programs.

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Special Appreciation

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1.1 Benefits and Opportunities After-School Programs Provide

A growing body of research, including a decade of studies reviewed by the Harvard Family Research Project, indicates that after-school programs can have a powerful, positive influence on students in terms of better attitudes toward school, higher attendance, less disciplinary action, higher academic performance as measured both by grades and standardized tests scores, and deeper engagement in learning. After-school programs vary greatly in their design, their implementation, and their influence on students' learning.

Key Question: What benefits and opportunities do after-school programs provide?

After-school programs offer extensive opportunities for students to develop their talents, build bonds with positive role models, and improve their academic performance.

- An after-school program can provide more time for students in a rich, engaging learning environment that should include:

    o   Further development of social skills;
    o   Homework and academic support;
    o   Access to library and technology resources;
    o   Hands-on mathematics and science activities;
    o   Visual and performing arts;
    o   Physical fitness activities;
    o   Service learning, apprenticeships, and leadership opportunities; and
    o   Parent involvement.

1.2 California's After-School Programs

The California Afterschool Network, established in 2006, builds partnerships among all after-school partners to support opportunities for mutual learning. The weekly listserv provides updates on resources, research, policy, events, and public awareness campaigns.

The California Department of Education provides training and technical assistance uniquely designed to fit the needs of local before- and after-school program grantees in each of the 11 service regions in the California County Superintendents' Educational Services Association.

1.3 Support for After-School Programs

The After School Education and Safety Program (ASES) is a result of the 2002 voter-approved initiative, Proposition 49, which amended the California Education Code to expand and rename the 1998 Before and After School Learning and Safe Neighborhood Partnership Program. The ASES Program funds the establishment of local after-school programs to provide literacy, academic enrichment, and safe constructive alternatives for students in kindergarten through ninth grade.

Several California communities have enacted ordinances reserving specific funds for child, youth, and family services, including after-school programs. Districts may leverage existing funds and infrastructure support for community based organizations and school sites receiving federal (21st Century Community Learning Centers program) or state ASES funding to create comprehensive after school programs.

1.4 Site Leaders and After-School Programs

To prepare all students with 21st century skills, it is critical that site leaders develop a vision of after-school programs as integral to enriched learning opportunities.

- Integrating learning opportunities in after-school programs and school-based learning requires site and district leadership to work in collaboration with all teachers and the community.

- To address the developmental needs of learners, leaders have an ethical responsibility for facilitating the design and monitoring the implementation of after-school programs that facilitate high-quality learning for all students.

Notes and Action Steps:

Web Resources and References

After School Education and Safety (ASES) Program: www.ce.ca.gov/ls/ba/as
Afterschool.gov: www.afterschool.gov

U.S. Department of Education What Works Clearinghouse. *Increased Learning Time: Beyond the Regular School Day.* http://dww.ed.gov/Increased_Learning_Time/topic/?T_ID=29.

SECTION 2. THE ROLE OF SCHOOLS IN THE DELIVERY OF AFTER-SCHOOL PROGRAMS

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2.1 Establishing the Vision for an After-School Learning Program

Schools are in the process of reforming the way educators think about the school day. There is insufficient time in the current school day to provide the academic essentials and a breadth of enrichment activities for all students. Under the No Child Left Behind legislation, the amount of time devoted to English language arts and mathematics instruction has increased from 41 percent to 58 percent, while time allotted for science and social studies has decreased from 30 percent to 21 percent. Noticeably, instructional time for art, music, and physical education has also decreased from 17 percent to 12 percent (Center on Education Policy, 2008). Extending the current six-hour school day by two to three more hours will provide time for additional academic instruction, physical fitness activities, and enrichment opportunities.

Key Question: What should students experience during these extra hours?

As we reframe the school day, we must consider rethinking how to deliver instruction to support students in an after-school program as a team effort (including school site and district leaders, teachers, students, parents, and community members).

- A vision for the after-school program should include:

    o Flexibility in learning;
    o Effective utilization of technology;
    o Extension and expansion of regular or early day classroom learning;
    o Incorporation of the Common Core Standards; and
    o Collaboration among teachers, principals, after-school directors, staff, parents, and community members.

2.2 Developing a Plan for Implementing the Vision

To implement a clear, compelling vision, several key elements are necessary:

- Establish a site administrator accountability system for the success of the entire learning day.

- Create a governance model that incorporates joint stakeholders at all school levels.

- Merge the instructional staffs from both time segments of the learning program.

  - o Expect the after-school staff to extend and expand the curriculum.
  - o Align expectations of the program with the whole school learning vision.
  - o Provide support for after-school staff to attend professional development.
  - o Support mutual professional engagement for all staff members.

- Create a multifaceted communication plan:

  - o Use school communication tools, including school newsletters, school websites, e-mail, and phone trees to encourage involvement in after-school learning.
  - o Develop a system to capture the learning opportunities presented through community resources such as museums, theatres, and civic agencies.
  - o Focus the plan on recruitment and retention of students.
  - o Measure and report student and system success through a series of success criteria related to district and/or school strategic plans, i.e., participation, budget, test scores.
  - o Expect an annual audit of the program from the district.

- Establish critical dimensions of the after-school program that address:

  - o Appropriate length of learning day;
  - o Level of student choice;
  - o The role of the arts and mind-body learning in traditional academic areas;
  - o Focused club learning;
  - o Academic support in mathematics, reading, language arts, writing, science, and social science;
  - o Enrichment in key art forms;
  - o Expansion of learning opportunities in the sciences and technology; and
  - o The mind-body connection through physical and nutritional activities.

- Develop weekly lesson/activity plans aligned with district/school curricular standards.

- Create an open system that, in practice and spirit, utilizes all learning space, instructional materials, and technological resources for students throughout the entire learning time span.

- Develop a handbook for the After-School Program intended for school/district administration:

  - o Task a key stakeholders group to propose a product to the principal and/or superintendent.
  - o Address topics that the after-school program includes such as hours, safety, district policies, etc.

- Merge the learning programs into a whole day learning system that creates a flexible approach for learning and teaching options:
    - o Include the School Site Council in the design and oversight of after-school programs.
    - o Incorporate after-school programs into the School Site Plan.
    - o Use the Professional Learning Community process, including after-school staff, in grade-level meetings, department meetings, and data team meetings to guide the direction of programs.
    - o Consider using instructional coaches in the learning design process.
    - o Create a design to maximize learning options in a broad time context.

2.3 Monitoring and Evaluating the Program

- Design a comprehensive system to monitor and evaluate the program to determine if needs of students, staff, parents, and school communities are being met and program goals are achieved. A quality program monitors and assesses the following:

    - o Use of data about student academic performance;
    - o Student attendance;
    - o Community partnerships and collaboration;
    - o Parental involvement;
    - o Program environment and safety;
    - o Use of time that engages students;
    - o Teacher participation and leadership;
    - o Curriculum alignment and linkages with the school day;
    - o Collaboration between regular day and after-school staff;
    - o Quality of the nutrition and wellness program activities;
    - o Academic support;
    - o Enrichment activities; and
    - o Communication.

- Collect data from a variety of sources including:

    - o California Standards Tests (CST), California English Language Development Test (CELDT), and local assessment benchmark scores;
    - o Attendance records;
    - o Surveys of students, parents, teachers, after-school staff, and leaders;
    - o Walk-through observations of the program;
    - o Community focus groups;
    - o Review of communication documents; and
    - o Review of after-school staff weekly plans.

2.4 Checklist for Implementing the Program Vision

☐ Establish collaborative partnership with principal, after-school director, and regular teachers for linking with school goals.

☐ Create and maintain clear communication systems with principal, after-school staff, regular teachers, and parents.

☐ Review current research on successful after-school programs.

☐ Identify major components of the program.

☐ Provide structured activities utilizing various school and community resources to maximize student learning.

☐ Monitor use of school facilities to deliver the program.

☐ Monitor program budget for effective use of funding.

☐ Develop and implement a student recruitment plan.

☐ Create a program handbook outlining operations, rules, policies, and regulations.

☐ Determine program monitoring plan for attendance, academic growth, and evaluation.

Notes and Action Steps:

Web Resources and References

Center on Education Policy: *NCLB Narrows the Curriculum*. February, 2008.
www.nea.org/home/17993.htm

U.S. Department of Education Institute for Education Sciences Practice Guide. *Structuring Out-of-School Time to Improve Academic Achievement*. http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

SECTION 3. LINKING AFTER-SCHOOL LEARNING INTO THE SINGLE SCHOOL PROGRAM

> ü **Seamless Flow of Interconnected Learning**
> ü **High-Quality Learning Environment**
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3.1 Seamless Flow of Interconnected Learning

"Aligning school day learning with afterschool programming exemplifies the concept of using our knowledge of how children learn best by integrating proven strategies to acquiring and reinforcing knowledge" (NAESP & NAA, 2010).

Key Question: What are the strategies that will increase student knowledge and development in an after-school program?

- Blend after-school learning with regular day program:

  - Incorporate after-school learning into the fabric of the school's overall learning program. Work with the whole student to provide optimal opportunities for academic, interest, and talent enhancement. Student data such as CST, CELDT, and local benchmark scores should be used to inform program design and refinement.
  - Support and enhance school goals in the after-school program. Homework assistance is provided. Academic progress is monitored, analyzed, and discussed frequently. The program is flexible to adjust to changing individual student needs.
  - Enrich student learning through a broad range of activities in the arts, sciences, and technology. Opportunities are available to explore and use inquiry to develop thinking skills, identify talents, and expand knowledge base.
  - Pique individual student interests through development of student clubs for upper elementary, middle, and high school students that focus on particular creative talents and interests. Use a model of extra-curricular activities such as those found in successful high schools to introduce constructive alternatives for student engagement.
  - Develop healthier students through structured physical activities and better nutrition knowledge. Focus on building team spirit, developing kinesthetic skills, participating in recreational activities, and engaging in healthy competition.
  - Maximize the after-school staff support, fiscal resources, and additional time in the school learning day to support the school's learning program.
  - Support collaborative relationships with community partners as important stakeholders in the school's after-school program through contributions of time, expertise, and resources.

3.2 High-Quality Learning Environment

"Through strong core instruction combined with individualized support, expanding learning time can ensure that at-risk students keep up academically; develop attachments to school through such activities as sports, arts, and drama; and develop the beliefs and behaviors consistent with success" (Gabrieli, 2010).

- A high-quality learning environment provides opportunities for students to:

  - o Master core academic subjects;
  - o Practice new skills;
  - o Receive individualized instruction and tutoring;
  - o Engage in a broad array of topics; and
  - o Experience the arts, music, drama, and sports (Gabrieli, & Goldstein, 2008).

- School staff is mindful of students' emotional, social, physical, and academic health.

3.3 Checklist for Linkages with the Regular School Day

- ☐ Equity, social justice, and cultural diversity are evident in the after-school program.

- ☐ Academic standards are woven throughout the after-school program.

- ☐ A variety of instructional strategies are utilized to support the academic program.

- ☐ Enrichment activities, including visual and performing arts, as well as games and physical activities, are appropriate to the student age levels and enhance their learning, skills, and abilities.

- ☐ The activation and development of student interests drives the program design process.

- ☐ Experiential learning extends lessons and units taught in the regular day program.

- ☐ After-school director participates actively in the school governance council.

- ☐ Teachers and after-school staff collaborate on academic assistance needed by students.

- ☐ Teachers are knowledgeable about academic activities in the after-school program and how they support what they are focusing on in the classroom.

- ☐ A systematic evaluation process is established to measure the success of the blended system.

☐ Student progress is assessed and analyzed on a regular basis. Student attendance is monitored. Information is provided to regular classroom teacher.

☐ Communication occurs among the principal, teacher leaders, after-school director, and staff.

☐ Parents are consistently consulted and informed about student progress in the program.

☐ Forums for teachers and after-school staff to collaborate on student learning and development are established. These should include: teacher involvement in after-school programs, after-school staff membership on School Site Councils, and visible after-school staff and student participation in school activities such as back-to-school nights, parent conferences, open house, etc.

Notes and Action Steps:

Web Resources and References

Gabrieli, C. 2010. More time: more learning. *Educational Leadership*.

Gabrieli, C. & Goldstein, W. 2008. *A Time to learn: How a new school schedule is making smarter kids, happier parents, and safer neighborhoods,* San Francisco: Jossey-Bass.

National Association of Elementary School Principals and The National After School Association. 2010. *Leading a new day for learning*.

SECTION 4. PLANNING FOR EFFECTIVE AFTER-SCHOOL PROGRAMS

> ü **Benefits of Effective After-School Programming**
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4.1   Benefits of Effective After-School Programming

Findings from research and evaluation studies conducted during the past 10 years indicate that well-planned, well-structured, and well-implemented after-school programs promote positive academic and social-emotional development, prevent high-risk behaviors, and promote wellness outcomes for youth. Such programs present multiple opportunities to reduce academic achievement gaps among subgroups of students and can lessen at-risk behavior including gang involvement, substance abuse, sexual activity, and other conduct that frequently leads to school disengagement and/or drop-out.

Key Question: What are the program structures that promote positive outcomes for students in an after-school program?

- Effective planning requires:

    o Strong commitment from site administrators to make high-quality after-school programming part of the overall instructional program at their schools;
    o Recruitment and retention of quality staff who are well trained to provide academic, social-emotional, prevention, and wellness support for youth and families;
    o Collaborative partnerships between regular day and after-school staff so that after-school learning is used for remediation and enrichment activities that are aligned with the regular day curriculum;
    o Access to after-school programs at reasonable cost;
    o Partnerships among the program and other places where learning occurs (e.g., families, community institutions, civic groups, etc.); and
    o Clearly defined and well-communicated operational policies and procedures, including polices for attendance and behavior.

4.2   Mission Statements and Outcomes of Effective After-School Programming

- Successful after-school programs have clearly defined mission statements and expected outcomes that are based on input from all stakeholders. Mission statements and outcomes provide intentional alignment and linkages with the regular school program to create enriched learning opportunities.

- Expected outcomes of effective after-school planning include:

    o Academic support that complements regular school day curricula and provides opportunities for youth to receive specialized tutorial assistance beyond traditional "homework help";

- Academic enrichment that provides opportunities for youth to participate in inquiry-based science, fine arts, and performing arts;
- Activities that promote healthy social and emotional development such as peer counseling, anti-bullying programs, and positive interactions between staff and youth;
- Health and wellness activities that promote physical fitness, proper nutrition, and stress management; and
- Prevention of at-risk behaviors and activities vis-à-vis partnerships with parents, mental health agencies, and law enforcement.

4.3 Examples of Activities Found in Effective After-School Programs

While well-conceived and well-implemented after-school programs can produce a myriad of positive outcomes for youth, not all programs studied during the past 10 years have shown these benefits. Those programs that have demonstrated positive results provide a series of intentional activities designed to promote academic, social-emotional, prevention, and wellness outcomes. These activities are conducted in facilities that are clean, well maintained, and safe.

- Programs that yield positive outcomes for youth provide the following:

    - Well-structured use of time that addresses the developmental needs of different youth populations. For example, young children are provided a program that meets their needs to play, rest, eat nutritional snacks, and engage in academic support and/or enrichment. Older children are provided structured academic and enrichment activities and opportunities to engage in organized physical activities such as intramural sports.
    - Intensive academic support that includes one-to-one tutorial, small group instruction, group learning games, and other activities that complement instruction provided during the regular school day.
    - Engaging enrichment activities that include (for example) inquiry-based science, digital media arts projects, foreign language instruction, nutrition education, and fine arts instruction (including instrumental music, choral singing, dance, and performing and visual arts).
    - Organized athletic programs that not only include age-appropriate sports and games but also offer activities that promote physical fitness such as aerobics, martial arts, and multicultural games and dances.
    - Innovative nutrition programs that teach healthy eating habits and provide nutritious snacks from a variety of different cultures.
    - Intentional social-emotional activities that stress positive communication skills, improved peer relationships, conflict resolution, and confidence-building skills.
    - Positive parent-staff interaction that includes clear and consistent communication between school/program staff and parents.
    - Strong partnerships with community organizations that serve the needs of youth.

While most research findings demonstrate a positive relationship between *effective* after-school programming and beneficial outcomes for youth, not all programs studied showed this result.

- Ineffective programs lead to poor outcomes when any of the following occur:

- After-school programming is separated from or poorly integrated with regular school curriculum. In such instances, there is little connection between after-school activities and learning that occurs in the classroom. Moreover, school staff considers teaching and learning their sole purview and do not involve after-school staff in curriculum planning and delivery. This is especially challenging when outside agencies are contracted to manage after-school programs.
- After-school programming lacks clear learning goals, outcome measures, and accountability processes.
- After-school programming provides only "more of the same" (e.g., additional homework assignments) rather than extending and enriching lessons taught during the regular school day.
- Programming does not permit students freedom to choose activities that are both engaging and age-appropriate.
- Programming does not facilitate *frequent and meaningful* communication among after-school staff, regular day staff, and parents.

4.4   After-School Programming and STEM Learning Opportunities

After-school programs offer unique opportunities to promote student learning and engagement in the STEM disciplines (science, technology, engineering, and mathematics). Programming that includes intentional activities in these subject areas, particularly in science and technology, can cultivate student interest in STEM, promote knowledge acquisition, develop critical thinking skills, and advance academic school goals. Additionally, after-school programs are largely free from time constraints that affect regular day instruction; therefore, students can explore STEM subjects and practice skills in informal and relaxed settings.

- Research on after-school programs and STEM learning indicate successful programming include the following:

  - Intentional lessons and activities that extend over a period of days or weeks and are well aligned with school-day curriculum. Such learning opportunities produce higher academic gains than those that are short-term, episodic, or self-organized.
  - Teaching by staff or volunteers with *particular expertise* in the STEM disciplines. This includes scientists, engineers, health-care professionals, and others engaged in STEM professions.
  - Engaging, hands-on experiences that enable students to apply, reinforce, and extend skills and concepts taught in the school-day curriculum.
  - Problem-based activities that engage students in the design, construction, investigation, sense-making, and communication of science, technology, and engineering projects.
  - Activities that foster communication, problems solving, and teamwork—critical skills for success in the STEM disciplines.
  - Incorporation of community resources such as museums, gardens, science centers, parks, and libraries into the after-school STEM curriculum.

4.5   Checklist for Creating Effective After-School Programming

☐ Secure commitment from school administrators to create a high-quality after-school program.

☐ Establish a clear mission statement and expected outcomes for the program.

☐ Establish academic and enrichment goals for the program and align these goals with the regular day curriculum and relevant state content standards.

☐ Recruit, train, and retain high-quality staff for the program.

☐ Form collaborative partnerships between regular day teaching staff and the after-school staff.

☐ Provide combined professional development activities for regular day teaching staff and after-school staff.

☐ Create partnerships with other organizations and groups that provide youth services.

☐ Provide intensive academic support that complements instruction provided during the regular school day.

☐ Provide engaging enrichment activities.

☐ Provide age-appropriate athletic activities that stress physical fitness.

☐ Teach healthy eating habits and provide nutritious snacks.

☐ Design activities that promote social-emotional development and at-risk behavior prevention.

☐ Foster positive parent-staff interaction.

Notes and Action Steps:

Web Resources and References

California Afterschool Network: www.afterschoolnetwork.org

Harvard Family Research Project. 2008. After school programs in the 21st century: Their potential and what it takes to achieve it. *Issues and Opportunities in Out-of-School Time Evaluation.*

National Academy of Sciences. 2009. Programs for young and old. *Learning science in informal environments: People, places, and pursuits.* Washington, D.C.

SECTION 5. PROFESSIONAL RECRUITMENT, DEVELOPMENT, AND RETENTION OF AFTER-SCHOOL STAFF (SCHOOL-BASED AND PROGRAM-BASED)

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> Ü **Checklist for Recruitment, Professional Development, and Retention of After-School Staff**

5.1 Recruitment of Qualified and Diverse Staff

Recruitment, hiring, and retention of quality staff are essential building blocks of coherent, standards-based programming for students. Professional development for those already in professional positions can include all staff who work with students. Expertise across roles can strengthen all staff through sharing skills and taking leadership within and across schools and agencies.

Key Question: What are strategies for identifying, recruiting, developing, and retaining quality staff for an after-school program?

- Recruits should exhibit several essential characteristics including:

    o Commitment to youth;
    o Respect for school mission;
    o Expertise in program areas; and
    o Community-orientation.

- Consider recruits from the following groups: volunteers, interns from post-secondary institutions, pre-service teachers, older middle or high school students, hourly wage earners, and professionals from other fields:

    o Develop a pipeline so individuals within these categories are identified and mentored to move into higher-skilled roles and obtain appropriate recognition, credits, degrees, and/or credentials.
    o Implement systematic recruitment can follow staffing development from one level to the next.
    o Strengthen staffing at each level through appropriate, targeted training.
    o Emphasize staff recruitment that focuses on understanding youths' interests, talents, life experience, and development.

5.2 Professional Development of After-School Staff

Professional development is essential for professionals already in leadership roles and for all others who work with or will work directly with students. Expertise to strengthen after-school learning resides in districts and schools, existing after-school programs, and within the community.

- Effective professional development supports:

    - School-based professional learning communities (PLCs) that include staff from all organizations that serve students;
    - Evaluation of student work with cross-program staff to inform curriculum development of both programs;
    - Cross-role teams of professional staff with volunteers, hourly workers, and/or interns;
    - Vertical and horizontal mapping of activities through the regular day and beyond;
    - Teachers who work across roles to serve students and after-school staff;
    - Links to a variety of resources (online, facilitating digital learning, media materials);
    - Connecting staff to pipeline programs for leadership development and teacher education;
    - Formal training in developing staff understanding of students' social/emotional needs, including program strategies such as conflict resolution designed to develop and support student success; and
    - Orientation about after-school programs for school day staff to understand each other's programs.

- Effective mentoring processes include:

    - Formal identification of mentors who can provide modeling, training, and support for other staff members in after-school programs;
    - Recognition of mentors who may not be in formal leadership positions (i.e., experienced volunteers);
    - Ongoing discussion and use of professional standards for all after-school staff, including clear communication about effective student and family-centered practices; and
    - Educating staff about emerging practices to establish and sustain formal partnerships between school-based staff and after-school program staff.

5.3. Retention of Qualified Staff

Roles and responsibilities of all staff working with after-school learning must be legitimized through creation of a "ladder" of progressive role opportunities as well as ongoing professional development.

- Recognize sources of staffing, including volunteer organizations, hourly wage workers, entry-level interns, practicum participants, and student teachers.

- Recognize the importance of informal skills development activities within existing programming.

- Create incentives through use of a career ladder individuals can follow to develop instructional skills. Articulate formal education, including workshops, short courses, community college programs, and two-plus-two transfer programs.

- Create and publish incentives for recruits, including economic benefits (for example, their own children can be enrolled in program).

- Address economic limitations that prevent parents or community people from working in after-school programs.

5.4 Innovation Opportunities for After-School Staff

Use the after-school window for trying new programming, innovative methods, projects, partnerships, research, service learning, simulations, etc.

- Model opportunities for "regular" teachers to participate in after-school learning.

- Provide incentives for teachers to develop after-school enrichment academic support activities that they may choose to lead for a limited time.

- Mix and match levels of expertise, coaches, teachers, pre-service, interns, high school, middle school, and elementary students to provide optimal support for after-school students.

5.5 Checklist for Recruitment, Professional Development, and Retention of After-School Staff

☐ Recruit a talented and diverse after-school staff from the site, district (i.e., older students and part-time employees), community, and post-secondary institutions.

☐ Retain and develop after-school staff through targeted professional development and established career pathways.

☐ Encourage regular school day teachers to participate in developing, teaching, modeling, and monitoring innovative programming.

☐ Include after-school staff in school site professional development.

☐ Include after-school staff and programming in schoolwide events (family math nights, talent shows, creativity and science exhibits, etc.).

Notes and Action Steps:

Web Resources and References

After-school Training Toolkit:
http://www.sedl.org/afterschool/toolkits/index.html

California After School Program Quality Self-Assessment Tool:
http://www.afterschoolnetwork.org/qsatool

Building Professional Development Systems for the After-School Field:
http://nccic.acf.hhs.gov/afterschool/pd_systems.pdf

SECTION 6. RESOURCES PROVIDING AFTER-SCHOOL ASSISTANCE

> Ü **Afterschool Alliance**
> Ü **Afterschool Network**
> Ü **California School Age Consortium**
> Ü **Children Now**
> Ü **Harvard Family Research Project**
> Ü **National Afterschool Association**
> Ü **National Center on Time & Learning**
> Ü **National Institute on Out-of-School Time**

6.1 Afterschool Alliance: www.afterschoolalliance.org

The Afterschool Alliance is a coalition of public, private, and nonprofit groups committed to raising awareness and expanding resources for after-school programs. In working to ensure that all children have access to affordable, quality after-school programs, the Afterschool Alliance provides support in a variety of venues including: a national Afterschool for All Challenge that brings after-school leaders to Washington, D.C., for trainings and then to Capitol Hill to educate policy makers about their programs; online resources; a series of briefing papers, reports, and fact sheets used by media, policy makers, concerned organizations, and individuals; and public service announcements prepared especially for adults and youth.

6.2 Afterschool Network: www.afterschoolnetwork.org

The vision of the California Afterschool Network is that all young people are positively engaged in and supported by their communities during out-of-school time to promote their physical, social, emotional, and educational well-being. The Network provides leadership and links to state policy makers to support high-quality programs; offers a collective voice to support policies, research, public awareness campaigns, and innovative strategies; and builds networking partnerships to support opportunities for mutual learning so that California's after-school programs can keep children safe, inspire learning, and help working families. The listserv provides free current information and resources about after-school research, policy, and practice.

6.3 California School Age Consortium: http://calsac.org

Since 1982, the California School-Age Consortium (CalSAC) has been working to advance the needs of out-of-school time professionals. CalSAC's mission is to enhance the performance of California out-of-school program providers by building connections, competence, and community. They accomplish this mission through connecting a statewide network of members and chapters, training an after-school workforce, and building a community of professionals.

6.4 Children Now: www.childrennow.org

Children Now is recognized nationally for its policy expertise and up-to-date information on the status of

children. It is a nonpartisan, independent voice for children that works to translate the nation's commitment to children and families into action.

6.5 Harvard Family Research Project: www.hfrp.org

Harvard Family Research Project works to identify areas of challenge and opportunity in the emerging after-school field. Through this initiative, the Harvard Family Research Project builds on its expertise in evaluation and knowledge development to improve evaluation work and promote greater conversation and knowledge-sharing about evaluation among practitioners, policy makers, funders, researchers, and evaluators in the after-school field. The Harvard Family Research Project's Out-of-School-Time Evaluation Database profiles both large and small out-of-school time evaluations. Each profile contains an overview of the out-of-school time program or initiative that was evaluated, as well as detailed information about each evaluation report produced about that program. Electronic links to actual evaluation reports, where available, are also provided, as are contacts for program directors and evaluators.

6.6 National Afterschool Association: www.naaweb.org

The National Afterschool Association is dedicated to the development, education, and care of children and youth during their out-of-school hours. The National Afterschool Association, formerly the National School-Age Care Alliance, was founded in 1987. The National School-Age Care Alliance grew out of the National Association for the Education of Young Children (NAEYC) as the special interest group and an association for professionals working with school-age children and youth. The NAA connects after-school and school professionals from all communities and states with training, research, curriculum, leadership support, and best practice resources about after-school issues.

6.7 National Center on Time & Learning: www.timeandlearning.org

The National Center on Time & Learning (NCTL) is dedicated to expanding learning time to eliminate the achievement gap and provide a well-rounded education for children in high-poverty schools. NCTL conducts research and advances public policy at the federal, state, and local levels and provides direct technical assistance to states, districts, and schools that add significantly more school time for academic and enrichment opportunities to help children meet the demands of the 21st century.

6.8 National Institute on Out-of-School Time: www.niost.org

The National Institute on Out-of-School Time (NOIST) provides a number of resources, including *Afterschool Matters*, a national, peer-reviewed journal dedicated to promoting professionalism, scholarship, and consciousness in the field of after-school education. Some of NIOST's research and evaluation projects have included the first national standards for after-school programs. This work has included extensive training of grantees in theory of change evaluation methods and the development of two measurement tools—the Survey of Afterschool Youth Outcomes (SAYO) and the Assessing Afterschool Program Practices Tool (APT)—the set of integrated tools that now comprise the Afterschool Program Assessment System (APAS).

Notes and Action Steps: