

# AFTERSCHOOL ACADEMIES Guidebook for Action



**Center for Afterschool Education, Foundations Inc.**

Community Network for Youth Development

Citizen Schools

Gary and Eve Moody

YouthLearn, EDC

Under a grant from the Charles Stewart Mott Foundation

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# PREFACE



## Snapshot: Academies in Action

Walk into the Afterschool Academies, and you know a different kind of professional development is underway. Music is playing – all reflecting the Route 66, nostalgic road trip theme. People are humming along, many aren't shy about singing aloud. Bland conference room walls are covered with colorful posters and games; markers hanging on blue strings invite people to join in. Small groups cluster around, guessing names of cities, explaining the origins of their names, coming up with hidden words, solving puzzles. Participants who were strangers a moment ago laugh and work together at one game before moving on to the next. People at tables find activities there, too, along with attractive binders and fidget-objects: squeeze balls, play-dough, Rubik's cubes, yo-yos. Facilitators circulate, meeting participants, pointing out activities, drawing attention to the binder with agendas and tools. Not your ordinary training. From the moment of signing-in, before any "session" starts, the Academies have begun.

Later, the facilitators will make the point that the entire environment of the Academies models elements of effective afterschool education. Later, they'll guide participants through identifying those elements, teasing out the blend of learning, engagement, social exchange, motivation, fun, and they'll talk about effective staff development. But first, all participants and facilitators join in. The group is diverse in roles, background, experience, educational level, age, ethnicity, and interests. Some are school teachers or administrators, others do not have an education background, and some work with children in a range of settings and programs, from parks and recreation, to libraries, to programs focusing on arts, sports, risk-prevention, academics, robotics, science, or computer games. They are united, however, in their deep commitment to children and youth. And they are showing that commitment by spending three days in professional development to grow their understanding and skills.

Academies facilitators recognize that commitment, and respect the value of participants' time. Every moment is planned, and made to count.

The goal is nothing short of changing – improving – the practice of every single participant. This may start with people getting a new idea, gaining a new perspective. Or they may learn a new technique they can take home and try. Or they'll see how to adopt a new approach to structuring their program. Or find and use new resources and program content. Academies are carefully designed not to end when the three days are finished, but to reach forward into programs and practice across the country.

**THIS GUIDE** is designed for leaders and organizations who want to build from the Academies model to create their own professional development that makes a difference: professional development for afterschool education and educators.

## How the *Guide* is organized

**Part I, Afterschool Academies for Afterschool Educators**, lays the groundwork in Chapter 1 for understanding the rationale and evolution of the Academies. Chapter 2 provides a look at the deeper layers underlying the Academies, explaining the core principles that drove the design and content.

**Part II, Academies in Gear** begins the ‘how-to’ with respect to the design and content of Academies. Chapter 1 outlines the basic structure and approach, the ‘chassis’ that makes Academies effective professional development. Chapter 2 offers detail of content of Academies sessions. Because this content will be adapted, changed, tailored by different facilitators and planners depending on the needs of participants and time available, this is referred to as the ‘moving parts.’ Moving parts include full-group plenaries, and the breakout or smaller-group sessions.

**Part III, Planning an Academy**, offers planners strategies and pointers for developing and launching an Afterschool Academy. Chapter 1 addresses basic planning elements. Chapter 2, *Experience from the Field*, offers a look at how one statewide network built and offered their own Academy based on this model, followed by some ‘frequently asked questions’ posed by practitioners.

**Part IV, Tools and Resources**, provides facilitators and planners with tools and sample forms, which may be printed and used as needed. The Resources section details tools and publications that were supplied to Academies participants, with support from the Charles Stewart Mott Foundation. A Glossary covers terminology used in Academies.

**Appendix** provides information about the partner group that planned, developed and facilitated the Academies under a grant from the Charles Stewart Mott Foundation.

# PART ONE: AFTERSCHOOL ACADEMIES FOR AFTERSCHOOL EDUCATORS



1. Introduction
2. Afterschool Academies:  
Layers of Evolution

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# 1. Introduction

## The Role of Afterschool

**W**hy is professional development needed specifically for *afterschool* educators? First, with changes in economic and social infrastructures, widening income and achievement gaps, increased risks for children, and an alarming failure and drop out rate, the role of afterschool has expanded. While its function as a safe space supportive of positive child and youth development remains critical, the last decade has seen greater focus on afterschool as an *educational* space that can support children's success in school. Second, although an educational dimension has been more explicitly introduced to afterschool, it is well recognized that the goal is not continuation of the same instructional model or segmented content provided in schools. The child and youth development role of afterschool time is not to be replaced, but made integral to achieving integrated educational and developmental objectives.

In short, afterschool education entails a different approach, one that incorporates deliberately planned learning related to skills for success in school, within a context and methodology that also fosters child and youth development. Specialized professional development is needed because afterschool education is emerging as an educational strategy, calling for sets of skills and knowledge additional to those needed for afterschool program management. Staffing for afterschool is currently made up of a rich mix of people, such as youth workers, teachers, school administrators, parks and recreation staff, community volunteers, specialists (such as artists), college students in various careers, high school students, parents, and others. Few think it desirable or feasible for afterschool programs to be staffed only by school teachers following in-school education models. Professional development for afterschool educators is, therefore, challenging in many ways. Participants' prior knowledge and experience is highly varied; their time is extremely limited; their motivation is not typically career-track driven. The programs they work in have diverse goals and objectives, within organizations of varied design, functionality, and strength. Afterschool itself, as a field and approach, is evolving.

This combination of evolving educational expectations, new approaches in content and methodologies, and a highly diverse staff drives the need for professional development tailored to the afterschool world. Afterschool Academies emerged in response to this need.

## What is an Afterschool Academy?

Afterschool Academies are multi-day institutes for staff and leaders who are responsible for or instrumental in creating and leading afterschool programs, including directors, lead staff, network directors, and others. The focus is teaching and learning ‘afterschool style,’ the deliberate and thoughtful blend of content connected to success in school, with approaches and methods based in principles of child and youth development. Academies address core principles and practices, as well as strategies to ‘take it home,’ whether in the form of staff development, techniques, program design, organizational processes, or other improvements.

Academies were designed and piloted not only with respect to the content – that is, what participants should know. They were also developed with a careful eye on methods of professional development that would engage *all* participants in a learning and change process. As effective afterschool is based in sound principles of non-formal education and youth development, effective professional development for afterschool educators is based in sound principles of adult education. This includes scaffolding on prior knowledge and experience, directly relevant and useful content, introduction of concepts underlying practices, opportunities to practice, accommodating different learning styles, and opportunities to exchange with and learn from peers.

At the Academies, national, local, state, and program level participants learn, collaborate, and reflect on the content, methods, and “best practices” that establish and sustain effective afterschool programs for all children.

## Looking Back at the Beginning

Academies were developed and piloted by a small consortium of afterschool leaders brought together in 2003 by the Charles Stewart Mott Foundation to help address the challenge of building the educational value of afterschool time. The Center for Afterschool Education at Foundations, Inc. served as managing partner, coordinating the work of a team from Citizen Schools, the Community Network for Youth Development (CNYD), afterschool consultants Gary and Eve Moody, and leaders from YouthLearn Initiative at Education Development Center.

At the time that the Academies initiative began, an expansive body of research and documentation of best practices confirmed and demonstrated techniques for using afterschool time to enhance school-based learning. However, practical professional development was lacking. The group of partners met in a planning and development phase of one year to develop and clarify mission, goals, core principles, and partner roles in building Academies to serve the field. Three pilot years followed the planning phase, during which time Academies were conducted with hundreds of afterschool practitioners and leaders across the country. Following each Academy, evaluations were conducted, and partners debriefed extensively, subsequently revising the Academies – content, scope, methods, materials – to best meet the dual goals of providing a professional development model and triggering change in the practice of participants.

The greater part of this *Guide* reflects the collective learning of the partners over the years and through the pilots. The *Guide* was created and is provided to the field through a grant from the Charles Stewart Mott Foundation to support the development and facilitation of Academies, or similar institutes, by organizations and individuals engaged with professional development for afterschool educators and education.



## 2. Afterschool Academies: Layers of Evolution

The design and practice of the Academies evolved over time, building on the foundations established in the planning phase. The following sections peel back some of the layers of thinking that went into the development of the Academies model, offering planners a detailed understanding of key principles and strategies.

### Mission and Core Principles

Academies aim to build the capacity of afterschool educators to create and provide learning experiences that build children's knowledge and skills for success in school, and support positive social and personal growth. Implementing the mission entails:

- Identifying and communicating to afterschool educators and to the afterschool field the basic concept of embedding academic content and skills within a range of afterschool programs led by typical staff
- Identifying and teaching strategies and techniques for integrating and blending school-associated content and skills to help children succeed in school, with the youth development, enrichment, and life skills to help children succeed throughout life
- Promoting afterschool as part of the continuum of educational and developmental settings for children, youth, and adults by helping to raise its profile in the field of education

#### *Core principles*

The afterschool field is highly varied, with programming driven at the site, local, and state levels by particular needs, circumstances, and resources. How, then, can a professional development model address cross-cutting quality-building? The partners tackled this question by first detailing the core principles underlying the Academies. The intent was to be clear about beliefs of what afterschool could be, and to be more explicit about who should be interested in Academies – and who should not. Emphasizing the role of afterschool as an educational as well as developmental space not only guided the design of the Academies. It also indicated to participants that support for success in school was integral to what Academies offered.

The partners developed the following research-based core principles attuned to practice and to the realities of the afterschool space.

1. Afterschool can contribute to children’s success in school when academic content is effectively integrated with afterschool programming.
2. Afterschool cannot substitute for in-school teaching and learning, but serves instead as a time for supporting, expanding, and/or reinforcing content and learning needed to succeed in school.
  - Afterschool offers different kinds of teaching and learning opportunities than does school, draws upon different resources, and best lends itself to certain kinds of academic content or skills.
  - Based upon current school curriculum, standards, research, and experience in the afterschool field, Academies consider elements of academic content, study skills, life skills, and work habits that are most readily adaptable to teaching in an afterschool environment.
3. In afterschool, academically-related knowledge and skills are best learned when taught using methods that are based in – and foster – positive child and youth development.
4. Program design, including curriculum, staffing, scheduling, and linkages with school and community, is fundamental to successfully integrating academic content with youth development and life skills. All components of afterschool programming should be viewed as learning opportunities that can potentially be enriched in ways that support both academic skills and youth development.
5. Afterschool programs must engage in processes of evaluation and assessment to (a) guide program development and improvement, and (b) track and record program achievements and outcomes in the development of children and youth.
6. The afterschool arena must be recognized as part of a mix of educational services for children and youth.

These underlying principles shaped the selection of content Academies offered, as the partners grappled with the universe of skills and knowledge needed for high quality afterschool education.

## Scoping the Content of Academies

The specific content of Academies will vary with the amount of time available, the needs and interests of the participants, and the skill sets and interests of the facilitators. The universe of content, however, was outlined over the course of the development phase. It should be understood that the elements of content detailed below are not discrete bits, each requiring a ‘session’ on the topic. Rather, they comprise integrated sets of knowledge and skills that are conveyed and developed holistically, in a range of ways.

## *Integrating academically-based content with child and youth development*

Academies aim to teach not only principles and concepts, but also implementation, the 'how-to' that encompasses the following key components.

### 1. Creating a learning environment that is:

- Emotionally safe

Children and youth must feel respected and cared-about if they are to take risks and open themselves to new knowledge or ways of being. This is developed by creating opportunities and pathways for children to interact with diverse peers and adults in ways that foster positive shared experiences and build relationships.

- Engaging and challenging

Benefits of afterschool are tied to participation persistence, and meaningful engagement is enhanced by challenge: learning something new, reaching further, showcasing, etc. Programs need leaders and operational supports for designing and implementing projects and activities that tap into children's interests, embrace multiple learning styles, develop creativity and critical thinking, and keep participants motivated and engaged.

- Supportive of decision-making, choice, and independent learning

Children and youth need to develop skills of evaluating choices, making decisions, following through, and assuming responsibility for decisions and consequences. Through program design, afterschool participants can be presented with age-appropriate opportunities for choice and decision-making, and staff can support more learner-centered and less adult-centered environments.

### 2. Fostering positive interaction among children, adults, and their communities by:

- Supporting teamwork, committees, group projects, and other collaborative and cooperative experiences
- Engaging community members and networking with community resources to create connections between children and youth and their communities
- Working in different groupings (pairs, smaller, and larger groups) and settings
- Supporting and developing leadership among children and youth with programming that allows all participants opportunities to gain and use leadership skills

3. Understanding the importance of a range of skills for academic success:

The range of skills and knowledge needed for success in school provides afterschool educators with a wealth of choices for creating learning objectives, from subject-based information or skills to cross-cutting skills and habits of mind. Staff of all levels and backgrounds can support children’s learning for success in school, with achievable objectives targeting, for example:

Cross cutting skills such as

- Independent learning
- Teamwork
- Critical thinking
- Inquiry
- Creative expression
- Language arts (speaking, listening, reading, writing)
- Study and test-taking skills
- Homework skills

Core subject-specific knowledge and skills such as

- Language arts and literacy
- Arithmetic and math fluency
- Applied geometry
- Scientific inquiry
- Collecting and representing data

4. Using experiential methods – learning in doing – as the core methodology for fostering youth development and school success simultaneously:

Age-appropriate experiential methods such as project-based learning, inquiry projects, committees, and service-learning can encompass multiple, simultaneous objectives addressing developmental goals and academic content.

5. Growing through reflection, success, failure, and change:

Children and youth need to know that they build their own knowledge, and that to build that knowledge, they need to try, look back, and move ahead. They need to feel safe about failing, and truly believe in and experience ‘failing forward.’

### ***Infrastructure for effective afterschool***

To be effective, afterschool cannot be seen as a collection of activities patched together each day to keep kids busy and out of trouble. Developing and implementing educationally strong afterschool programs requires that staff and leaders have more than a bag of tricks (though that is invaluable!). It demands a deliberate plan for the program over time, with strategies mapped out to achieve the targeted outcomes, integrated within an operational form.

As needed and at the level feasible, Academies should address:

- Program planning, including setting goals, establishing objectives, and identifying resources
- Scheduling for effective afterschool learning
- Staffing structures, options, and how to meet professional development needs
- Understanding, selecting, and/or adapting or developing curriculum
- Strategies for linking with schools and school districts
- Techniques for linking with communities and tapping community resources
- Utilizing didactic materials, technology and other instructional tools
- Expanding learning during homework time

Evaluation and continuous quality monitoring and improvement are essential components of infrastructure. Academies should communicate the importance of – and as possible, teach skills of:

- Planning for deliberate learning and assess learning outcomes
- Evaluating program quality and implementation and engage in improvement processes
- Understanding, analyzing, and accessing external program and/or outcome evaluations

### ***Focusing on objectives***

The universe of possible content serves as a foundation for developing Academies, but ultimately, selections must be made and focused to meet the objectives of particular Academies within the time available.

In the three-day Academies model, objectives are stated in the interrelated areas of participant skills and knowledge for afterschool style programming and practices, as well as in the area of professional development to implement and sustain such practices. The objectives do not stand alone as the responsibility or subject matter of single sessions, but are instead objectives for the Academies as a whole.

*Participants understand the importance and practical implications of child and youth development, youth needs, different learning styles, community networks, and cultural diversity for creating supportive, motivating, engaging, and age-appropriate learning environments in afterschool.*

*Participants acquire and are able to plan and use techniques that deliberately and clearly blend academic content and youth development, and design afterschool activities and projects to accomplish these.*

*Participants understand that professional development is necessary, on-going, and a critical responsibility of being an afterschool educator.*

These objectives shaped the Academies content and methods detailed in Part II .

## Reaching Learning Objectives with Adults: Methods of the Academies

While Academies are about a distinct approach to teaching and engaging children in learning, the goal of Academies is developing new knowledge and building applied skills among *adults*. Teaching children (pedagogy) is different than teaching adults (androgogy).

Effective professional development that leads to change in practice is rooted in principles of adult education. Broadly, these fundamentals encompass:

- Respect, acknowledge, and draw upon the life skills and experience of participants
- Scaffold clearly on prior experience
- Provide directly relevant and useable information
- Demonstrate, and provide opportunities to practice
- Deliberately link to participants' current practice
- Foster peer learning
- Respect the value of participants' time

In planning professional development, the objectives should be clear; content and methods are then developed to achieve the objectives. With the objectives stated above, Academies facilitators adopted guidelines for sessions and the Academies overall aligned with principles of adult education. This not only furthered integration across the different facilitator organizations, personal styles, and content specializations. It also modeled for participants a consistent message about effective professional development.

Providing guidelines to facilitators as they come on board helps ensure the consistency that distinguishes Afterschool Academies. (See Part IV, Academies Travel Guide for Facilitators.) Guidelines include:

- Use consistent language throughout Academies when referring to concepts or principles
- Model non-formal methods and the practices advocated
- Provide opportunities for participants to see and/or engage in practical application of concepts, and to link concepts and information to their own practices
- Actively link participant knowledge and experience to concepts and information in Academies
- Facilitate interaction and substantive discussion among participants
- Engage participants in reflection and planning
- Support participants in planning how they would apply the learning from Academies at their own sites through take-home-and-do components, strategies for sharing, and follow-up online action planning, sharing, and reflection

### *Engaging in reflective practice*

One of the most effective forms of professional development for afterschool programs is creating a culture of and processes for ongoing reflective practice. The Academies builds reflective practice sessions into each day to meet several objectives. First, it fosters linkage between participants' learning in the sessions with application in their programs. It provides the processing time needed to translate good ideas into concrete actions. Second, it models the process of being a reflective practitioner, and demonstrates the value of peer interaction with the goal of quality building. Third, it also models good staff development, creating a respectful group of colleagues engaged around a common purpose.

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# PART TWO: ACADEMIES IN GEAR



1. Themes and Structure:  
The Chassis of the Academies
2. Content Elements:  
Moving Parts

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# 1. Themes and Structure: The Chassis of the Academies

Underlying the Academies is a commitment to developing afterschool as a distinct learning and developmental space that supports children’s success in school. The lead strategy for accomplishing this in afterschool time is integrating school-based content, skills, and knowledge into programming that is grounded in non-formal, experiential education: hands-on, engaging, relationship-based, and learner-centered. It’s an approach that is different than school: less driven by standardized curricula and more focused on cultivating and developing the intrinsic motivation of children and young people to explore and engage. Academies capture this approach in the shorthand phrase: afterschool style.

## Afterschool Style and the Roadtrip Theme

Academies are structured to model afterschool style from sign-in to closing send-off. The starting point: a road trip metaphor that carries participants on the afterschool journey. The four wheels we roll along on are the basics that create and sustain high quality afterschool:

1. A positive environment that supports learning and youth development
2. Connections to academics and skills for success in school
3. Hands-on, engaging learning experiences
4. Skilled staff

The idea of the four wheels working together threads through all sessions. When there’s a flat in one, the trip toward high quality programs is derailed. No one wheel is more important than another: all need to be engaged. The metaphor—and the essential points it makes about quality—is reinforced everywhere, such as:

- Posters with the wheels
- Terminology and titles of sessions
- Activities and games
- Music (road trip!)
- Logo and handouts

### Road Trip Theme in Symbols

Afterschool Academies logo for materials.



Each “carpool” was branded with a road theme sign.



## Structural Components

The structure and set-up follows through with components that mark all Academies – the pieces form the chassis. These are the parts that distinguish Academies from other trainings, and do not change from one Academy to the next.

- Set the stage with the environment. Rooms are set-up before participants arrive to be as attractive and engaging as possible. This may include music playing, games and activities on the walls for participants to play, table-top activities and toys, attractive handouts, an ongoing slide show, and notebooks.
- Model best practices, including, for example, an introductory group-building activity; deliberate planning for small group, full table, and full group interactions and discussions; and encompassing multiple learning and communication styles.
- Dedicate time and tools to reflection and action, using tools (such as journals and post cards) for focused reflection and facilitated discussion groups (the ‘carpools’).
- Provide networking time.
- Provide practical, useable information and resources.
- Offer hands-on, focused breakout sessions for specific techniques.
- Individualize closing acknowledgements.

Day 1 of the Academies provides an orientation and overview, engages participants in the concept of afterschool style, and lays the groundwork of child and youth development principles. Later in Day 1 and in Day 2, participants experience methods, techniques, and approaches for experiential learning through sessions on inquiry-based learning, community-based learning, and creativity and self expression. Day 2 provides further opportunities for participants to experience the blend of academic supports in learner-centered ways, including afterschool style approaches to homework time, supports for English language learners, and cultural competence. Day 3 focuses more explicitly on take-home-and-change, with a session on staff development, and carpools using action planning tools. Academies close with a celebration – a slide show, if someone is able to put this together in time, or a full group game, or some other closure that recognizes that participants have just completed an intense, two-and-a-half day journey together.

## Facilitating Learning

All Academies facilitators follow guiding principles when developing and leading their segments or sessions. These are detailed in the Academies Travel Guide for Facilitators, and should be discussed and clarified with all facilitators on board. Guidelines include:

- Plan and prepare carefully
- Create a welcoming, respectful tone
- Know who participants are, and what they want and expect from participation
- Respect prior experience and build on prior knowledge
- Listen
- Foster peer exchange and tap group knowledge
- Ask more than tell
- Manage for full participation and inclusion
- Provide practical, useable resources

*The biggest thing I would say that is different is that I am approaching my training time with an afterschool style approach—trying to engage the staff the same way I want them to remember to engage the kids.*

**Academies participant  
in follow-up survey**

### ***Reflective practice, carpools, and action plans***

Woven throughout the Academies training days are opportunities and tools for participants to reflect on their learning, think concretely about what is most relevant, and identify what they can take back and apply. The dedicated times allocated to this are referred to as ‘carpools.’ Carpools demonstrate a form of experiential learning and staff development, modeling an approach to build new knowledge and improve practice.

Carpools are formed with up to 15 or so participants, with an Academies facilitator. In these small discussion groups, participants are guided to identify topics, techniques, and approaches of interest. Through further discussion and peer exchange, participants consider opportunities and obstacles to implementing new practices or approaches, and address strategies. Participants form a peer learning community to:

- Reflect on new information or ideas gained
- Gain multiple perspectives on concepts and practices
- Relate concepts to specific practice in participants’ programs
- Identify potential changes
- Detail and analyze implementation steps
- Prioritize changes

To facilitate ‘theory-to-practice’ thinking, participants are provided with tools to use throughout the Academies time. These may include small notebooks or ‘travel journals’ for jotting notes. ‘Postcards’ and ‘flash response cards’ are provided with specific guiding questions and checkboxes to encourage quick reflections and evaluations during and immediately after sessions. Notes in the journals or on postcards then serve as thinking prompts during carpools. At the same time, they allow participants to bring back ‘best idea’ notes in an organized way. (See sample tools.)

## Sample Flash Evaluation Card

**SESSION EVALUATION**

► SESSION NAME:  
\_\_\_\_\_

► FACILITATOR (S) :  
\_\_\_\_\_

*(Check all that apply)*

SESSION CONTENT:  Useful  Interesting  Clear  Needs work

DEPTH:  Right level  Too basic  Too fast / too much

PRESENTER SKILL/KNOWLEDGE:  Awesome  Good  Okay

MATERIALS:  Useful  Interesting  Clear  Needs work  None given

TIME:  Just right  Needs more  Too long

DO YOU WANT TO KNOW MORE ABOUT THIS TOPIC?  Yes  No

Rate this session overall, 1 to 10!

↓

1 low, 10 high

\_\_\_\_\_

**COMMENTS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Sample Postcard



To:  Myself  My Staff  My Colleagues



I picked up this souvenir...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Check all that apply**

**This can help me (us)...**

- Immediately
- Short-term
- Long-term

**From here I will...**

- Pass it on
- Adapt and plan further
- Read more

**This will help with...**

- Instruction
- Program design
- Professional development

Carpools are guided by questions most relevant to the objectives of the particular Academy, and to the level, interest, and needs of the participants. Questions may include, for example:

1. What concepts did you see and hear today that you think you could use?
2. What obstacles might you face? What kinds of resources or support would you need?
3. What strengths do you have in your staff that you can build upon?
4. What are the most critical challenges you face?
5. Have you gained any ideas for staff development? Which are doable in the short term? Which need more time to evolve? What steps might you take to see it happen?

Although reflection and thinking toward action plans (see below) are goals of the carpool sessions, it is important to give participants time to share their thoughts, experiences, and challenges in working as afterschool educators and leaders. Participants have little opportunity to meet colleagues in the field, and are typically eager to trade war stories, inspirations, and struggles. Skilled facilitation is needed during carpools to strike a balance, and to steer discussions into productive channels.

### *Action plans*

Carpool discussions during each day lead to the creation of an action plan during the final carpool time. Action plans are an essential piece of the Academies, providing participants with a concrete guide to putting new concepts and ideas into practice. Planning tools are introduced at the initial carpool session, and they are revisited and referenced throughout the Academy. At the final carpool session, participants complete their action plans and share them with colleagues and facilitators. (See sample.)

*I have started making action lists at every training I attend so that as an idea comes to me during a session, I actually write down an action step for myself.*

**Academies participant  
in follow-up survey**

## Provide Useable and Varied Resources

Participants are grateful for high quality materials they can easily use with their own staff to implement new concepts, approaches, or techniques. Offer materials and resources that address multiple learning styles, cover relevant topics and information, and support practice based in the core principles of the Academies.

## Sample Action Plans

Name: Low Reed SAMPLE ACTION PLAN 1 Date: April 27, 2007 Site: \_\_\_\_\_



### Great Afterschool Takes

- A positive environment that supports learning and youth development
- That connects to academics
- Through hands-on, engaging learning experiences
- Led by skilled staff

Reflect on what you've heard at this Academy. What might you take back and use?

<b>Key Action:</b> What do you want to take back and do? <i>Teach my staff the core concepts of youth development.</i>	<b>Additional training needed?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	---

Steps	When to take steps	Who's responsible	What's needed
1. Develop training outline 2. Share outline with Program Director	ASAP	Me	<b>Short-term:</b> Time to develop training; materials from Academies session <b>Long-term:</b>
1. Secure space 2. Train full-time and part-time staff on youth development concepts right before school starts	1. May 15th 2. August 29th	Me  staff	<b>Short-term:</b> \$\$\$ for stipends or pay for part time staff, \$ for food, drinks <b>Long-term:</b> Professional development (PD) policy that states as a condition of taking the job the employee attend PD
1. After training, revise it based on input 2. Formalize as part of start up training for all staff 3. Check to see that people are using the concepts in their practice with young people	1. September 2007 2. September 2007 3. October-June 2007	Me	<b>Short-term:</b> Time to revise training <b>Long-term:</b> Formal structure (maybe w/ an observation tool?) to see if people are implementing what they learned

Name: Mary Mack SAMPLE ACTION PLAN 2 Date: May 9, 2008 Site: \_\_\_\_\_



### Great Afterschool Takes

- A positive environment that supports learning and youth development
- That connects to academics
- Through hands-on, engaging learning experiences
- Led by skilled staff

Reflect on what you've heard at this Academy. What might you take back and use?

<b>Key Action:</b> What do you want to take back and do? <i>Incorporate student-led, project-based learning (PBL) into my work with the 6th-8th graders. Partner with the youth to build on their interest in Centennial Lake, e.g. suitability of the Lake for fish. Tie the project into the community service (trash pick up, clearing branches, intermittent water testing) that we already do at the Lake.</i>	<b>Additional training needed?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	---

Steps	When to take steps	Who's responsible	What's needed
1. Meet with the Program Director to talk about project based learning (PBL) and its benefits, and get her buyin for the Lake project	1. Within the next 2 weeks	Me	<b>Short-term:</b> Being able to talk about what PBL entails (quick review of Academies session materials and my notes) and the benefits <b>Long-term:</b> Further reading on PBL in the YouthLearn book
1. Brainstorm with the 6th-8th graders about the Lake project. Discuss possible ideas and scope for the project 2. Talk with Mike W., or contact at Centennial Lake, and Deb V. about the project	1. 1st two weeks of June 2. 1st two weeks of June	Me 6th-8th graders	<b>Short-term:</b> Buyin from the kids and the other staff <b>Long-term:</b> Contacts with more local resources ???
1. Together with the 6th-8th graders, develop a project plan that is linked to content (science, math, English) and engages the community 2. Brainstorm more ways to actively engage the community	1. Last two weeks of June 2. Last two weeks of June	Me, Deb V. and the 6th-8th graders	<b>Short-term:</b> Clear understanding of the academic standards for 6-8th grade youth (Academic Content, After-School Style: a Notebook and Guide) <b>Long-term:</b> More ideas and examples of project based learning



## 2. Content: The Moving Parts

**B**uilding with the structure and processes previously outlined, Academies planners and facilitators select content and design sessions to meet the needs, resources, levels, and interests of participant groups. Time frames will dictate limits – the day can be only so long to be productive (about 6 hours of active work), and participants have only so many days available. Some Academies may be integrated with other professional development activities, or time may be needed for keynotes from local leaders or legislators. Because of the variables, the scope, depth, and length of sessions will vary from case to case. To extend the metaphor: these are the moving parts – and they’re also the parts where facilitators get participants moving!

The session descriptions below provide planners and facilitators with parts they can adapt. Descriptions include purposes or goals, key points to cover, and samples of activities or materials as relevant. These may be used by Academies facilitators to guide the development of their sessions and activities.

## Opening Plenary

Time: Approximately 60 minutes

Optional materials/resources:

Binder with agenda, schedule, participant registration, and evaluation forms

Journals, flash response cards, or postcards

*Academic Content, Afterschool Style: A Notebook and Guide*

Presented at Academies by the full team

The opening plenary orients participants to the logistics, schedules, themes, terminology, and materials of the upcoming days. Most important, however, it lays the groundwork of understanding the concept of afterschool as an educational space developed around afterschool style teaching and learning. This is achieved by demonstration (the set-up of the room, and activities participants engage with as they come in), an opening activity to introduce participants to one another, and then by back to back sessions addressing the building blocks of youth development and connecting with academics.

Facilitators model best practices by learning participant names as they come in, introducing participants to others in the group, and providing several team-building exercises. Ideally, the participants will then carry these practices into their own programs.

This time may also be used to get a better sense of who the participants are—their roles, experience levels, who they work with, settings—and what they hope to get from the Academies.

### Key talking points

- Afterschool requires the “four wheels” of
  - (1) a positive environment that supports learning and youth development;
  - (2) connection with academics;
  - (3) hands-on, engaging learning;
  - (4) skilled staff

## Modeling Afterschool Style from Start-Up

The opening plenary is a time to model afterschool style of engagement right from start-up. Examples include:

- A skit about the complexities of leading an afterschool program
- Posters made by participants then posted, with their names, program names and locations, program features and challenges
- Human bingo
- Amoeba, or other physical meet-the-room activity
- Human sorts by roles, geographic locations, ages served, or other characteristics

## Afterschool style demonstration activity

### Twisted Name Game

*Center for Afterschool Education*

As participants enter the room and take a seat, they find a stack of 2 x 2 squares on each table. Participants are invited to write the letters of their last names on the squares—one letter per square, then combine all the letters at the table. Their challenge is to create as many words as possible, or the longest sentence or phrase they can.

Academies engage participants with all of these elements.

- The approach to afterschool – afterschool style – blends academic and social-developmental goals, establishes an inclusive community, and incorporates all learning styles and levels.
- Afterschool style is:
  - Learner-centered
  - Inclusive
  - Hands-on
  - Relevant and authentic
  - Interdisciplinary
- Demonstration of short ‘afterschool style’ activity, followed by debrief to identify characteristics of youth development, social development, and academic skills
- Each session demonstrates the interweaving of development and social goals with teaching and learning for success in school

## Full group or plenary session

### Packing for the Trip: Positive Youth Development

Time: Approximately 90 minutes

Optional materials/resources

*Youth Development Guide: Engaging young people in after school programming*

Presented at the Academies by Community Network for Youth Development (CNYD)

The Youth Development plenary should model good youth development principles from the start, for example, creating a respectful, inclusive environment, building relationships, trust, and opportunities for voice and choice. The facilitator may open with establishing agreements, for example, and activities to find commonalities across participants.

Objectives for the Positive Youth Development plenary session anticipate that participants will:

- Identify the critical features of youth development settings that promote learning and positive youth development
- Experience strategies for building a positive learning environment that promotes a sense of emotional and physical safety
- Practice strategies for creating and upholding agreements with young people that prepare them to learn and work collaboratively with others

Skilled youth development professionals should lead this segment, with the following key concepts and points.

## Key talking points

- Youth development is an approach – a way of supporting young people as they build their capacities and strengths for adolescence and young adulthood. Individuals, families, programs and institutions that provide support and opportunities for young people to grow towards positive outcomes are all involved in youth development.
- To apply a youth development approach, staff should have an understanding of and skills in:
  - Active listening
  - Group facilitation
  - Positive discipline
  - Conflict mediation
  - Project planning
  - Group decision-making
  - Cooperative learning strategies
  - Child and adolescent development
  - Motivation
  - Cultural competence
- Youth development includes providing emotionally and physically safe environments, supportive relationships, opportunities to engage with the community, attention to skill-building possibilities, and encouraging high levels of youth participation. Specifically, this is manifested through:
  - Fair and consistently applied rules
  - A sense of connection and being valued and accepted by the group
  - Caring guidance from adults
  - Participation, with meaningful and responsible roles, decision-making, and leadership opportunities
  - Opportunities to affect and contribute to the community
  - Building connection with a wider community
  - Motivation through interests and challenge
  - Developing mastery

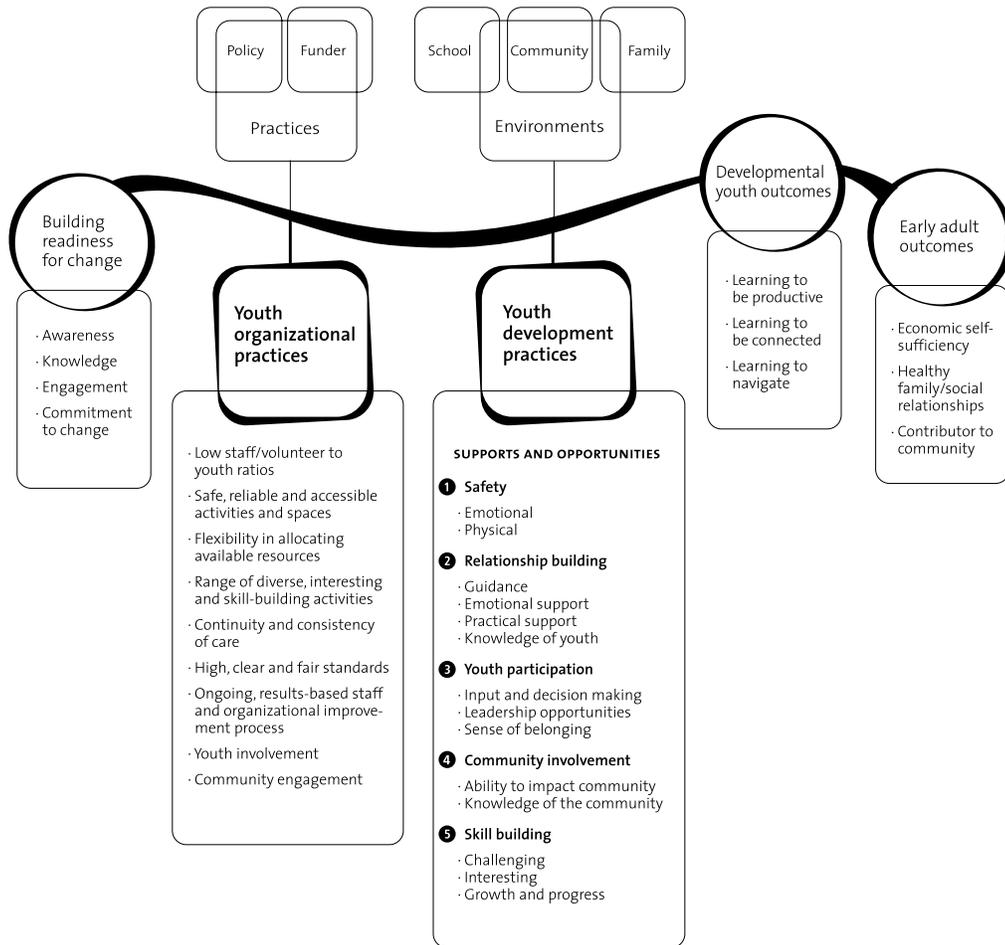
## Passport to Excellence: Crossing the Border into Inclusion

An afterschool program is an ideal place for children and youth to welcome and celebrate diverse populations. Understanding the importance of creating inclusive environments, and building the tools and resources needed to construct such environments, can transform programs and encourage the participation of all children and youth. Afterschool staffs and students can use cultural differences as a means of learning from, and relating to, one another.

In the Crossing the Border into Inclusion breakout session, participants:

- Address the social and historical influences that have affected the treatment of youth and how it impacts their behavior
- Learn to recognize and discuss the effects of power dynamics in relation to young people
- Learn to identify, interpret and respond to the individual needs of young people
- Practice strategies that support decision-making and removing personal bias in emotionally charged situations with youth and their families
- Explore strategies for promoting a youth service program that is culturally competent

## Youth Development Framework for Practice



Developed by CNYD in collaboration with Michelle A. Gambone (YDSI) and James P. Connell (IRRE)  
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## Full group or plenary session

### Mapping Your Trip: Connecting to Academics

Time: Approximately 45 minutes

Optional materials/resources:

*Academic Content, Afterschool Style:  
A Notebook and Guide*

Presented at the Academies by the  
Center for Afterschool Education

During the Connecting to Academics plenary, participants are more fully introduced to the 'afterschool style' they will experience more deeply in the breakout sessions. In this full-group session, participants learn more about:

- Afterschool education and linking with school-based content and skills
- Deliberately planning hands-on activities and experiences to target academic skills
- Using non-formal teaching and learning methods
- Providing opportunities for students to build 21st century skills that support success in school

The session typically begins with an activity that engages all participants, followed by a debrief to identify specific academic content and skills, as well as social or developmental elements. Subsequently, participants discuss the role of staff as educators, building on staff skills, finding out what children are learning in school, and the concept that knowledge and skill building occurs in diverse ways.

### Connecting to Academics

Leading participants through an activity clearly illustrates connections to academics through games and activities.

#### Rectangle Challenge

*Center for Afterschool Education*

Directions:

1. State that the goal is for the entire group at each table to combine a set of shapes to create a 8 ½ x 11 inch rectangle, without overlapping sections or gaps.
2. Each participant is given an 8 ½ x 11 inch piece of paper and directed to cut it into a shape, put their initials on the shape, and then contribute it to the group.
3. When all the shapes are cut, the group proceeds to assemble the one 8 ½ x 11 inch rectangle.

Debrief by asking such as:

- What strategy did you use?
- How did this activity support youth development?
- What academic skills did this activity support?

## Key talking points

- Afterschool is a distinct learning environment. It is a place for youth to build academic and social skills through hands-on, learner-centered projects and activities.
- Afterschool uses different techniques and methods to support school-day learning without looking more like school. With thoughtful planning, knowledge of academic content, and the principles of youth development, programs can reinforce school-day learning in ways that engage and interest youth.
- Connecting to academics requires information or knowledge about what children are learning in school.
- Linking with academics demands deliberate and strategic planning to embed content in activities that are social, challenging, and fun.
- Staff need skills in non-formal teaching and learning methods.

### Full group session Developing Your Pit Crew: Staff Leadership and Development

Time: Approximately 2 hours

Optional materials/resources:

*Afterschool Style in Practice:*

*25 Skill-Building Meetings for Staff*

Presented at the Academies by Gary Moody

Professional development matters. Staff in afterschool programs need to learn how to facilitate children's learning and healthy development using afterschool methods grounded in child and youth development. Developing skills and program improvement, however, are change processes. Change is difficult, and all stakeholders need to be ready and willing to take on change and improvement. Why invest in professional development? Without on-going professional development, staff will do what they have always done, and nothing new will happen.

#### Tips and Techniques in Staff Development

- Weave professional development into the program's day-to-day practice
- Provide adequate time for staff to collaborate and reflect on the program
- Identify local experts who can support staff efforts
- Diversify the practices, ideas, and people surrounding professional development delivery
- Train staff using the same methods they should use with the children and youth they serve
- Consider staff development as part of an organization's commitment
- Recognize that staff concerns, needs, and interests are a vital component of effective professional development

This session directly addresses staff development with the goals that participants:

- Develop an understanding that effective professional development is an essential and indispensable process, without which programs cannot hope to achieve desired goals.
- Experience a take-away activity that develops group core concepts around the characteristics exhibited by quality staff and their relationship to effective professional development.
- Develop an awareness of how important ongoing follow-up support and job embedded opportunities contribute to successful professional development.

## Key talking points

- Change is complex, and professional development is an experience shaped by the willingness and readiness for change that is influenced by the needs of the adult learner.
- Asking different staff members to be responsible for planning various activities encourages the development of their leadership skills.
- Activities that incorporate creative and hands-on strategies encourage both youth development and staff development.
- Programs must strive to weave professional development into the fabric of day-to-day practice through mentorships and peer-to-peer exchange.
- Adequate time must be found within the program to allow personnel to learn and work together to accomplish identified goals.
- Effective professional development programs are characterized by diversity of ideas, people, and support practices.
- Effective staff development requires a system that supports it.
- High quality staff development is concurrent with organizational development.
- There needs to be improvement of performance through both individual achievement and systemic change.
- Skilled staff need a solid understanding of cooperative learning strategies, group facilitation, positive discipline, and non-formal teaching methods.
- Staff must know what students are learning in school and be able to connect this learning to the program's activities.
- For some practitioners, the notion of afterschool as a place to support academic learning may require a change in philosophy, behavior and attitude.
- Change may require ongoing incentives such as release time, stipends, continuing training, peer and administration time, or earmarked budget to support change.
- Train practitioners using the same kinds of methods you want them to employ with the children and youth they serve. Model best practices.
- Develop connections to local experts in the field who are in a better knowledge position to support the efforts of colleagues.

*We now have staff development at least once a month and have surveyed the staff to determine their needs. The training better prepares the staff for the afterschool program and the substantial differences from the normal school day.*

**Academies participant  
in follow-up survey**

# Purposes and Characteristics of Staff Development

## Four Major Purposes of Professional Development

1. Awareness/Exploration: Professional development activities that address the stages of concern, interest, and understanding regarding an innovation are essential.
2. Skill-Building Activities: Activities that are designed to help build and apply specific instructional skills including follow-up coaching and support.
3. Program improvement: Improvement occurs when everyone is involved in a continuous, collaborative, problem-solving process. This process is built on reflection and refocusing instructional practices to improve student learning.
4. Strategic Planning/Systems Thinking: Acknowledgement that complex, interdependent relationships exist among the various aspects of an educational system requiring a comprehensive approach to change that facilitates integration of all components of the system.

## Effective Staff Development

- Development of local experts in the field who are in a better knowledge position to support the efforts of colleagues.
- Effective professional development programs are characterized by diversity of ideas, people, and support practices.

## Follow-up Support

- On-going support includes opportunities for problem-solving and application of learning.
- What makes early stages of change so complicated is that the problems encountered at this time are often multiple, pervasive, and unanticipated.
- Support coupled with pressure is vital for continuation of change.
- To reduce isolation educators need to be linked to both the local and larger learning community.
- The growth of any craft depends on shared practice and honest dialogue among the people who do it.
- Networking affords the opportunity to share workable solutions to common issues and concerns while providing peer to peer support.

**BREAKOUT SESSIONS** may be offered as one choice among several, or may be repeated to accommodate all participants. The length of the session may be shorter or longer, depending on time available and the depth and detail desired.

## Breakout Student Journeys: An Inquiry-Based Approach to Afterschool

Time: Approximately 2 hours

Optional materials/resources:

*YouthLearn Guide*

Presented at the Academies by EDC

Inquiry-based learning is an excellent method to support the integration of academic content in afterschool activities. During the Inquiry-Based Approach breakout session, participants will:

- Understand the importance of careful planning that is youth-centered and grows from existing organizational capacity
- Examine how to promote student inquiry in context of developmental levels
- Understand how inquiry supports project-based learning
- Review existing models and explore variations for individual conditions and needs
- Conceive of new activities or adaptations that could apply lessons learned in the workshop

### Key talking points

- The essence of inquiry-based learning is that children participate in the planning, development, and evaluation of projects and approaches.
- Inquiry-based learning offers young people the chance to work collaboratively, to pursue common interests and interact with educators in a non-traditional way.
- Inquiry calls upon young peoples' existing academic skills to further their exploration.
- Inquiry-based learning is engaging because it stems from young people's natural curiosity about the world around them.
- Educators facilitating inquiry-based learning must be willing to facilitate an uncommon teacher-learner relationship.
- Education Development Center's YouthLearn Initiative breaks inquiry-based learning into four parts: (1) posing real questions (2) finding relevant resources (3) interpreting information and (4) reporting findings.

Step 1: Posing Real Questions is facilitated with questions such as:

- What do I want to know about this topic?
- What do I need to know?
- What do I know already and how do I know it?
- What might a possible answer be?

Inquiries must relate to a student's real questions and interests; it should not be a bait-and-switch in which the student actually pursues the teacher's interests. Staff need to be able to help students identify and refine their questions for exploration.

#### Step 2: Finding Relevant Resources

Between the question and the answer are sources of information. What kinds of sources might help? Where do you find them? The key distinction in this phase is that the learner must be kept focused not on finding the answer but on finding sources that might have information that could lead to the answer.

#### Step 3: Interpreting Information

Learners catalog information and record new questions that arise, but now focus on the relationship of that information to the hypothesis and to the other bits of information.

#### Step 4: Reporting Findings

The emphasis should be on telling the personal story of the "learning journey," rather than just recounting the facts as in a traditional paper. The objective is not to state the answer but to tell how the question was asked and the answers found. The finished product could appear in any number of forms – a paper, a Web page, a collage or a slide show, just for starters.

## How to Develop an Inquiry-based Project

Will you ever just walk into class and ask, "Okay, what do you want to study today?" Of course not. Inquiry-based learning is founded on students taking the lead in their own learning, but it still requires considerable planning on your part. Projects must fit into your larger program structure, goals and plans, but the students will be actively involved in planning the projects with you and asking the questions that launch their individual inquiries.

### The Importance of Planning

It's impossible to project all the possible ways in which you can build inquiry into programs, projects and activities, but preparing for most projects involves three basic steps:

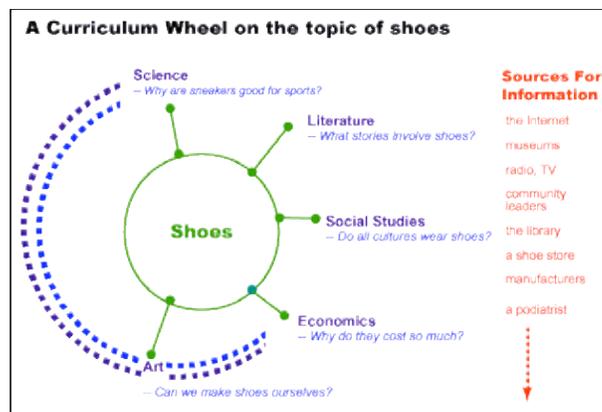
1. **Pre-planning:** Before going to the kids, determine any preliminary factors or characteristics that must be true in order to achieve your larger goals or plans. Consider factors such as scope, the amount of time you'll spend over how many sessions, relationships to other projects, topical focus, age appropriateness, skills you want to use, resources, media and collaboration techniques. Make any decisions up front that you have to, but let the kids decide as much as possible.

2. **Brainstorming.** Assuming the widest range of possibilities, start a discussion in class to find out what the kids are interested in. Ask some broad questions about their interests. Try some simple [mapping](http://www.youthlearn.org/learning/teaching/mapping.asp) (www.youthlearn.org/learning/teaching/mapping.asp) activities to record the ideas they suggest and to begin winnowing them down to one or a few.

Avoid letting individuals work alone on totally unconnected projects. It's not that there's anything wrong with that, but the kids won't get the advantage of developing **collaboration skills** (www.youthlearn.org/learning/approach/collab.asp) and you'll be spread awfully thin trying to help them all on such disjointed topics.

Remember, your role is to guide them toward achieving learning objectives and mastery of skills that they need. If they pick the questions that start the inquiry, they'll have no end of such questions, even if you subtly limit the parameters. In most cases, you'll be better off having the whole class work on a single concept or breaking up into teams to work on particular questions, aspects or executions of that theme or idea. Just make sure that they feel ownership of the topic and truly care about it.

3. **Questioning.** Almost any topic can become the foundation for an inquiry-based project, even something as mundane as shoes, if that's what the kids are interested in. Suppose you've decided on that topic. Ask the kids what they would like to know about shoes, and map the questions to areas of study as shown in the curriculum wheel below.



Adapted from *The YouthLearn Guide* • Created by the Morino Institute • www.youthlearn.org  
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## Breakout

### A Journey With No Boundaries: Engaging Communities

Time: Approximately 2 hours

Presented at the Academies by Citizen Schools

Every community has resources that can enhance an afterschool program. Building children's knowledge of their communities and its resources creates a sense of connection to a larger community. Afterschool programs that offer opportunities for children and young people to impact and give back to their community will find that students are not only receptive, but excited, about contributing to their communities. In the process of identifying these resources, program staff may build relationships with community partners who will willingly support the afterschool program.

During the Engaging Communities breakout session, participants:

- Learn a framework for community-based learning
- Develop a broader understanding of "community assets"
- Identify assets in their community through the completion of a community map
- Create a community-based learning opportunity for students, driven by learning objectives

### Key talking points

- By re-imagining their communities, educators can turn their communities into living classrooms complete with hands-on learning opportunities. In what is usually a two- or three-hour "Exploration," students are exposed to cultural or civic institutions, community resources, and topics that they might never otherwise encounter.
- Children and young people are able to experience their communities in new and active ways. Changing environments and connecting youth and community members creates opportunities for students with different learning styles to excel.
- Community-based learning supports children in learning to step outside their comfort zones, meet other members from their communities, and explore future educational and careers paths.

*In the end, Explorations are about the resources you have right next door. They're about alerting kids to the places in their community that they never knew existed. They are the glue that bonds the school and the students to the greater community. Explorations are not just field trips—the kids should never be sitting, just passively absorbing information the same way they watch TV. If you do it right, the kids will be interacting with new places, ideas, and people in their own neighborhoods.*

**Ken Bowers, Teaching Fellow,  
Citizen Schools, Class of 2005**

- Experiences should build on students' interests and be structured for active, not passive, student involvement – students can interview residents, participate in scavenger hunts, conduct polls, compare and contrast communities – and then return to teach others about their experiences.
- Students can gain leadership skills by taking on meaningful roles during these community explorations – interviewer, photographer, timekeeper, map reader, introducer.
- Community connection experiences should relate to school themes, holidays, and events on the school calendar (such as a visit to a university during the spring).
- Activities should encourage children to reflect on their experience. The experience should be a two-way street, with students learning about their communities and acting as ambassadors.
- Activities should provide opportunities for children to build and demonstrate their own leadership and public speaking skills.
- Experiences such as these enable students to connect their real world with their academics.

## Engaging Communities: Chinatown Scavenger Hunt

*Citizen Schools*

A few weeks before the scavenger hunt takes place, staff members visit the area and identify specific locations and interesting facts about the area. Students will be asked to find the location and learn the facts. Before the hunt begins, staff members outline the learning objective for the activity. Students then participate in a scavenger hunt that requires them to interact with local residents and merchants. Later, students reflect on their experience with the residents and on cultural similarities and difference.



## Community Exploration Template

### Learning Objectives

**What do I want to teach?** I want students to understand some of the skills necessary to operate their own business. Students will work in teams to interview local business owners on their job, the skills they need to be successful and educational requirements.

**1. Skill/Competency**  
Oral Presentation skills: interviewing business owners and presenting findings to students and staff

**2. Skill/Competency**  
Math/Data Analysis: students will learn about small business loans and how business owners pay back their loans



Final Product, Presentation, or Performance

Students will create a “portfolio” for the business owner that they interviewed and share this information with the entire group. Presentations will include

- An overview of the business
- Owners educational history and the skills required to do their job successfully
- Students will discuss the businesses plan for making a profit



Products needed for the final project

Business owner Interview sheet

A “mini lesson” on small business loans and other vocabulary words students will need to know

A practice budget sheet that allows students to see how much a business owes and how much they need to charge customers to make a profit

Sample Handout

## Breakout

### High Octane Learning: Supporting English Language Learners in Afterschool

Time: Approximately 1.5 hours

Optional materials/resources:

*More Than Just Talk: English Language Learning in Afterschool*

Presented at the Academies by the Center for Afterschool Education, Foundations, Inc.

Afterschool programs are ideal environments for supporting English language learners and building their English skills. As more programs involve children from different linguistic backgrounds, the role of afterschool becomes increasingly valuable.

During the Supporting English Language Learners breakout session, participants will:

- Identify the stages of language development and the links between talking and learning
- Learn how to develop and lead engaging, hands-on activities that reinforce and strengthen language development
- Learn techniques to identify and meet the social and emotional needs of English language learners
- Understand how to create effective afterschool activities that deliberately support language learning
- Identify local resources to create a network that can support the language, academic, social, and emotional needs of language learners

### Key talking points

- Afterschool programs are ideal settings for English language learners to get much needed language practice.
- On average, students learning English speak less than two minutes per day during the traditional school day.
- Afterschool environments, and their collaborative approach to learning, allows language learners the opportunity to practice their new skills.
- Games and activities encourage conversation and build vocabulary for English language learners. With some basic understanding of language development, staff can deliberately support these students and make a large impact on the students' learning.
- Students need to learn conversational English before they can master academic English. Activities that are connected to academic content but stress communication among peers can provide students with this kind of practice.
- Staff can readily learn and use techniques to promote conversation. Staff do not need to be experts in English language learning, but they do need an understanding of language acquisition as well as techniques and strategies that best support learners in their program.

- Staff should use activities to build English skills among all children, not just the English language learners. Pair native English speakers with English learners often and around interests they share. Students will practice not only engaging learning activities but should hear rich vocabulary in context through their peer-to-peer interactions
- Staff should deliberately create language learning environments where children can practice their English without embarrassment or over-correction
- Afterschool can support cultural bridging between English learners’ families and the schools
- Materials, activities and interactions should accommodate and include the cultures of the children in the program

## Supporting English Language Learners

Staff can learn techniques to promote conversation and interaction in English. Engaging participants in games and activities quickly illustrates the point—and teaches a technique.

### Describe and Draw

*Center for Afterschool Education*

Players take turns describing a picture while others draw it. At the end, the “describer” and the “artist” evaluate their work and reflect on their use of descriptive language and listening skills. This activity gives the language learner the chance to practice English language comprehension, giving directions, using and understanding new vocabulary, and using context to define meaning.

#### Ratchet it down

- Pre-draw shapes or combinations of shapes and stick figure drawings
- Use pictures related to new vocabulary

#### Ratchet it up

- Use world, country, state or local maps
- Put out books with pictures related to what kids are learning in school
- Use famous artwork and different types of art
- Use pictures with specialized vocabulary or themes, such as food, weather, clothes, music, animals
- Allow “Artists” to question the “Describer”
- Have “Describer” write a description or draw an imaginary character, then describe it to the “Artists”, such as, “I saw a wild creature. It had a huge hairy body, six legs, and four long green arms...”

Debrief the activity with Academies participants by asking questions such as:

What vocabulary did you use?

What language skills did this activity support?

Which academic skills or youth development skills did it support?

## SECOND LANGUAGE LEARNING

### Stages and Supports

Stage	What's going on	Teacher/ peer support	Learner...
<b>Pre-production</b>	Before speaking, learners listen a lot. Eventually they will speak.	Use LOTS of teacher/ peer talk. ask 'yes/no', 'who', and 'where is/are' questions; play games like <i>Simon Says</i> or <i>Hide the Fly</i> .	...listens silently, or responds with pointing, nodding, or gestures.
<b>Early production</b>	Learners understand more than they can say, and speak with a couple of words and short phrases.	Teacher and peers should talk MOST of the time. Ask 'what is', 'how many' and 'what color' questions; play games and activities like <i>What Is It? Bingo!</i> or <i>Memory Match</i> .	...responds with a word or two; asks and answers simple questions with a few words.
<b>Speech emergence</b>	Comprehension is building. Learners use sentences and string sentences together.	Teacher and peers can expect more and should talk only about HALF the time. Ask 'how' and 'why' questions; ask for explanations; use activities like <i>Do We Meet? Twins Out There</i> , or <i>Slides</i> .	...answers questions with sentences and paragraphs.
<b>Intermediate fluency</b>	Learners understand and speak well enough to meet daily communication needs and functions.	Learners should do most of the talking. Use activities like <i>Round Robin Story</i> , <i>Picture Pass</i> , <i>Mix and Match Ups</i> , and projects.	...can carry on conversations, but MAY NOT have academic English.

## Breakout

### Journey to the Center of Your Mind: Self-Expression and Creativity

Time: Approximately 1.5 hours

Presented at the Academies  
by Gary and Eve Moody

Creativity improves students' self-esteem, motivation and achievement. During the Self-Expression and Creativity breakout session, participants learn to:

- Create a fun, relaxed working environment that encourages students to be adventurous, be imaginative, and explore ideas
- Build creativity objectives into lesson plans
- Create activities that are personally and culturally authentic
- Build student creativity through hands-on experimentation, problem-solving, discussion and collaborative work
- Plan for a range of teaching and learning styles so all students can demonstrate their creativity

#### Key talking points

- Students who are encouraged to think creatively and independently become more interested in discovering things for themselves
- Children become more open to new ideas, and more willing to work with others when exploring new concepts.
- When allowed to think creatively and pursue an idea or vision, students are often willing to work well beyond the lesson time.
- Creative students adapt well to our ever-changing world.
- Value and praise what pupils do and say. Establish an atmosphere in which they feel safe to say things, take risks and respond creatively.

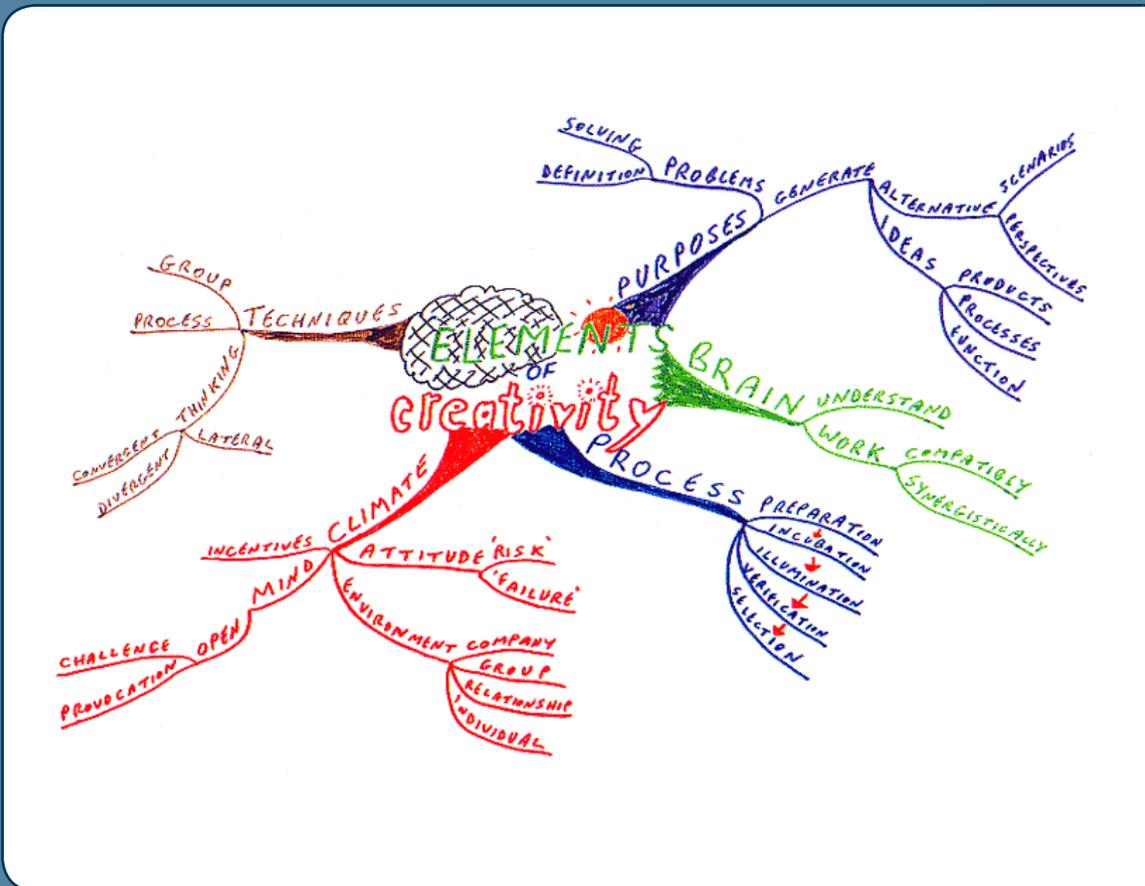
### Connecting Behavior Management to Learning Styles, Multiple Intelligence Theory, and Creative Environments

*Gary Moody*

- Participate in a discussion of how students learn, how participants teach, and how to bridge the gap between the two.
- Recognize that student behavior is often related to the disconnection between the instructional modality and an individual student's learning style.
- Experience several Multiple Intelligence based activities and examples of instructional strategies to differentiate the modalities that increase student understanding.
- Share strategies that give students opportunities to choose ways of working and how to shape the direction of work

# Sample Handout

- Create a fun, relaxed working environment if you want to encourage pupils to be adventurous and explore ideas freely.
- Create conditions for quiet reflection and concentration if you want to encourage pupils to work imaginatively
- Devise activities that are personally and culturally authentic. Try to build on pupils' interests and experiences (both in and out of school).
- Plan for a range of teaching and learning styles so that as many pupils as possible have the opportunity to show their creativity. Role play can increase pupils' imaginative engagement and give them freedom to explore ideas.
- Hands-on experimentation, problem solving, discussion and collaborative work all provide excellent opportunities for creative thinking and behavior.
- Staff need to build creativity objectives into their planning (these can be integrated with subject-specific objectives).
- Look for opportunities to promote creativity in your existing schemes of work and lesson plans. Could you adapt any activities so that they offer more potential for creativity?



# Breakout

## Homework: A Hybrid Vehicle

Time: Approximately 1.5 - 2 hours

Optional materials/resources:

*Academic Content, Afterschool Style: A Notebook and Guide*  
*Homework Zone Program Pack*

Presented at the Academies by the Center for Afterschool Education, Foundations, Inc.

Homework time can be much more than simply completing assignments. With attention to scheduling, student grouping, and assignment tracking tools, homework time can help students become independent learners who take responsibility for their learning. By taking a youth-centered approach to homework time and seeking out ways to make the time active and engaging, programs can reinforce skills such as working in groups, time management, and communication.

During the Homework breakout session, participants:

- Recognize that allowing student choice during homework time encourages students to build independent study skills and learn how to effectively work in groups
- Learn to structure homework time so that it allows time for moving, interacting with friends, and practicing academic skills by using academically-based games and activities
- Understand techniques to help students with homework
- Consider tools that enable students to identify homework strategies that work best for them

## Key talking points

The breakout begins with the room set up with varied activities to engage participants. This is later debriefed to demonstrate planning for transitions into homework time.

- Deliberately plan homework time to meet learning and youth development objectives that reach beyond the assignments.
- All stakeholders – parents, school administrators, teachers, and afterschool staff – need to agree on goals and approaches for homework time.
- Make homework time a time for learning independent study skills.
- Look for opportunities to build 21st century skills that will help children be successful in school, such as problem solving, working in groups, completing tasks on a deadline.
- Build in opportunities for student choice, such as working in groups with peers or by themselves, as they decide.
- Structure homework time so that it allows time for moving, talking with friends and practice with academically-based games and activities that reinforce the content of the homework.
- Use tools such as logs and homework contracts to support children’s development as learners.
- Staff actively and deliberately use targeted helping strategies to help children at their level and intensity needs.

# Homework Contract

The following is an example of a tool that helps clarify expectations among staff, parents, and children, builds children’s awareness of their learning styles, a develops a sense of responsibility. It also helps staff better understand children’s strengths and weaknesses around homework.

**HOMEWORK CONTRACTS**

Homework can be a problem area for all concerned. Contracts help everyone think through the homework situation and make expectations clear. Talk with parents, children, and teachers when creating your own contract. Be sure it reflects the program’s homework policy and serves the students’ needs.

**HOMEWORK CONTRACT**

**Student**  
 Name: \_\_\_\_\_ School grade: \_\_\_\_\_

I work best (check all that apply):

When it’s quiet:  With a little background noise:  With music:  With food:

At a desk and chair:  On a sofa or soft chair:  On the floor:  Alone:

With other people:  After doing other activities:  After a snack:  After a break:

Right away, before other things:  Other: \_\_\_\_\_

My best subject areas are: \_\_\_\_\_

My worst are: \_\_\_\_\_

I need most help with: \_\_\_\_\_

When I need help I usually (check all that apply):

Ask for it:  Ask but still don’t understand:

Try harder:  Get frustrated:  Give up:

Look for information on my own:

Other: \_\_\_\_\_

The hardest part about homework for me is:

Finding the time:  It’s not particularly hard:  Getting started:

Too hard:  Understanding assignments:  Boring:

Other responsibilities:  Having the right books/supplies:

Remembering the assignment:

Other: \_\_\_\_\_

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PLANNING TOOLS

Weisburd, Claudia. (2004). *Academic Content, Afterschool Style: A Notebook and Guide*. Foundations, Inc.: Moorestown

Homework Contract *continued*

**Families, Parents, Guardians**

I want my child, \_\_\_\_\_, to:

Do homework at home, after leaving the program

Work on homework everyday after school for

At least \_\_\_\_\_ minutes

Not more than \_\_\_\_\_ minutes

Flexible, depending on other program activities

Complete as much homework as possible

*(Some contracts include a section such as: My child must complete 20 minutes one assignment one subject area of homework before he/she can participate in other activities.)*

My child seems to work best (check as many as apply):

Alone  In small groups  In large groups

With food  With noise  With quiet

When my child needs help, he or she tends to:

Ask for it  Try harder  Get frustrated

Give up without asking for help  Ask but not listen

Get help but be annoyed  Other: \_\_\_\_\_

**Agreements**

**Student**

By signing this contract, I agree to:

- Keep track of assignments and know what is expected
- Bring assignments, books, and materials I need to complete my homework
- Work on my assignments during after-school time as agreed
- Ask for help when needed

Signed: \_\_\_\_\_

**Parents**

By signing this contract, I agree to:

- Review homework with my child every day
- Talk to the after-school and class teachers about homework and my child's progress

Signed: \_\_\_\_\_

**After-School Teacher**

By signing this contract, I agree to:

- Serve as a homework support without doing assignments or giving answers
- Talk to parents and children about homework
- Support the items in this contract

Signed: \_\_\_\_\_

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# PART THREE: PLANNING AN ACADEMY



1. Basic Planning
2. Experience from the Field

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# 1. Basic Planning

**A**cademies offer a valuable—and often inspiring—form of professional development. To make a difference, however, inspiring content relies on implementation. As leaders and organizations begin developing Academies, nuts and bolts issues need to be addressed. Basic planning elements include identifying target audience, length of the Academy, space, and budget.

## Setting Objectives

Clarify the goals of the Academies early in the process. What should participants gain—specifically—from devoting two or three days of time to professional development? Clear objectives should be developed among planners and potential partners, facilitators and groups who will be recruiting participants.

Overall objectives of Academies were detailed in Part I as:

- Participants understand the importance and practical implications of child and youth development, youth needs, different learning styles, community networks, and cultural diversity for creating supportive, motivating, engaging, and age-appropriate learning environments in afterschool.
- Participants acquire and are able to plan and use techniques that deliberately and clearly blend academic content and youth development, and design afterschool activities and projects to accomplish these.
- Participants understand that professional development is necessary, on-going, and a critical responsibility of being an afterschool educator.

Planners need to focus on particular objectives and priorities to fit their needs and audiences. Other examples or emphases might be, for example, creating a common understanding of the opportunities of afterschool, instilling a value for professional development and professionalism in the field of afterschool, or connecting practitioners to their local and state policy makers.

Objectives will be revisited and tweaked as planners identify issues, topics of interest, and facilitators, but an overall framework of objectives should be in place from the outset.

## Audience: Who and How Many

A key objective of Academies is to improve the quality of afterschool by building it as an educational space that blends academic skills with child and youth development principles and objectives. The ideal participants in Academies are those who are in a position to make changes in their own programs, in direct work with children, or across multiple programs. While it can be extremely beneficial to also have trainers and those working at system-wide levels attend, they are supporting participants, not typically the core target audience.

The content is geared to those with at least some experience working with children and youth, whether in parks and recreation, school-based, community-based, or other program sites. The best participants are those who are clearly eager to explore – and try! – methods and techniques for creating exciting learning environments.

Academies may be designed for any number of participants, but there are dynamics to keep in mind.

- Consider the ratio of participants to facilitators. Fifteen to twenty participants per facilitator allows a more personal feel and rapport (an important feature of good afterschool programs), and more opportunities for individuals to participate in discussions. Smaller ratios can be a challenge to staff and budget.
- Academies have ranged in size from 70 to 240 participants. Larger groups can be more cost effective, and can provide a greater richness and diversity of experience and talents.
- Numbers affect timing. Bigger groups require more time to move, settle, and engage.

### *Teams and systems*

When participants are able to attend as teams from a program or site, the learning and impetus for improvement is strengthened. Academy participants have themselves expressed the view that attending as a team provides a solid base for identifying improvement areas, and for implementing new strategies back home. Teams may include administrators, directors, lead staff, and line staff who then have time in the structure of the Academies to discuss what they need from each other and how they can work as a team to improve programs. Given the time constraints in afterschool, the time teams spend in Academies discussing program improvement may be the only time they have as a group to focus on the issues.

### Planning to Involve All Stakeholders

When planning an Academy, look out for potential road-blocks or detours. Be sure audience and content are well-aligned. Problems arise when participants do not attend the full Academy, the goals of Academy partners or hosts are conflicting, or the material and content being delivered is not relevant.

### Variation for Multiple Objectives

Two pilot Academies deliberately addressed the interface of programs and system-building. Participants were recruited from relevant government offices, from statewide afterschool and youth-serving organizations, and policy-makers. Two tracks were developed to address change at different levels, and discussions were facilitated between the groups to consider practical action steps.

In addition to staff and leaders directly involved in day-to-day programs for children, audiences can include those working across networks, in departments of education, or in various youth-serving organizations. Inviting municipal leaders and policy-makers helps build awareness of the role of afterschool as an educational space, and strengthens support. Academies offer an excellent opportunity for linking policy and practice, with both sides benefiting greatly from the exchange. State and local leaders can better understand what is needed to provide high quality programming for all children; practitioners learn of overall direction, funding streams, and policy-making opportunities.

## Length of an Academy

Academies were developed and piloted as two to three day events, with the two-and-a-half day time frame working best from the standpoint of teaching, learning, participant schedules, and budgets. Clearly, the time frame demands that content choices must be made carefully, and every minute – literally – must be counted and balanced (including down time) to ensure meeting the objectives. Inspirational speakers, large and small group interactions, projects, lectures, workshops, meals and breaks, networking opportunities – all need to fit realistically.

### Commitment to Attend

Academies are meant to be attended in full by each participant. Some groups find that charging even a nominal registration fee may create a stronger attendance commitment.

When scheduling Academy dates, attention needs to be paid to school calendars and program parameters. Some providers conduct full-day programs during school breaks. In other cases, programs are closed during school breaks. If attendees are largely local, some may want to get back to their programs by the third afternoon.



**Schedule of Events**  
Breakfast will be available  
in the Satellite Student Union

**Afterschool Academies**  
Professional Development  
for Afterschool Educators  
Fresno, California  
August 14–16, 2007

**Key**  
Satellite Student Union (referred to as “Student Union”)  
Kremen School of Education and Human Development  
(referred to as “School of Education”)

*Tuesday, August 14, 2007*

	<p><b>Welcoming Remarks</b> Dr. Paul Beare, Dean, Kremen School of Education and Human Development Mr. Jim Yovino, Deputy Superintendent, Fresno County Office of Education</p>	
9:30 – 10:15	<p><b>The Amazing Afterschool Adventure/ Opening Plenary</b> Get started on your adventure. Understand the Academy schedule and choices, experience afterschool style, and talk with facilitators and colleagues. (Academies Facilitators)</p>	<b>Student Union</b>
10:15 – 11:15	<p><b>Mapping your Trip/Connecting to Academics</b> Learn how to support academic content afterschool style! (Center for Afterschool Education at Foundations, Inc.)</p>	<b>Student Union</b>
11:15 – 12:15	<p><b>Packing for the Trip/Positive Youth Development Part I</b> Learn techniques for creating supportive, motivating, and engaging afterschool learning environments informed by child and youth development principles. (Stacey Daraio &amp; Reba Rose, CNYD)</p>	<b>Student Union</b>
12:15 – 1:00	<b>LUNCH</b>	<b>Student Union</b>

1:15 – 2:15

**Carpool Lane/Reflective Practice**

It's been a day full of information and ideas. Connect with colleagues and discuss how to begin planning to apply what you're learning to your work back home. (Academies Facilitators)

**Student Union**

2:15 – 2:30

**Rest Stop/Break**

2:30 – 4:30

**Road Trips/Experiential Learning—  
Breakout Sessions**

**School of Education**

**Experiential Learning**  
(Choose Your Own Adventure)



**A Journey With No Boundaries:  
Engaging Communities**

Explore ways of engaging local resources to deepen the experiential learning process. (Marion Johnson & Asha Strazzero-Wild, Citizen Schools)

----- or -----

**Student Journeys: An Inquiry-Based  
Approach to Afterschool**

Discover ways of making learning student driven, incorporating student interests and techniques for building motivation. (Tony Streit & Deidre Searcy, YouthLearn at EDC)

----- or -----

**High Octane Language Learning: Supporting  
English Language Learners (ELL) in Afterschool**

Afterschool is perfect for getting English language learners (ELLs) engaged in active talking, listening, reading, and writing—afterschool style. See how to make afterschool a supportive, learning-rich environment for the English learners in your program. (Joana Davis-Diaz, Claudia Weisburd, Sarah Mello, Telandria Boyd-Johnson & Ron Goldstein, Center for Afterschool Education)

**Room 54**

**Room 390**

**Student Union  
&  
School of Education  
Room 140**

# Sample Schedule

*Wednesday, August 15, 2007*

**9:30 – 9:45**      **Fueling Up! Regroup with Colleagues and Academies Facilitators**  
 Review the day's road map and set your GPS for what we'll be doing today.  
 (Tony Streit)

**Student Union**

**9:45 – 10:00**      **Rest Stop/Break**

**10:00 – 12:00**      **A Hybrid Vehicle/Homework**  
 Go beyond homework monitoring to a rich learning environment that cultivates independent and resourceful students. Build social, leadership, and academic skills—and get work done!  
 (Joana Davis-Diaz, Claudia Weisburd, Sarah Mello, Telandria Boyd-Johnson & Ron Goldstein, Center for Afterschool Education)

**Student Union  
 &  
 School of Education  
 Room 140**

**12:15 – 1:00**                      **LUNCH**

**Student Union**

**1:15 – 2:15**              **Packing for the Trip/Positive Youth Development Part 2**  
 Learn techniques for creating supportive, motivating, and engaging afterschool learning environments informed by child and youth development principles.  
 (Stacey Daraio & Reba Rose, CNYD)

**Student Union  
 &  
 School of Education  
 Room 140**

**2:15 – 2:30**              **Rest Stop/Break**

**2:30 – 4:30**      **Road Trips/Experiential Learning—Breakout Sessions**  
**A Journey With No Boundaries: Engaging Communities**  
 Explore ways of engaging local resources to deepen the experiential learning process.  
 (Marion Johnson & Asha Strazzero-Wild, Citizen Schools)  
 ----- **OR** -----  
**Student Journeys: An Inquiry-Based Approach to Afterschool**  
 Discover ways of making learning student driven, incorporating student interests and techniques for building motivation.  
 (Tony Streit & Deidre Searcy, YouthLearn at EDC)  
 ----- **OR** -----

**Experiential Learning**  
 (Choose Your Own Adventure)

**School of Education  
 Room 140**

**School of Education  
 Room 390**

**High Octane Language Learning: Supporting English Language Learners (ELL) in Afterschool**

Afterschool is perfect for getting English language learners (ELLs) engaged in active talking, listening, reading, and writing—afterschool style. See how to make afterschool a supportive, learning-rich environment for the English learners in your program. (Joana Davis-Diaz, Claudia Weisburd, Sarah Mello, Telandria Boyd-Johnson & Ron Goldstein, Center for Afterschool Education)

**Student Union**

*Thursday, August 16, 2007*

**9:30 – 10:30**

**Developing your Pit Crew/Staff Leadership & Development**

Great programs begin with well-trained staff. Learn the characteristics of a transformational leader and how to recruit and retain quality staff that will help you meet your program goals. (Gary & Eve Moody, Gary and Eve Moody Independent Consultants)

**Student Union**

**10:30 – 10:45**

**Rest Stop/Break**

**10:45 – 11:45**

**Carpool Lane/Reflective Practice**

It's been a day full of information and ideas. Connect with colleagues and discuss how to begin planning to apply what you're learning to your work back home. (Academies Facilitators)

**Student Union**

**11:45 – 12:30**

**The Road Home/Planning for Action**

The learning doesn't stop with you. Learn skills for sharing your new skills with staff, youth & community. (Academies Facilitators)

**Student Union**

## Space and Set-Up

Academies may be held at conference centers, at hotels, or on college or high school campuses—anywhere space is available to accommodate the agenda.

The amount and arrangement of space needed is driven both by number of participants as well as format and the number and timing of breakout sessions. Academies typically begin with a whole-group plenary session, requiring space to accommodate the total of 100 to 200 participants. Concurrent breakouts require rooms accommodating the anticipated breakout size of 30 to 50 people. Group discussions with 15 to 25 participants work best when they are somewhat separated from one another, but in addition to room space, lobbies, cafeterias, and other common areas can be used to make it work.

As models of effective afterschool and professional development, Academies are active. That is, participants get up, move around, group and re-group, play games, and talk. The best set-up for rooms—even the plenary—is with round tables accommodating eight to ten participants each, also allowing space on the sides for activities.

## Partners and Facilitators

State networks, local and state municipalities, parks and recreation departments, and youth development organizations are all potential partners that may be able to contribute time, money, and resources to planning and providing Academies. Consider convening a planning or brainstorm session with potential partners to help develop the Academy and garner support for the effort.

### *Recruiting facilitators*

Whether you choose to issue a Request for Proposals (RFP) for presenters or invite selected trainers, the Academy concept should be made clear. Expectations for collective planning and intensive engagement should be a part of the informational materials. Facilitators may be expected to fill multiple roles, e.g., as plenary speakers, small session presenters, and reflection group facilitators.

Organizers should select session facilitators and trainers based on their presentation skills, qualifications and “on-the-ground” experience with afterschool programs. The Travel Guide, included in Part IV, (or a similar document), should be shared with all Academies facilitators.

## Budget

Budgeting is highly particular. The spreadsheet provided offers a starting point.

# Budget

Budget Worksheet			
Item	Quantity	Cost Per Unit	Line Item Projected Cost
<b>Facility Rentals</b>			
Large Meeting Room			
Small Instruction Rooms			
Dining Room			
Audio/Visual Rental			
<b>National/Local Trainers</b>			
Trainer Fees			
Trainer Transportation			
Trainer Food and Lodging			
Communications			
<b>Materials</b>			
Registration Nametags			
Academy Binders			
Printing/Copying			
Craft Supplies			
Office Supplies			
Prizes/Handouts			
<b>Marketing and Outreach</b>			
Invitations			
Mailings/Postage			
Signs			
Photocopies			
<b>Publications</b>			
Texts			
Professional Articles			
CDs/DVDs			
<b>Meals</b>			
Breakfasts			
Lunches			
Dinners			
Snacks			
<b>Planning Committee</b>			
Transportation			
Food and Lodging			
Communications			
<b>Other</b>			
Participant Stipend			
Invited Guests			
The budget worksheet does not reflect the cost of staff time.			<b>TOTAL: \$</b>

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## 2. Experience from the Field

### **Georgia Afterschool Investment Council**

In July 2008, the Georgia Afterschool Investment Council (GAIC) became the first statewide Network to implement its own Afterschool Academy. The event, known as the Georgia Afterschool Institute, hosted over 100 afterschool leaders and included both state and local legislators, representatives from the University of Georgia, and local heroes from the afterschool field. The Institute, designed and executed by GAIC staff and its nine Strategy Team members, received generous funding and support from the Georgia Department of Human Resources, the United Way of Metropolitan Atlanta, and other local supporters.

The Institute was an overwhelming success, and it will serve as the catalyst to bring about needed changes in Georgia's afterschool programs. Because GAIC recognizes that systematic and sustained professional development is imperative to building high-quality afterschool programs, planning for future institutes is underway.

GAIC Executive Director, Jill Reimer, led a question and answer session about her experience planning and implementing the Afterschool Institute. Her insight is valuable to all those planning, or thinking about planning, their own Afterschool Academy.

Question: Why did you want to hold your own Afterschool Academy?

Jill Reimer: Simply put, the Academies model was an experience unlike any other for the dozens of statewide afterschool partners in Georgia. The hands-on nature, project-based learning techniques and team delivery from the national afterschool experts gave a context and framework for afterschool staff that enables them to do even greater things for Georgia's youth in afterschool.

Question: What was the largest challenge in planning an Academy?

Jill Reimer: Translating the Academies model into something that worked for Georgia garnered many more opportunities than challenges for us. We brought in new partners to our work, created building blocks for afterschool staff to learn together rather than in isolation, and allowed us to showcase our work to new funders. However, the key challenge was developing and executing our version of the Academies, the Georgia Afterschool Institute, to serve both the needs of providers while also building the capacity to replicate and sustain local trainers to become our future cadre of afterschool trainers for this model.

Despite the time it takes, it is important to keep the strategy and content development component strong so that this does not become just another training event but a live, evolving system of professional development that is in-touch with our customers and the ever-changing afterschool field. So it is a balancing act as high-quality professional development should be.

Question: What do you wish you knew at the start of planning that you know now?

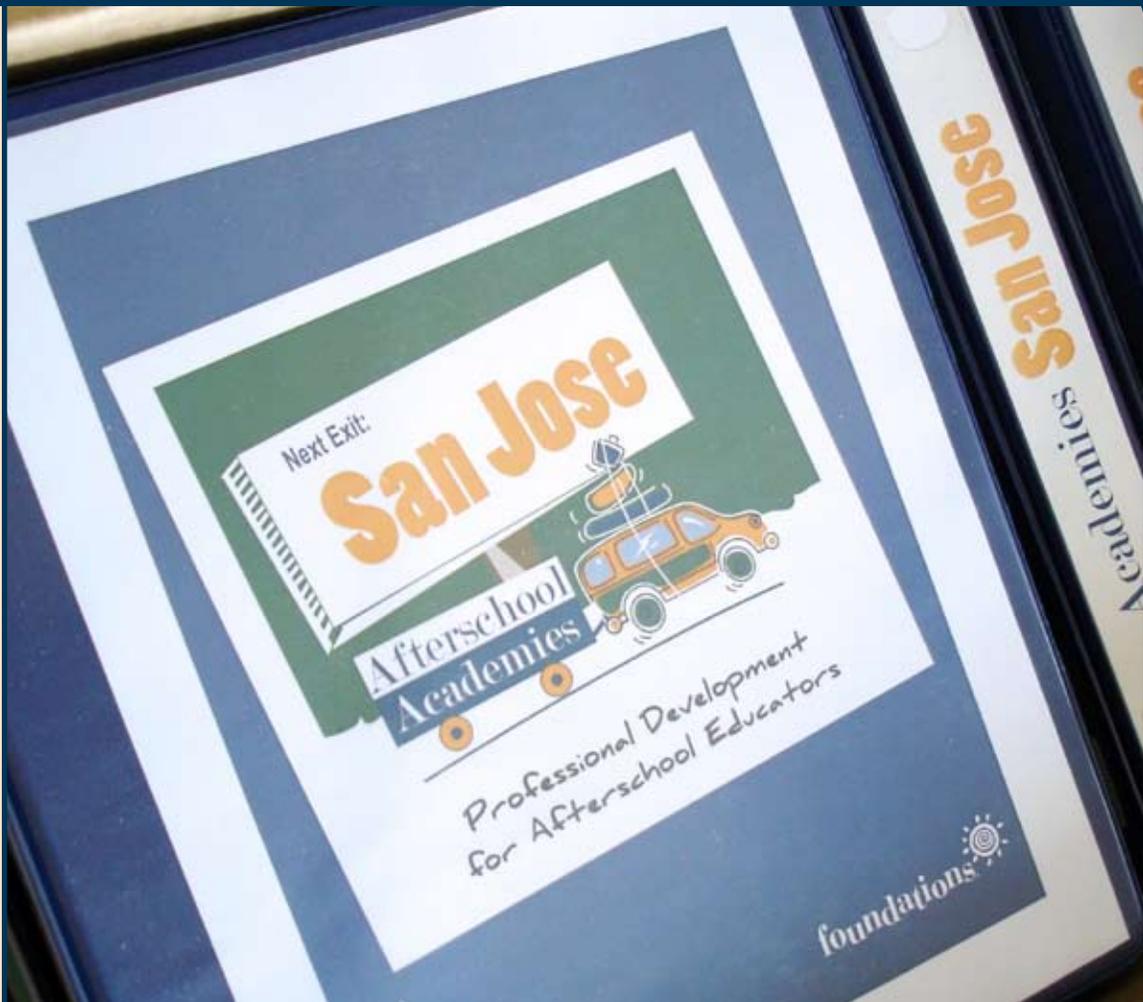
Jill Reimer: The tremendous amount of planning and organization that went into this minimized the surprises. Thankfully, GAIC did not do this work alone as we called together the system players and our network partners at almost every turn to become "co-creators" of the Georgia Afterschool Institute. If a state takes this on, think about this in terms of being one of your major priorities to make it work right. If there was anything we didn't quite anticipate was just how successful this was going to turn out to be, so building on that momentum and staying connected to all the participants, so our talk of this "not being just a training event" but continuous improvement for afterschool, is realized and turned into action. Meetings are already underway to achieve this so the work never dies.

## Frequently Asked Questions from the Field

- Q: If a state network wants to replicate only certain pieces of an Academy, will that jeopardize the Academy's impact?
- A: It's the overall approach of the Academy that is instrumental to its success. The plenary and breakout sessions can be changed to meet the needs of the state, but the blended approach of academics and youth development, the approach to staff development and the commitment to group reflection are essential.
- Q: How can an Academy impact local policy?
- A: By attending an Academy, participants from school-based, community-based, and faith-based organizations demonstrate their commitment to providing high-quality afterschool programs throughout their communities. Participants can interact with local and state representatives in attendance to clarify the issues and address the need for building and supporting the youth development and afterschool workforce.
- Q: How do the strategies and concepts introduced at an Academy reach frontline staff?
- A: During the many small group reflection sessions, Academy participants, with support from local and national trainers, develop focused action plans to serve as a guide for implementing frontline staff development.
- Q: How do you know if your state is ready for an Academy?
- A: States that have a network of partners and organizations who can collectively support the design, development, and implementation of an Academy are well situated to carry-out an Afterschool Academy. Additionally, if afterschool programs throughout the state are requesting highly-effective, in-depth professional development, it may be the perfect time to offer an Afterschool Academy.
- Q: How do Academies impact quality measurements of afterschool programs?
- A: Afterschool Academies deliver high-quality professional development that supports continued development of highly-skilled staff. A skilled staff is a vital and necessary component of high-quality programs. Follow-up surveys show that staff attending Academies readily adopt key best practices associated with high quality programs.

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# PART FOUR: TOOLS AND RESOURCES



1. Tools for Facilitators
2. Tools for Planners
3. Resources

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# 1. Tools for Facilitators

1. Session evaluation quick review
2. Postcard home
3. Action plan
4. Staff development handout
5. Homework contract handout
6. Afterschool style glossary
7. Academy adventure glossary

## 1) Session Evaluation Quick Review (Response Card)



To:  Myself  My Staff  My Colleagues

I picked up this souvenir... 

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**Check all that apply**

**This can help me (us)...**

- Immediately
- Short-term
- Long-term

**From here I will...**

- Pass it on
- Adapt and plan further
- Read more

**This will help with...**

- Instruction
- Program design
- Professional development

## 2) Postcard Home

**SESSION EVALUATION**

▶ SESSION NAME: \_\_\_\_\_

▶ FACILITATOR (S): \_\_\_\_\_

(Check all that apply)

SESSION CONTENT:  Useful  Interesting  Clear  Needs work

DEPTH:  Right level  Too basic  Too fast / too much

PRESENTER SKILL/KNOWLEDGE:  Awesome  Good  Okay

MATERIALS:  Useful  Interesting  Clear  Needs work  None given

TIME:  Just right  Needs more  Too long

DO YOU WANT TO KNOW MORE ABOUT THIS TOPIC?  Yes  No

Rate this session overall, 1 to 10? 

↓

1 low, 10 high

\_\_\_\_\_

**Afterschool Academies**

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### 3) Action Plan

Name: Low Reed SAMPLE ACTION PLAN 1 Date: April 27, 2007 Site: \_\_\_\_\_



**Great Afterschool Takes**

- A positive environment that supports learning and youth development
- That connects to academics
- Through hands-on, engaging learning experiences
- Led by skilled staff

Reflect on what you've heard at this Academy. What might you take back and use?

<b>Key Action:</b> What do you want to take back and do? <i>Teach my staff the core concepts of youth development.</i>	<b>Additional training needed?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	---

Steps	When to take steps	Who's responsible	What's needed
1. Develop training outline 2. Share outline with Program Director	ASAP	me	<b>Short-term:</b> Time to develop training; materials from Academies session <b>Long-term:</b>
1. Secure space 2. Train full-time and part-time staff on youth development concepts right before school starts	1. May 15th 2. August 29th	me staff	<b>Short-term:</b> \$\$ for stipends or pay for part time staff; \$ for food, drinks <b>Long-term:</b> Professional development (PD) policy that states as a condition of taking the job the employee attend PD
1. After training, revise it based on input 2. Formalize as part of start up training for all staff 3. Check to see that people are using the concepts in their practice with young people	1. September 2007 2. September 2007 3. October-June 2007	me	<b>Short-term:</b> Time to revise training <b>Long-term:</b> Formal structure (maybe w/ an observation tool?) to see if people are implementing what they learned

Name: Mary Mack SAMPLE ACTION PLAN 2 Date: May 9, 2008 Site: \_\_\_\_\_



**Great Afterschool Takes**

- A positive environment that supports learning and youth development
- That connects to academics
- Through hands-on, engaging learning experiences
- Led by skilled staff

Reflect on what you've heard at this Academy. What might you take back and use?

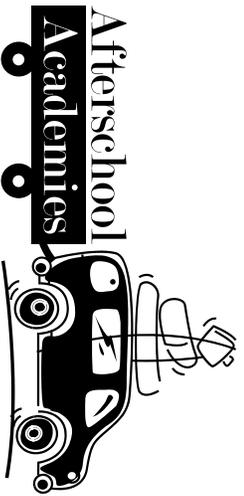
<b>Key Action:</b> What do you want to take back and do? <i>Incorporate student-led, project-based learning (PBL) into my work with the 6th-8th graders. Partner with the youth to build on their interest in Centennial Lake, e.g. suitability of the Lake for fish. Tie the project into the community service (trash pick up, clearing branches, intermittent water testing) that we already do at the Lake.</i>	<b>Additional training needed?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	---

Steps	When to take steps	Who's responsible	What's needed
1. Meet with the Program Director to talk about project based learning (PBL) and its benefits, and get her buyin for the Lake project	1. Within the next 2 weeks	Me	<b>Short-term:</b> Being able to talk about what PBL entails (quick review of Academies session materials and my notes) and the benefits <b>Long-term:</b> Further reading on PBL in the YouthLearn book
1. Brainstorm with the 6th-8th graders about the Lake project. Discuss possible ideas and scope for the project 2. Talk with Mike W., our contact at Centennial Lake, and Deb V. about the project	1. 1st two weeks of June 2. 1st two weeks of June	Me 6th-8th graders	<b>Short-term:</b> Buyin from the kids and the other staff <b>Long-term:</b> Contacts with more local resources ???
1. Together with the 6th-8th graders, develop a project plan that is linked to content (science, math, English) and engages the community 2. Brainstorm more ways to actively engage the community	1. Last two weeks of June 2. Last two weeks of June	Me, Deb V. and the 6th-8th graders	<b>Short-term:</b> Clear understanding of the academic standards for 6-8th grade youth (Academic Content, After-School Style: a Notebook and Guide) <b>Long-term:</b> More ideas and examples of project based learning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Site: \_\_\_\_\_



**Great Afterschool Takes**

- A positive environment that supports learning and youth development
- That connects to academics
- Through hands-on, engaging learning experiences
- Led by skilled staff

*Reflect on what you've heard at this Academy. What might you take back and use?*

**Key Action:** *What do you want to take back and do?*

**Additional training needed?**

- Yes    No

<b>Steps</b>	<b>When to take steps</b>	<b>Who's responsible</b>	<b>What's needed</b>
			Short-term: Long-term:
			Short-term: Long-term:
			Short-term: Long-term:

#### 4) Staff Development Handout

### THE 27 QUALITIES OF A SUCCESSFUL TRANSFORMATIONAL LEADER

1. Finds a **mentor** for a role model.
2. Attends **professional meetings** to learn.
3. Has a personal goal for **striving for excellence**.
4. Works **cooperatively** and learns from colleagues, readily shares with colleagues.
5. Establishes good **classroom management** techniques.
6. **Designs lessons** for individual student mastery.

7. Can **explain** the company/ organization mission statement, core values.
8. Is the one that is **flexible** and **adaptable**.
9. **Listens, listens, listens!**
10. Teaches with proven **research-based** practice.
11. Exhibits **positive expectations** for all students.

12. Creates positive **climate** expressing positive expectations for student success.
13. Helps **plan** group celebrations.
14. Comes to work **appropriately dressed** to teach for success.

15. Works at being **intentionally inviting** using personality, stance, and classroom environment.
16. Addresses people by their name, says "Please" and "Thank You".
17. **Communicates** with parents before program/classes start.
18. **Greets students** daily with positive expectations, posted in a consistent location.
19. **Takes roll** after students are on task quickly and without disturbing the students.

20. **Involves students** in knowing what, how, and the design of recording results.
21. Posts **discipline plan** and involves students, parents, & administrators in implementation. Makes changes when needed.
22. **Chooses** rather than decides.

23. Has **high expectations/confidence** in his or her capacity to teach young people self-discipline.
24. Has **well-thought out/structured** procedures for every activity, **teaches** the procedures for each activity early in the year, **rehearses the group** so that the procedures become class routines, **re-teaches** a procedure when necessary, and **praises** to reinforce when appropriate.

25. **Teaches people** instead of a subject.
26. Students are **actively engaged** in learning and earn their own achievements.
27. Has **documented goals**, **implements** a career risk plan, can document annual professional **growth**, and is able to **explain why** he or she is a professional.

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**Gary and Eve Moody**  
Independent Consultants

5) Homework Contract Handout

**HOMework COMMUNICATIONS**

Homework provides you with the opportunity to be part of the learning team for individual children. Establishing ongoing communications with parents, teachers, and children around homework can make an important contribution to children's performance in school. These samples offer ideas.

**HOMework AFTER SCHOOL**  
(For after-school teacher to complete)

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 After-school teacher: \_\_\_\_\_  
 Class teacher: \_\_\_\_\_  
 Homework worked on: \_\_\_\_\_

Said she/he had no homework:

Worked for about \_\_\_\_\_ minutes

Was able to do homework with:  
 No help  Some help  A lot of help

Help was needed with:  
 Understanding the assignment  Getting started or focused   
 Knowledge of the material, basic skills or information lacking   
 Continuing work to completion   
 Other: \_\_\_\_\_

Completed assignment  Did not complete

Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher \_\_\_\_\_ Student \_\_\_\_\_

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**HOMEWORK AFTER SCHOOL**

(For student to complete)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

After-school teacher: \_\_\_\_\_

Class teacher: \_\_\_\_\_

Homework worked on: \_\_\_\_\_

No homework

I was able to do homework with:

No help  Some help  A lot of help

I needed help...

Understanding the assignment, what I was supposed to do

Getting started or focused

Understanding the information or material.

(I didn't know how to do the work.)

Other: \_\_\_\_\_

I worked for about \_\_\_\_\_ minutes

I completed the assignment

I did not complete it

Too hard  Too many other assignments

Not enough time  Other things to do

Other comments:

Student signature \_\_\_\_\_

Teacher initials \_\_\_\_\_

6) Afterschool Style Glossary



<b>Academic content</b>	Knowledge and information (concepts, theories, facts, and skills) taught in school, usually separated into English Language Arts, Math, Science, Social Studies, and the Arts. Also called 'subject area content,' 'content,' or 'curriculum content.'
<b>Academic standards</b>	Academic content and skills students are expected to acquire by certain grades. Standards for each content area are determined by a range of people and professional organizations, including subject-matter and educational specialists, education departments, school districts, and individual schools and are typically established by the state.
<b>Action plan</b>	A tool to identify and prioritize the things that need to be done to run a program, to assign specific people to carry out those items, and to set a due date for completion.
<b>Authentic assessment</b>	Assessment based on a demonstration of skills, learning, and knowledge. Referred to as 'authentic' when it requires doing a real (authentic) task, such as baking a cake versus taking a test about ingredients, or building a model rather than labeling the parts on a diagram. Demonstrations of learning and skills can be evaluated with tools such as rubrics, checklists, rating scales, and observation guides.
<b>Authentic learning</b>	Students work on real problems and tasks; learning is typically evaluated by demonstration.

<b>Benchmark</b>	A progress marker on the way to meeting a standard or goal.
<b>Bloom's taxonomy</b>	A theory that describes levels of thinking skills, which include, (lowest to highest): knowledge, comprehension, application, analysis, synthesis, and evaluation.
<b>Collaborative learning</b>	An educational approach where all stakeholders (educators, youth, parents, community members, online experts, etc.) participate in both teaching and learning.
<b>Committee projects</b>	Projects in which youth form and serve on committees responsible for tasks, simultaneously building skills in leadership, responsibility, and group processes. Examples: snack, special events, or guest speaker committees.
<b>Community asset mapping</b>	A strategy for identifying resources within your surrounding community to strengthen programs and program activities, also referred to as a Landscape Survey/Community-building techniques Short activities to develop and reinforce collaboration and group morale.
<b>Community involvement</b>	Community involvement refers to activities that increase young people's knowledge of the community beyond the program and allow them to give back to the community and experience a sense of connection to it. These experiences, along with concrete knowledge of the community and its resources, are critical for promoting young people's healthy development and learning. Creating opportunities for community involvement is one of five key youth development practices.
<b>Constructivism</b>	A theory of learning based on the concept that students bring past experience and knowledge to any new subject and learn by constructing meanings and understandings from that prior knowledge. This approach to education suggests that there are many ways of constructing meaning and that imparting the skills of "how to learn" is more important than any particular information being presented.
<b>Content standards</b>	See <i>academic standards</i>
<b>Critical thinking</b>	The ability to apply research and reasoning skills in a variety of activities, such as formulating good questions, analyzing data, interpreting bias, and positing independent opinions, strategies, or solutions.

<b>Deliberate teaching</b>	Term referring to the practice of planning programs, projects and activities to develop specific learning, in contrast to both <b>informal learning</b> (happens incidentally as part of other activities) and formal education (in school).
<b>Digital literacy</b>	A collection of skills necessary to participate in 21st century society that encompasses technological capacity, information management skills, communication skills, and media analysis.
<b>Developmental stages</b>	Stages children and youth move through as they grow, marked by specific characteristics that affect learning.
<b>Domains of growth</b>	Unique stages of youth development that are best addressed collectively through student-centered learning, including the cognitive domain, (intellectual and academic skills, such as math, language and science), the physical domain (such as dexterity and being comfortable with one's body as it changes and matures) and the socio-emotional domain (emotions, psychology and social skills).
<b>Formal education</b>	School or other institutionally structured and delivered instruction, usually based on prepared subject-area curricula and assessment systems. Contrast with <b>non-formal education</b> .
<b>Goals</b>	Broad aims, generally stated. Goals are usually broken down into objectives, which are specific steps for reaching a goal. For example, a goal may be to help children meet math standards. Objectives will specify particulars, such as, "All children will demonstrate they can divide and multiply fractions."
<b>Graphic organizer</b>	A visual representation of knowledge or information, used to summarize material, outline writing, review for tests, etc.
<b>Inquiry-based learning</b>	An instructional approach in which students' questions and interests direct the learning.
<b>Journaling</b>	Group and individual activity where participants write journal entries to develop ideas, sketch concepts, formulate questions, collect data, record discoveries, reflect on strategies, etc.
<b>Learner-centered</b>	An approach to planning and teaching that taps into and builds from learners' interests and developmental stages.
<b>Learning styles</b>	Ways that people best obtain, process, understand, and retain information. Examples are visual learners (seeing information in writing, etc.), auditory (hearing it, as in lectures, read-alouds), and kinesthetic (physical manipulation of objects, or through movement).

<b>Lesson plan</b>	A working document that describes a set of activities that are implemented over the course of a single session, and includes goals and objectives, required materials, instructional steps, variations, reflection, etc.
<b>Mapping</b>	A graphic organizing technique useful for brainstorming to visually represent ideas and strategies, using words, pictures, and diagrams.
<b>Modeling</b>	Demonstrating an activity for a learner to show process and appropriate behavior, including values and attitudes, collaboration and inquiry, and technique.
<b>Objectives</b>	Statements of specific, demonstrable, and measurable outcomes of an activity, project, lesson, or event. Objectives should lead to meeting overall goals.
<b>Oral history</b>	A form of interviewing where individuals recount memories of recent or distant events as participants in those events, where learners interpret both facts and perspectives through their questions and the resulting responses.
<b>Outcome measurement</b>	An evaluation strategy that analyzes the resulting change in behavior or acquisition of knowledge from a particular activity or learning strategy, and informs their further refinement to promote greater effectiveness.
<b>Outcomes</b>	The specific results, learning, or change you aim to produce by your teaching.
<b>Pair-share</b>	An instructional strategy to reinforce peer-to-peer collaboration and sharing.
<b>Pattern writing</b>	Creative activities that involve combining words into structured ideas, useful for teaching writing, sentence structure, and parts of speech.
<b>Peer tutoring/learning</b>	Classmates tutoring each other or supporting each others' learning.
<b>Phonics</b>	A method of teaching reading that emphasizes the relationship between letters and sounds, leading to sounding out words from letters and building sounds into words. Frequently used in combination with whole language teaching approaches.
<b>Positive climate</b>	Establishing a learning environment, physically and methodologically, where inquiry, collaboration, and creativity are reinforced.
<b>Program audits</b>	A participatory approach to assessing the skills, interests, limitations, expectations, etc. of program participants, both youth and staff.

<b>Project-based learning</b>	Teaching and learning through hands-on, interdisciplinary applied projects, usually over a more extended period of time than an 'activity.' Assessment is typically by demonstration of the completed project.
<b>Read aloud</b>	Reinforcing basic literacy skills through daily activities that involve all participants in the practice of speaking and reading.
<b>Reader's theatre</b>	A reading strategy that uses drama to facilitate comprehension by dramatizing stories and bringing characters to life.
<b>Reader's workshop</b>	Regularly scheduled time during which children read and respond to books from different genres and on many topics. Students can write in journals and share their responses with others for feedback, or have group discussions on books read.
<b>Reflective teaching or Reflective practice</b>	Developing one's teaching skills by regularly evaluating one's own practice via, for example, structured journals, discussion with colleagues, observations, etc.
<b>Relationship building</b>	Relationship building is the development of caring, supportive relationships between adults and young people, and among young people and their peers. The experience of these caring relationships is critical for promoting young people's healthy development and learning. When young people experience relationship building in their programs, they build knowledge of adults and peers, gain emotional and practical support from adults and peers, and experience guidance from adults. Encouraging relationship building is one of five key youth development practices.
<b>Rubric</b>	A rating guide used to evaluate work according to certain predetermined and shared criteria.
<b>Safety</b>	Safety refers to the experience of physical and emotional safety that young people need to learn important life skills they will need in adulthood. When young people experience safety, they know they can depend on the surrounding adults to protect them from physical and emotional harm, and that they will be accepted and valued by their peers. Experiencing safety is crucial to young people's healthy development and learning. Promoting a sense of safety is one of five key youth development practices.

<b>Scaffolding</b>	Providing support and/or modifying materials and teaching strategies to help learners progress from what they already know and can do towards their learning objectives and goals. Can also be thought of in terms of 'levels of intensity' when helping learners with their work.
<b>Technology integration</b>	The process of augmenting afterschool programs with hardware and software resources to expand and extend learning objectives.
<b>Transformational learning</b>	Learning that increases knowledge and also leads to deep shifts in understanding and perspective.
<b>Webbing</b>	A graphic organizing activity, also sometimes referred to as clustering, that builds connections between similar words or ideas through interconnecting web structures.
<b>Whole language</b>	A method of teaching reading and writing that emphasizes learning through whole chunks in context, starting with getting the meaning of stories, sentences, and words based on many 'clues.' Compare with phonics. Both methods are typically used together.
<b>Writer's workshop</b>	A regular time scheduled for writing that balances instruction and modeling with time for planning, writing, sharing, and publishing.
<b>Writing process</b>	The steps involved to complete a piece of writing including prewriting (planning), drafting, revising, editing, and publishing.
<b>Youth development</b>	Youth development refers to the process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood.
<b>Youth development approach</b>	The youth development approach is an approach to working with young people that defines outcomes based on the developmental needs of youth. In contrast to the deficit approach, the youth development approach calls for providing young people with key experiences shown to promote healthy development. The youth development approach draws on resiliency research, as well as experience from the field.
<b>Youth participation</b>	Meaningful youth participation refers to activities through which young people participate in decision making, develop and practice leadership skills, and experience a sense of belonging. Experiencing meaningful youth participation is critical to young people's healthy development and learning. Providing opportunities for meaningful youth participation is one of five key youth development practices.

7) Academy Adventure Glossary



The road to great afterschool is an amazing adventure. Destinations can look very different, but their rewards are unmatched. Like all successful travel, the afterschool adventure demands good planning, lots of preparation, and a willingness to explore. Where you're headed is up to you—are you taking your trip on a freeway or exploring the country roads? What kind of vehicle will you need to get there? Do you have directions or are you just cruising? What obstacles, challenges, and opportunities do you face as you move your program to the next level? What things do you do exceptionally well already?

Use the following as a glossary to think more deeply about this metaphor of the Afterschool Adventure—where we are and where we're going. The language helps us all to think and plan together, share our experiences as educators, and help each other to bring it all home. Pack your bags—we have a lot of road to cover!

- Passengers and Drivers** How do you recruit, train, and maintain staff (drivers) that will attract the passengers (students) and keep them coming?
- Driver's License** What's required of those behind the wheel? Is there an entry-level (learners permit) for your employees and how do you provide professional growth to get their license? Have you created career paths for them to become real pros?
- Compass** Navigating change requires direction. Do you have a mission statement, clear program goals, or objectives that give your program vision and focus? Your compass can help you realize the type of change you're after!

<b>Baggage</b>	Have you packed wisely? Hopefully you found room for enrichment, academics, and youth development. Is your load out of balance—can you carry it yourself? Are there items (skills, methods, techniques) you'd like to trade for new?
<b>Travel Guides</b>	Feeling lost; need tips on local hot spots and best bets? Resources, curriculum, and materials are guides that will aid you in maximizing your experience.
<b>Green Light</b>	These are things (topics, skills, methods, or techniques) you can do, or could be doing with help, or with a more deliberate approach.
<b>Yield</b>	Creating change in your program or practice often means a fork in the road. Proceed with caution! Think about the things you'd have to yield to in order to make it work.
<b>Car Pool</b>	Traveling with partners can be faster, cost effective, and offer companionship on your journey. Time to reflect on learning and ideas with your peers.
<b>Roadblocks, Speed Bumps, &amp; Detours</b>	What are the challenges you face in making change? Are the challenges merely speed bumps slowing you down, or are they detours you'll need to take to reach your destination?
<b>Pit Stops</b>	Do you never have time to slow down for staff training, reflection, and evaluation? How do you build in time for needed maintenance of your program? How do you engage in continuous program improvement? A successful adventure itinerary must build in time for pit stops.
<b>Scenic Overlook/ Photo Op</b>	It's important to stop and admire the view. Are there things you're doing exceptionally well or progress that's worth a longer look? Photo Ops are points along the way that make all the work of travel worthwhile.
<b>Post Cards &amp; Travelogues</b>	How are you documenting your journey—camcorder, travelogue, photos? Oftentimes, the best parts of our adventure can be lost because we have nothing to look back on. Reflection is critical to the success of your adventure—use the tools that work best for you, but never forget to make a record.



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## 2. Tools for Planners

1. Participant registration form
2. Sample facilitator application
3. Sample schedule and agenda
4. Sample materials list
5. Sample flyer
6. Sample program evaluation form
7. Afterschool Academies pre-institute site visit
8. Academy planning timeline
9. Sample master 'to-do' list

1) Participant Registration Form

# Afterschool Academies

May 8-10, 2007  
Columbia, SC

PARTICIPANT REGISTRATION

NAME										PHONE									
POSITION																			
ORGANIZATION																			
ADDRESS																			
CITY, STATE, ZIP																			
EMAIL										@									

Photos may be taken during this training for use in publicity.

To help us prepare our three-day Academy sessions, we would like to know a little about those who will be attending. Please answer the questions below and return the form to your state Academy coordinator.

**Your Experiences Working with Children**

- About how many years experience do you have working with children? \_\_\_\_\_ years
- About how many years experience do you have doing work related to afterschool?  
\_\_\_\_\_ years
- How many years have you worked in your current afterschool organization: \_\_\_\_\_ years
- What is your job title or role in afterschool? \_\_\_\_\_
- What description best fits your activities or work in afterschool? [Please check one description]
  - Front-line staff, spending the majority of my time working with youth.
  - Program director/supervisor/coordinator with responsibility for training, supervision, or shaping the work of front line staff.
  - Working in an organization that supports or services afterschool programs.
  - Other: Please describe: \_\_\_\_\_
- Setting in which your afterschool program operates:
  - Rural  Small town  Suburban  Urban/large city
- Please help us develop our schedule of breakout sessions by indicating your preference for either of these two topics: *[please check only one]*
  - Supporting English language learners (ELLs) in afterschool
  - Making homework time more productive

## 2) Sample Facilitator Application

**Afterschool Academy  
Facilitator/Trainer Application  
Deadline: January 1, 2009**

**Applicant Information**

Name \_\_\_\_\_  
 Title \_\_\_\_\_ Organization \_\_\_\_\_  
 Mailing address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Daytime Phone \_\_\_\_\_ Evening Phone \_\_\_\_\_  
 Fax \_\_\_\_\_  
 Email address \_\_\_\_\_

**Education**

School or University and Address	Dates Attended	Degree, Diploma, or Certification	Major Area of Study

**Professional Experience**

I am a freelance trainer

I am employed by (please check one and include the name of your employer):

- School District \_\_\_\_\_  
 Community- or Faith-Based Organization \_\_\_\_\_  
 Non-profit Organization \_\_\_\_\_  
 State Government Organization \_\_\_\_\_  
 Local or County Government Organization \_\_\_\_\_

**Professional Experience (continued)**

My content area of expertise is in (please check all that apply):

- Project based learning
- Community engagement/ relationships between afterschool programs, school, home and community
- Academic learning or teaching
- Workforce development
- Youth leadership
- Evaluation on youth outcomes

Please describe the training responsibilities you have in your current position:

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Training audience: \_\_\_\_\_

Years of experience teaching or training adults: \_\_\_\_\_

In what capacity? \_\_\_\_\_

Years of experience working with children \_\_\_\_\_ Which age groups? \_\_\_\_\_

In what capacity? \_\_\_\_\_

- Please attach a list of trainings you have conducted in the past 12 months, including title, subject matter, location, date(s), short description of audience, and number of participants.
- Please attach a list of professional development trainings you have attended to build your own training skills or knowledge of afterschool content.

**Please provide brief (200-word maximum) responses to the following questions: (Please attach additional pages, if necessary.)**

What is your philosophy on teaching and learning in afterschool?

How have your experiences in the afterschool field shaped your ideas and commitment to the field?

What is your philosophy of teaching and learning for adults? What key concepts or techniques have been most valuable to your work?

For one of your areas of expertise, please attach a detailed training agenda and script, if available. Also include a general description of the training, goals and objectives, intended audience, and any other pertinent information.

**References:**

Please list three references of previous training clients or co-facilitators who are well-acquainted with your training expertise.

Name, Organization, Title	Phone Number	Date(s) of Training	Description of Training

By signing this application, I certify that the information I have provided in this application is true and correct to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: (please print)  
\_\_\_\_\_

Please include a Resume or CV

3) Sample Schedule and Agenda

## Schedule of Events

Breakfast will be available  
in the Satellite Student Union

## Afterschool Academies

Professional Development  
for Afterschool Educators

Fresno, California  
August 14–16, 2007

**Key**  
Satellite Student Union (referred to as “Student Union”)  
Kremen School of Education and Human Development (referred to as “School of Education”)

Tuesday, August 14, 2007

	<p><b>Welcoming Remarks</b>                      Dr. Paul Beare, Dean, Kremen School of Education and Human Development                      Mr. Jim Yovino, Deputy Superintendent, Fresno County Office of Education</p>	
9:30 – 10:15	<p><b>The Amazing Afterschool Adventure/ Opening Plenary</b>                      Get started on your adventure. Understand the Academy schedule and choices, experience afterschool style, and talk with facilitators and colleagues.                      (Academies Facilitators)</p>	Student Union
10:15 – 11:15	<p><b>Mapping your Trip/Connecting to Academics</b>                      Learn how to support academic content afterschool style!                      (Center for Afterschool Education at Foundations, Inc.)</p>	Student Union
11:15 – 12:15	<p><b>Packing for the Trip/Positive Youth Development Part I</b>                      Learn techniques for creating supportive, motivating, and engaging afterschool learning environments informed by child and youth development principles.                      (Stacey Daraio &amp; Reba Rose, CNYD)</p>	Student Union
12:15 – 1:00	LUNCH	Student Union

1:15 – 2:15

**Carpool Lane/Reflective Practice**

It's been a day full of information and ideas. Connect with colleagues and discuss how to begin planning to apply what you're learning to your work back home. (Academies Facilitators)

2:15 – 2:30

**Rest Stop/Break**

2:30 – 4:30

**Road Trips/Experiential Learning—  
Breakout Sessions**

**Experiential Learning**  
(Choose Your Own Adventure)



**A Journey With No Boundaries:  
Engaging Communities**

Explore ways of engaging local resources to deepen the experiential learning process. (Marion Johnson & Asha Strazzero-Wild, Citizen Schools)

----- or -----

**Student Journeys: An Inquiry-Based  
Approach to Afterschool**

Discover ways of making learning student driven, incorporating student interests and techniques for building motivation. (Tony Streit & Deidre Searcy, YouthLearn at EDC)

----- or -----

**High Octane Language Learning: Supporting  
English Language Learners (ELL) in Afterschool**

Afterschool is perfect for getting English language learners (ELLs) engaged in active talking, listening, reading, and writing—afterschool style. See how to make afterschool a supportive, learning-rich environment for the English learners in your program. (Joana Davis-Diaz, Claudia Weisburd, Sarah Mello, Telandria Boyd-Johnson & Ron Goldstein, Center for Afterschool Education)

**Student Union**

**School of Education**

**Room 54**

**Room 390**

**Student Union  
&  
School of Education  
Room 140**

*Wednesday, August 15, 2007*

**9:30 – 9:45**      **Fueling Up! Regroup with Colleagues and Academies Facilitators**  
 Review the day's road map and set your GPS for what we'll be doing today.  
 (Tony Streit)

**Student Union**

**9:45 – 10:00**      **Rest Stop/Break**

**10:00 – 12:00**      **A Hybrid Vehicle/Homework**  
 Go beyond homework monitoring to a rich learning environment that cultivates independent and resourceful students. Build social, leadership, and academic skills—and get work done!  
 (Joana Davis-Diaz, Claudia Weisburd, Sarah Mello, Telandria Boyd-Johnson & Ron Goldstein, Center for Afterschool Education)

**Student Union  
 &  
 School of Education  
 Room 140**

**12:15 – 1:00**                      **LUNCH**

**Student Union**

**1:15 – 2:15**              **Packing for the Trip/Positive Youth Development Part 2**  
 Learn techniques for creating supportive, motivating, and engaging afterschool learning environments informed by child and youth development principles.  
 (Stacey Daraio & Reba Rose, CNYD)

**Student Union  
 &  
 School of Education  
 Room 140**

**2:15 – 2:30**              **Rest Stop/Break**

**2:30 – 4:30**      **Road Trips/Experiential Learning—Breakout Sessions**  
**A Journey With No Boundaries: Engaging Communities**  
 Explore ways of engaging local resources to deepen the experiential learning process.  
 (Marion Johnson & Asha Strazzero-Wild, Citizen Schools)

**School of Education  
 Room 140**

**Experiential Learning**  
 (Choose Your Own Adventure)



----- **OR** -----  
**Student Journeys: An Inquiry-Based Approach to Afterschool**  
 Discover ways of making learning student driven, incorporating student interests and techniques for building motivation.  
 (Tony Streit & Deidre Searcy, YouthLearn at EDC)

**School of Education  
 Room 390**

----- **OR** -----

**High Octane Language Learning: Supporting English Language Learners (ELL) in Afterschool**

Afterschool is perfect for getting English language learners (ELLs) engaged in active talking, listening, reading, and writing—afterschool style. See how to make afterschool a supportive, learning-rich environment for the English learners in your program. (Joana Davis-Diaz, Claudia Weisburd, Sarah Mello, Telandria Boyd-Johnson & Ron Goldstein, Center for Afterschool Education)

Student Union

*Thursday, August 16, 2007*

9:30 – 10:30

**Developing your Pit Crew/Staff Leadership & Development**

Great programs begin with well-trained staff. Learn the characteristics of a transformational leader and how to recruit and retain quality staff that will help you meet your program goals. (Gary & Eve Moody, Gary and Eve Moody Independent Consultants)

Student Union

10:30 – 10:45

**Rest Stop/Break**

10:45 – 11:45

**Carpool Lane/Reflective Practice**

It's been a day full of information and ideas. Connect with colleagues and discuss how to begin planning to apply what you're learning to your work back home. (Academies Facilitators)

Student Union

11:45 – 12:30

**The Road Home/Planning for Action**

The learning doesn't stop with you. Learn skills for sharing your new skills with staff, youth & community. (Academies Facilitators)

Student Union

#### 4) Sample Materials List



Academy Materials List

Updated Sept. 16, 2008

Academy Materials				
		Organization responsible for providing		
Item	Number	Organization A	Organization B	Notes
<b>Main room materials</b>				20 rounds of 10; 25 rounds of 8
Post-it large pads	9		✓	
Craft Bags Each bag include: 2 boxes markers, sticky notes, scissors, glue stick, masking tape	20-25		✓	Enough craft bags for each table
Afterschool Academies poster-Who we are	1	✓		
Banners	3	✓		
Markers with string	20	✓		
Colored construction paper for the plenary	50		✓	Assorted colors
Easels	at least 9		✓	We may need more easels depending on the wall space in the student union and whether or not we need easels to hold up the session signs (4 for the training spaces).
Extra charting markers			✓	
Airwall pin clips	all	✓		ship to the hotel
Camera	4	✓		ship to the hotel
Butcher paper ?	1		✓	1 roll should be more then enough

Academy Materials				
		Organization responsible for providing		
Item	Number	Organization A	Organization B	Notes
<b>Main room materials cont.</b>				
Painters tape	4 rolls	✓		ship to the hotel
Index cards (3 x5)	3 packs of 100	✓		ship to the hotel
Assorted GraffitWall Activities	33	✓		ship to the hotel
<b>Sinage and facilitator materials</b>				
Session name signs		✓		ship to the hotel
Flow of traffic signs			✓	ship to the hotel
General Academy signs			✓	ship to the hotel
Academy "hard" hats for facilitators	at least 13	✓		ship to the hotel

Academy Materials				
		Organization responsible for providing		
Item	Number	Organization A	Organization B	Notes
<b>Participant Materials</b>				
Academy tote bags	100	✓		put a highlighter or yoyo in each participant bag
Academy highlighter	100	✓		
Academy yoyo	100	✓		
Academy nametags	100	✓		we will take care of the nametags and registration
Binders	100		✓	assemble binders; we provide specifications
Travel Journals	100	✓		
ACAS	100	✓		
CNYD book	100	✓		ship to hotel
YouthLearn book	100	✓		ship to hotel
More Than Just Talk	100	✓		ship to hotel
Cohort breakout session grid	100	✓		ship to hotel
Campus maps	100		✓	
<b>Special Giveaways</b>				
Academies slinkies	50	✓		
Academies tape measures	50	✓		
Academies rulers	50	✓		

Academy Materials				
		Organization responsible for providing		
		Organization A	Organization B	
<b>Foundations Sessions</b>				
See materials list				
HW	prep for 100	✓		we'll include all the participant materials in the binder like we usually do; all else ship to Hotel
ELL	prep for 100	✓		we'll include all the participant materials in the binder like we usually do; all else ship to Hotel
Academics Afterschool style	prep for 100	✓		we'll include all the participant materials in the binder like we usually do; all else ship to Hotel
<b>Electronics</b>				
Laptops	2	✓		talk to partners about music, projectors, speakers microphones in ED building
Back up projector	1			
I-pod	1	✓		
Other music player	1	✓		
Speakers	1	✓		
Digital camera and charger	2	✓		

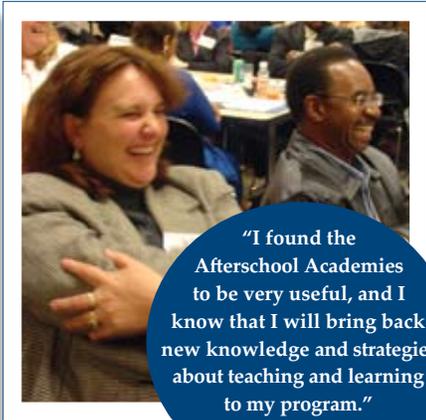
#### 4) Sample Materials List

Academy Materials				
		Organization Responsible for Providing		
Item	Number	Organization A	Organization B	Notes
<b>Promotional Materials</b>				
Flyers	100	✓		
Table tops marketing signs	1 set	✓		
Order forms	100	✓		
Sample ELL, HTAP, GW, RFP	not this time	✓		
<b>Other</b>				
Packing tape		✓		
Shipping labels		✓		



5) Sample Flyer

Professional Development for Afterschool Educators



"I found the Afterschool Academies to be very useful, and I know that I will bring back new knowledge and strategies about teaching and learning to my program."  
-Academy participant

**Afterschool Academies** boost skills in planning, implementing, and assessing programs that blend academics and principles of youth development.

**Hands-on** activities and discussion engage participants while modeling techniques and strategies that support homework, build academic skills, and promote youth development.

Better educated staff means greater outcomes for kids!

Afterschool programming provides rich opportunities for supporting, expanding, and reinforcing academic skills and youth development. Afterschool teaching and learning, however, does not mean more school.

Carefully designed programming and skilled afterschool staff can help children and youth succeed in school while maintaining the active, engaging, and nurturing environment children need after school.

Afterschool Academy Partners work with schools organizations, and individuals across the country to transform afterschool into dynamic learning environments for children and youth.

Fresno, CA  
Afterschool Academy

The Afterschool Academies equip participants with skills, knowledge, and take-home-and-do techniques for effective afterschool education.

As an Academy Participant you will learn to:

- ✓ Understand afterschool education and teaching
- ✓ Maximize learning in homework time
- ✓ Understand project-based learning and encourage independent learning
- ✓ Identify community resources to enrich your program
- ✓ Learn what it takes to recruit, hire, train, and retain quality staff



Afterschool  
Academies

Date: August 14–16, 2007

Location: California State University, Fresno

The Academies Partners: Citizen Schools, Community Network for Youth Development, Center for Afterschool Education at Foundations Inc., Gary and Eve Moody, YouthLearn/EDC

With support from the Charles Stewart Mott Foundation

## 6) Sample Academies Evaluation Form

Name: \_\_\_\_\_

During the past 2½ days you have heard much about high quality practices in afterschool programming. Listed below are some of the major themes, principles, and strategies that were discussed. We've designed this form to help you reflect on how these apply to YOUR program.



Great Afterschool Takes	Using a scale of 1 to 5 (where 1 = Low and 5 = High):		
	HOW MUCH OF THIS PRINCIPLE do you already see in YOUR WORK?	How LIKELY are you to MAKE CHANGES in this area?	How CONFIDENT do you feel that YOU CAN MAKE THE CHANGE(S) you wish?
<b>A Positive Environment That Supports Learning and Youth Development</b>			
Program consistently considers and matches activities to youth developmental stages when planning programming	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Program promotes emotional safety and strong, positive relationships between students and adults and among peers	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Program offers its youth opportunities for meaningful participation and leadership in planning and implementing the program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Connects to Academic Content</b>			
Program blends academic content with hands-on afterschool activities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Program staff deliberately plan clear links to academic content standards	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Uses Hands-on, Engaging Learning Experiences</b>			
Program uses experiential methods (community-based, inquiry-driven, creative, etc.) to make learning engaging, contextual and fun	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Program staff carefully design activities with clearly defined and measurable outcomes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Staff connect with community partners to find richer resources and real-world experiences for youth	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Program offers youth opportunities for creativity and self-expression	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Led by Skilled Staff</b>			
All staff receive intentional professional development	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Professional development is on-going and focused on skill building	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Program values youth/family/community contributions to leadership and decision making	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Reflective activities are built into program implementation and staff development time	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Please describe a concept, approach, or idea about afterschool discussed during the Academy that was especially exciting, eye-opening, or significant for you.

7) Pre-Institute Site Visit

**AFTERSCHOOL ACADEMIES  
PRE-INSTITUTE SITE VISIT**

Use this form to take notes on the Afterschool Academies event space.

Host contact(s): \_\_\_\_\_

Event dates: \_\_\_\_\_

Hotel contact: \_\_\_\_\_

Tel/Email: \_\_\_\_\_

**Hotel Information**

- Floor plans with dimensions
- Map for binder (optional depending on how far apart the session locations are from each other)
- Housekeeping (Important to keep the workshop rooms clean)
- Will housekeeping regularly straighten up the space during breaks or other appropriate times?
- What about replacing the tablecloths, water, glasses, etc. on a regular basis?

**Materials, Storage, Shipping**

**Shipping**

- To/from
- Where will boxes be stored? For how long? Extra cost?
- Storage and assembling space
- Assembly of participant bags and binders. Where can this happen and where can they be stored?

**Registration Area and Signs**

- Where is the sign-in/registration area? Well-situated for traffic flow?
- Will you have the area for all the days of the event?
- What about a resource table area?

**Signage**

- Who will provide session signage? On doors or easels?
- Are there restrictions as to where you can hang or place signs?

**Session Rooms**

**Room Types**

- 1 Plenary room to fit whole group sessions (65-75 participants; approximately 90 people including Academy facilitators and host staff) with room for “stand up and move” activities (8–10 rounds of 8–10)
- 2–4 Breakout rooms to fit small group sessions of 30–40 people also set up in rounds of 8–10. Keep in mind that the plenary room could probably be broken down into smaller rooms if the event is at a hotel, but sound interference could be a factor. We will need to add room adjustment time into the schedule, if you choose this option.
- Room for “carpool” groups of 8–12 people to meet; usually “carpool” groups meet in the session rooms, hallways or in the lobby area.
- Are meeting spaces close to each other? Separate from other hotel events?

### Room Setup

- Rounds of 8–10; room for “stand up and move” activities
- What time can you get in to set up the rooms?
- Do things have to be broken down overnight or will the space be locked?

### Wall space

- How much wall space?
- Can you take photos?
- Can you write on chart paper posted on the walls—if not what are the alternatives? (Use easels, partitions, tables or the floor?)
- What type of adhesives can you use on walls?

### A/V Equipment

#### List of A/V equipment and materials to consider

- Microphones
- LCD projectors (may need a back-up)
- Screens
- House sound or if don't have it; speaker system for music
- Flip charts, easels and markers
- Extra cords; power strips
- Do all the training rooms have internet access? If not, which ones? Internet access cost?
- Can you hire an AV technician to be on stand by in case there are problems?
- Watch out for problems using MAC and PC with equipment meant to work with one or the other.

### Music

- Can you play? In what areas? Ideally, you want to be able to play music in all session areas.

### Dining and Other Spaces

#### Breaks / Meals / Transitions

- Where can breaks be held?
- Where will meals be served? (Ideally, you want to serve meals in a separate area away from the presentation/session rooms).
- Catering?
- Will there be water in the presentation rooms? What about coffee and tea service? In addition to breakfast and lunch, what about snacks for the afternoon?

#### Common space /open space (for possible receptions and mingling)

- Nearest restrooms?
- Can you use common/open space for carpool groups?

### Other

- Are there other meetings/conferences in the facility at the same time? What type? Where?
- Are there any other potential conflicts with the space?
- Other Info needed?

## 8) Academy Planning Timeline

### Afterschool Academies Planning and Implementation Timeline

#### Eight Months Until Academy

- planning meeting with host and partners to determine:
  - Academy goals and objectives
  - Academy budget
  - Academy location

#### Seven Months Until Academy

- host sends agreed upon goals, objectives, budget, and location to partners
- planning call with host and partners to address possible conflicts or changes

#### Six Months Until Academy

- planning call with host and partners
- reach consensus with host and partners regarding Academy content sessions
- identify Academy site requirements and solicit recommendations from host and partners
- identify possible event sites and review selections with host and partners
- Academy host and partners letter of agreement/contract signed

#### Five Months Until Academy

- partner conference call
- submit Academy participant and Academy trainer recruitment announcements
- recruit and register Academy participants
- recruit and contract with national or local trainers

#### Four Months Until Academy

- select and contract with event site
- finalize Academy outline and responsibilities of each partner
- create and circulate Academy agenda between trainers and host (partners) for feedback

#### Three Months Until Academy

- send form for AV and session material needs to trainers for completion
- AV and session materials needs submitted to host
- finalize and format agenda
- conduct site visit
- send site visit results to trainers and partners

#### Two Months Until Academy

- finalize all AV, catering, and room requirements with site
- trainers send all printed session materials to host to be copied and placed in Academy binder
- host will print registration materials
- host will order any items off materials list (e.g., markers, post-its, etc.)
- send Academy information packet to participants

#### One Month Until Academy

- host will print and assemble Academy binders
- host ships all materials (e.g., binders, crafts, registration information, etc.) to site

#### One Day Until Academy

- assemble necessary materials on-site (e.g., table with binders, name tags, etc.)
- on-site meeting and walk through with partners and trainers

#### First Day of Academy

- on-site registration
- evening meetings with trainers, partners, host at end of day

## 9) Sample Master 'To-do' List

### MASTER TO-DO

**Afterschool  
Academies**

**SUNDAY, SEPTEMBER 21, 2008**

#### **Participant Materials**

Each bag will include a binder, a travel journal, and a giveaway. Each participant will receive a copy of (1) *Academic Content, Afterschool Style: A Notebook and Guide* (2) *The YouthLearn Guide: A Creative Approach to Working With Youth and Technology* and (3) *Youth Development Guide: Engaging Young People in After School Programming*.

#### **5:30 pm Meet in the Abraham Lincoln hotel lobby (*All that have arrived*)**

- Walk over to set up the plenary room, eat dinner and set up

#### **5:30 pm – 6:00 pm Dinner (Location TBD) (*All that have arrived*)**

#### **6:00 pm – 7:00 pm Set up Opening Plenary Room**

- Set up tables—put candy, plenary activity card stock, table tents etc. on the table
- Prepare the carpool interactive activity areas
  - Hang up carpool group posters all around the room
- Hang *Four Wheels* poster
- Hang one of the Academy banners in the room
- Hang up GraffitiWalls and other wall activities
- Check for set up easel pads, markers and easels
- Set up Partner Resource Table

#### **Set up registration area and prepare participant materials (Registration Booth)**

- Add bio addendum to the participant binder
  - Set up books and other registration materials

#### **7:00 pm – 8:00 pm FACILITATORS MEETING AND SITE WALK-THROUGH**

- Review master-to-do list
- Review Springfield, IL Academy Agenda
- Identify carpool group meeting locations

## MONDAY, SEPTEMBER 22, 2008

THE ROOMS WILL OPEN AT 7:30 AM

- 7:30 am – 8:00 am Pre-sessions**
  - Complete any plenary room (Ballroom: Salons A & B) set up not finished on Sunday
  - Breakout rooms set up
    - Ballroom: Salons A&B
    - Governor Altgeld  
*Located on the 2<sup>nd</sup> floor of the conference center*
    - Governor Bond  
*Located on the 2<sup>nd</sup> floor of the conference center*
  - Tech setup-all AV and music set and ready to go
    - Check all power points for the day
- 8:00 am – 9:00 am Registration and Continental Breakfast**
  - Pre-session: greet the participants and ask them to write their name on a piece of card stock and 3 talents, skills or passions they have. Encourage them to draw or use images and stickers.
  - Assist with registration, if needed. May need 1-2 additional Partner volunteers to help with registration.
- 9:25 am – 9:40 am Opening Plenary Carpool Interactive Activity**  
See the "Opening Plenary Carpool Interactive Activity Carpool Facilitators' Notes"
  - Carpool Interactive Activity
  - Expect 10-11 people in your group for the regular carpool groups
  - Facilitators should expect 7 people
- 1:15 pm – 2:00 pm Carpool Session 1**  
See the "Carpool Session Agenda and Talking Points" for more information
  - Expect 10-11 people in your group
  - Academies Guide Focus Group**
    - Expect 7 people in your group
- 12:30 pm – 1:15 pm Lunch**
- 2:15 pm – 2:30 pm Break/Snack** Transition to breakouts; this is also a snack time for everyone.
- 4:45 – 5:30 pm Facilitators meeting and post-session set up**
  - Meet for 15 mins. to go over things for tomorrow
  - Straighten up the tables in Ballroom: Salons A & B
  - Hang up new GraffitiWalls for homework session
  - Place any electronics in the registration booth and lock it

**TUESDAY, SEPTEMBER 23, 2008**

*THE ROOMS WILL OPEN AT 8:00 AM*

- 8:00 – 8:30 Pre-sessions**
  - Check for correct AV and room set up in Ballroom: Salons A & B
  - Refresh the candy
  - Set up for your breakout sessions
    - Ballroom: Salons A & B
    - Governor Altgeld
    - Governor Bond
- 9:15 am – 9:30 am Fueling Up!**
- 9:30 am –9:45 am Break:** Transition to breakouts. Facilitators should be on route to help participants find their way, if needed.
- 12:00 pm – 1:00 pm Lunch**
- 2:15 pm – 2:30 pm Break/Snack:** Transition to breakouts; this is also a snack time for everyone.
- 4:30 pm – 5:15 pm Carpool Session 2**
- 5:30 pm – 6:15 pm Facilitators meeting and post -session set up**
  - Meet for 15 mins. to go over things for tomorrow
  - Straighten up Ballroom: Salons A & B
  - Hang up new GraffitiWalls
  - Place any electronics in the registration booth and lock it.
  - Pack all materials not needed for tomorrow's sessions.

**WEDNESDAY, SEPTEMBER 24, 2008**

*THE BALLROOM WILL OPEN AT 7:30 AM*

- 8:00 am – 8:30 am Pre-session**
  - Check AV, power point and room set up in Ballroom: Salons A & B
  - Refresh the candy
  
- 11:30 am – 12:15 pm The Road Home session (Ballroom: Salons A & B)**

<b>Activity (Breakdown of times to be determined)</b>
From Screen to Dream and Next Steps
Video
Evaluations
Boxed lunches
  
- 12:15 pm – 1:00 pm Academy clean up and pack up**
  
- TBD scheduled conference call to debrief the Academy**



## 3. Resources

After the Academy experience, participants need to be able to continue their learning. Providing practical guides and references supports development and implementation of concepts and techniques once participants return home. With support from the Mott Foundation, participants in the Academies received some or all of the following publications.

*Academic Content, After-School Style: A Notebook and Guide*

Center for Afterschool Education at Foundations, Inc., Moorestown, NJ

The “how-to” for blending active, engaged learning into any program and becoming an afterschool educator. Dozens of activities, projects, and helping strategies linked to school content, with easy-to-read K-12 content standards.

*Afterschool Style in Practice: 25 Skill-Building Meetings for Staff*

Center for Afterschool Education at Foundations, Inc., Moorestown, NJ

25 ready-to-use training plans with activities and handouts for 45-minute in-service sessions with staff on homework time, youth voice and choice, engaging parents, connecting school content with activities, reinforcing literacy, and more.

*Expanding the Learning Day: How the Edwards Middle School in Boston Partnered with Citizen Schools to Transform the Learning Day*

Citizen Schools, Boston, MA

The white paper describes Citizen Schools’ experience in partnering with a middle school in Boston to extend the school day for all students and to provide a combination of academics, enrichment, and project-based learning. This bold experiment in redefining the “learning day” has attracted significant interest among educators and policymakers, primarily because it delivered such dramatic results.

*GraffitiWall®, Afterschool Style Guide & CD*

Center for Afterschool Education at Foundations, Inc., Moorestown NJ

Instant on-the-wall activities for challenge, skill building, and fun. Get kids of all ages guessing, jotting, puzzling, and playing during transitions, when homework’s done, at pick-up-time – anytime!

*More Than Just Talk: English Language Learning in Afterschool, Style Guide & CD*

Center for Afterschool Education at Foundations, Inc., Moorestown, NJ

Afterschool is perfect for English language learning. *More Than Just Talk* provides the information, techniques, and activities you need to make the most of it.

*The YouthLearn Guide: A Creative Approach to Working With Youth and Technology*

YouthLearn at Education Development Center, Chicago, Illinois

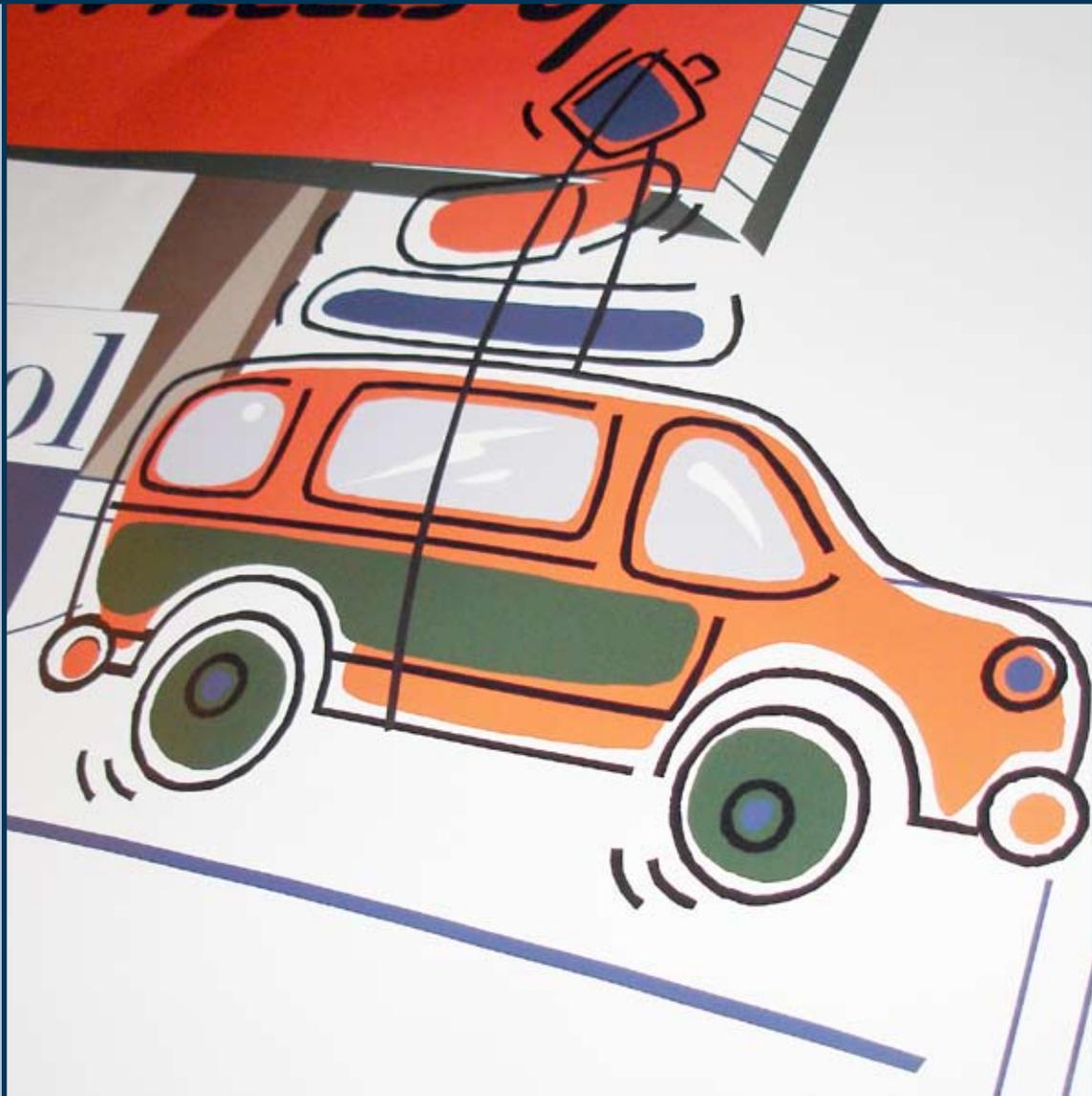
An easy-to-use, hands-on manual with more than 160 pages of lessons, worksheets, and sample activities on how to set up a new learning program or enhance an existing one. The guide helps practitioners combine new technologies and proven teaching techniques in ways that will make your work even more rewarding for you and the children you serve.

*Youth Development Guide: Engaging young people in after school programming.*

Community Network for Youth Development, San Francisco, CA

The Youth Development Guide provides specific and practical advice on strengthening individual staff practices and organizational policies in after school programs to support learning and young people's healthy development. Each chapter of the Guide offers descriptions of core youth development practices, provides hands on applications on how to encourage and deepen practice, and offers exercises and tools to use with staff members on site.

# AFTERSCHOOL ACADEMIES TRAVEL GUIDE



Orientation Booklet for  
New Academies Facilitators

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The following pages (marked with the Academies bus) constitute an orientation guide for new Academies facilitators, using the Fresno Academies as a model. Feel free to copy and distribute as needed.

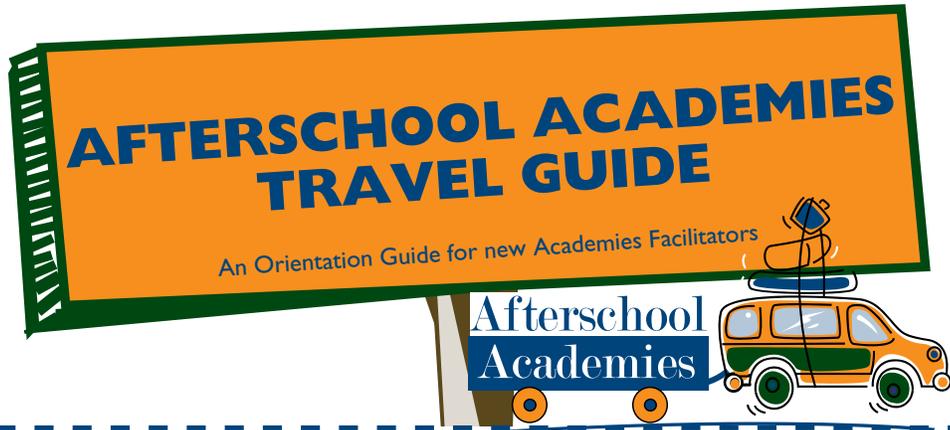
# AFTERSCHOOL ACADEMIES TRAVEL GUIDE

An Orientation Guide for New Academies Facilitators

Afterschool  
Academies



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## I. Welcome

Welcome to the Afterschool Academies! We are so happy that you are joining our team and we look forward to your helping to make this Academy a wonderful experience for our participants. The following document provides a brief orientation to the Afterschool Academies and your role. Please take some time to review this information and do not hesitate to ask any of your Academies colleagues if you have any questions.

## II. Background, Mission and Goals

The Afterschool Academies (Academies) developed as a response to the challenge of building the educational value of afterschool time for all students. At the time of its inception in 2003, an expansive body of research and documentation of best practices confirmed and demonstrated techniques for using afterschool time to enhance school-based learning. However, practical professional development was lacking. The Academies was designed by six leading organizations that encompass a range of approaches to afterschool education, to fill this void.

The mission of the Academies is to provide an integrated approach to expanding and enhancing the educational value of afterschool time by building the capacity of individuals, organizations, and institutions to provide children and youth with learning experiences that contribute to school success, skill development, and positive social and personal growth.

The overall goals of the Academies are:

1. Identify and communicate to afterschool educators and to the afterschool field the basic academic content that can be provided through a range of afterschool programs.
2. Identify and teach strategies and programming that integrate academic content with youth development and life skills within diverse afterschool programs and settings.
3. Promote afterschool as part of the continuum of educational settings for children, youth, and adults by helping to raise its profile in the field of education.

The Academies are two-and-a-half day intensive trainings. The Academies have been held in:

- North Carolina (November 2005),
- San Jose, California (June 2006),
- Macon, Georgia (September 2006), and
- Columbia, South Carolina (May 2007).

## III. Academies Partners

The Academies are part of the Charles Stewart (C.S.) Mott Foundation's Pathways Out-of-Poverty portfolio, under the leadership of An-Me Chung.

The Academies partners are:

- Center for Afterschool Education, Foundations, Inc.
- Citizen Schools
- Community Network for Youth Development
- Gary and Eve Moody Independent Consultants
- YouthLearn Initiative at Education Development Center

The Center for Afterschool Education at Foundations, Inc. is the managing partner for the day-to-day operations, major organizational tasks, and reporting for the Academies. All the partners lend their diverse expertise in the field to planning and developing materials for the Academies. Representatives from each partner organization facilitate the Academies' sessions.

Additionally, we work very closely with the host organization for the Academies. Typically, the host organization is a part of the C.S. Mott Foundation's Statewide Afterschool Network. The host organization serves as our local partner in hosting the Academies. Its major role is to choose and contract with the event site, recruit the potential Academies participants, and inform other key partners in the state about the event. The host organization also provides logistical support during the planning process and on the actual days of the Academies.

## IV. Framework of the Academies and Overview of the Agenda

The underlying philosophy of the Academies is the idea that high quality afterschool education stems from a blend of academic and youth development principles that are supported by on-going staff development. Throughout the Academies, we model and provide background information, rationale and techniques for this approach.

There are four common themes woven throughout the Academies sessions to unite them. The four primary elements of quality afterschool addressed in the Academies are named the "Four Wheels" (in keeping with a road trip theme) and are defined for participants during the plenary session.

The "Four Wheels" of the Academies are:

- **A positive environment that supports learning and youth development**
- **That connects to academics**
- **Through hands-on, engaging learning experiences**
- **Led by skilled staff**

A description of how the Academies address each one of these themes is listed on the right.

**A positive environment that supports learning and youth development**—A session on youth development and positive youth culture starts out the Academies. Careful attention is paid to the set up of the Academies environment with visuals, activities and supplies that model this principle. Facilitators demonstrate good teacher/learner relationships in their presentations and point out the relevance to participants' interaction with their students back in their programs.

**That connects to academics**—This refers to the blending of academic content with youth development practices and skills through engaging, hands-on, social activities.

**Through hands-on, engaging learning experiences**—Great care is taken by all facilitators in all sessions to model experiential learning. It is commented on by participants as a highlight of the instruction. The sessions on community-based learning and inquiry-based learning provide participants with specific skills for their programs.

**Led by skilled staff**—Throughout the Academies, facilitators identify strategies for sharing information with staff when participants return to their programs. A session called "The Road Home" pays specific attention to this issue, but staff development tips and strategies are identified throughout the Academies.

Day 1 of the Academies orients the participants to the Academies and provides them with an overview of the integrated approach to professional development for afterschool educators. Participants also receive sessions on academics, afterschool style and youth development principles. Building on the morning and early afternoon sessions on Day 1, participants experience methods, techniques, and approaches for experiential learning via sessions on Inquiry-Based Learning, Community-Based Learning, and Creativity and Self-Expression. Day 2 provides further opportunity for the participants to experience activities that emphasize the blend of youth development principles and academics during sessions on Homework, English Language Learning, and Cultural Competency, and a repeat of the afternoon breakout sessions from Day 1. The Academies conclude on Day 3 with sessions designed to help participants think more deeply about their own professional development, celebrate their learning, and further discuss how they will bring the content back and share it with others.

### ***Reflective Practice***

Woven throughout the Academies training days are opportunities and tools for the participants to reflect on their learning and think about ways they can take it back to make changes in their own programs. The participants are given reflective practice tools to assist them.

Additionally, during their carpool sessions, participants are in small group sessions where they reflect on the day's learning and plan on how to use this information. Please refer to the "Role of the Carpool and Reflective Practice" section of this document for more information.

## Sample Agenda

Below is a sample agenda for the Afterschool Academies. Please note the actual times of the sessions vary for each Academy. For more details and the exact days and times, see the Springfield, IL Afterschool Academy Facilitator Agenda in the Appendix of this document.

DAY 1	DAY 2	DAY 3
<p><b>Opening Plenary</b></p> <p>Opening orientation; creating a shared understanding of the educational potential of afterschool; learn about a blended approach to using the <i>Four Wheels</i> (A positive environment that supports learning and youth development; That connects to academics; Through hands-on, engaging learning experiences; Led by skilled staff ) to create high quality afterschool programming</p>	<p><b>Breakout</b></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• English Language Learners</li> <li>• Cultural Competency</li> </ul>	<p><b>Staff Development</b></p>
<p><b>Academics Afterschool Style</b></p>	<p><b>Youth Development (Part 2)</b></p>	<p><b>Carpool: Reflective Practice</b></p> <p>Identifying avenues of change for participants' programs and practice; guided reflection</p>
<p><b>Youth Development (Part 1)</b></p>	<p><b>Experiential Learning will include 3 of the following:</b></p> <ul style="list-style-type: none"> <li>• Community-Based Learning</li> <li>• Inquiry-Based Learning</li> <li>• English Language Learners</li> <li>• Creativity and Self-Expression</li> </ul>	<p><b>The Road Home</b></p> <p>Discuss strategies and skills for sharing this content when they go back</p>
<p><b>Carpool: Reflective Practice</b></p> <p>Identifying avenues of change for participants' programs and practice; guided reflection</p>	<p><b>Carpool: Reflective Practice</b></p> <p>Identifying avenues of change for participants' programs and practice; guided reflection</p>	<p><b>Carpool: Reflective Practice</b></p> <p>Identifying avenues of change for participants' programs and practice; guided reflection</p>
<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Community-Based Learning</li> <li>• Inquiry-Based Learning</li> <li>• Creativity and Self-Expression</li> </ul>		

## **IV. Role of Carpools: Group and Reflective Practice**

The purpose of reflection in the Academies is to support the integration of learning, provide focused self-assessment, and provide opportunities to focus on the next step. Reflective practice is a part of the process of experiential learning and leads to the continual building of new knowledge and improved practice. The major objectives of the carpool groups are listed below.

Participants will be able to receive support in a smaller peer community to:

- Actively reflect on the topics, techniques, approaches, etc. discussed on that day
- Relate the concepts to their own programming/work
- Identify which concepts, techniques, and approaches they want to take back and share with others and/or implement in their work
- Develop an action plan of steps for implementation
- Receive support as needed to select appropriate workshops

The carpool groups provide opportunities for participants to meet in small groups of 8–10 people to discuss their learning and share with colleagues in afterschool. Although reflection and completion of the Action Plan are major objectives, it is important to give participants a chance to share their thoughts on their experiences, both strengths and challenges, in the field. We have found that participants need space to talk about the challenges of being afterschool educators, and the carpool group sessions seem to be the space where this can most easily occur. However, the carpool group sessions should balance the sharing of the participant experience in the field and the active and deliberate planning for taking this information back and using it, via the Action Plan.

Your role as a carpool group facilitator is to guide this process, creating a safe environment to share experiences and helping to motivate the participants to stay on task in actively thinking about how they will share and use this information. The Action Plan is the tool that we use to help participants with this thinking. Each participant is asked to design a plan for action and complete the Action Plan tool by the conclusion of the final carpool session. Please see the Appendix for a copy of the Action Plan tool.

To assist you in facilitating the group, you will receive facilitator's notes for the carpool group sessions. These notes will outline the goals and structure for each carpool session and provide suggested talking points.

## **V. Facilitators' Roles and Responsibilities in the Academies**

Each Academies partner organization brings 2 or 3 facilitators to the Academies. We have a collegial, professional relationship, so facilitators pitch in to help when and where needed. Your role is to:

- assist in the general setup for the Academies (These duties include setting up the rooms, organizing participant materials, and performing other duties as requested.);
- facilitate or co-facilitate the breakout session(s) that your organization leads;
- assist in the facilitation of the Academies Partner organization-led sessions. These sessions are the opening plenary; the carpool groups; and the closing sessions.

## ***Role and Responsibility by Academy Day***

The following is an outline of facilitator role and responsibilities by Academy day, with an example from the August 2007 Fresno, CA Afterschool Academies.

### **Monday August 14, 2007**

All facilitators arrive by Monday at 5:00 pm to tour the facilities, orient new staff, assist in training space set up and prepare for the event. We will spend the majority of this evening setting up the Student Union for the Opening Plenary (beginning at 5:00 pm) and other duties as necessary. The host organization's staff is invaluable in assisting in setting up materials. The facilitators also meet together to talk about the upcoming Academy. Please note we will be unable to set up the any of the Education building classrooms the night before.

We will meet at 5:00 pm for the Fresno, CA Afterschool Academies in the lobby of the Picadilly Inn, where the majority of the facilitators are staying.

### **Tuesday, August 14, 2007**

The facilitator's day will begin at 7:30 am. At this time, we will set up the Education building classrooms (Room 140, Room 54, and Room 390) for their sessions. Please note that we will not be able to leave any materials in the Education building classrooms overnight.

During the Opening Plenary, you will serve as a resource person assisting in the activities. All facilitators will be actively involved in the Carpool Interactive Activity during this session. Additionally, all facilitators will lead a carpool group. Facilitator's notes will be provided for both the Opening Plenary Carpool Interactive Activity and the carpool group sessions. Facilitators should also be available to help direct participants between the Education and Student Union buildings.

We meet briefly to plan for the next day's sessions at the conclusion of each day,

### **Wednesday, August 15, 2007**

The facilitator's day will begin at 7:30 am. Once again, facilitators assist in the general set up of the sessions for the day, with particular attention to their sessions. Facilitators should answer participant questions about rooms, content, etc. and be available to help direct participants between the Education and Student Union buildings.

### **Thursday, August 16, 2007**

The facilitator's day will begin at 7:30 am.

At the conclusion of Day 3, Academies facilitators pack up all materials and if there is time, meet briefly to debrief the Academies. In the event that we cannot debrief on-site at the conclusion of an Academy, we set up a conference call to debrief the event. A short meeting is scheduled for 1:00 pm for this Academy.

## List of Facilitators Documents

Throughout this document, we have mentioned a variety of documents that you will receive on or before our first on-site meeting prior to the start of the Academies event. The documents are listed below:

- Facilitator's Agenda for the current Afterschool Academies (Fresno, CA Afterschool Academy)
- Facilitator's Notes for the Opening Plenary Carpool Interactive Activity
- The Carpool Session Agenda and Talking Points
- Current Afterschool Academies' Master To-Do List
- Current Afterschool Academies' Information sheet

The Appendix of this document includes information that you may find worthwhile in preparing for this Academies: the Facilitator's Agenda, a blank copy of the Action Plan tool, a copy of the Afterschool Academies Flyer, the participant registration form, Afterschool Academies Evaluation Form and Facilitating Methods, Techniques and Tips excerpted from "The Training Process: Preparation for Conducting a Training Event" by Gary Moody. Please peruse these items as needed.

Again, we are glad to have you on board and hope we've addressed some of your questions and concerns. Please do not hesitate to contact your fellow Academies facilitators if you have any questions (see below).

Happy travels and see you on the road!

### ***Afterschool Academies Partners Contact information***

#### Center for Afterschool Education, Foundations, Inc.

Claudia Weisburd, Executive Director

856-533-2700 [cweisburd@foundationsinc.org](mailto:cweisburd@foundationsinc.org)

#### Citizen Schools

Jenny Stadler, Interim National Director  
of Development

650-363-2720 [jennystadler@citizensschools.org](mailto:jennystadler@citizensschools.org)

#### CNYD

Stacey Daraio, Deputy Director, CNYD

415-495-0622 ext. 302 [stacey@cnyd.org](mailto:stacey@cnyd.org)

#### Eve and Gary Moody Consultants

Gary and Eve Moody, Independent Consultants

559-842-6780 [garymoody@kermantel.net](mailto:garymoody@kermantel.net)

#### YouthLearn/EDC

Tony Streit, Director of the YouthLearn Initiative

617-618-2778 [tstreit@edc.org](mailto:tstreit@edc.org)

## VI. AFTERSCHOOL ACADEMIES FACILITATORS' AGENDA FRESNO, CA, AUGUST 14-16, 2007

TIME	
TUESDAY, AUGUST 14, 2007	
8:30 – 9:30	<p><b>Continental Breakfast</b></p> <hr/> <p><b>Welcoming Remarks</b>  <i>Dr. Paul Beare, Dean, Kremen School of Education and Human Development</i>  <i>Mr. Jim Yovino, Deputy Superintendent, Fresno County Office of Education</i></p> <p style="text-align: center;"><b>All Participants</b> <span style="float: right;"><b>Student Union</b></span></p>
9:30 – 9:45	<p><b>Plenary Session/The Amazing Afterschool Adventure</b>            (Reba and Stacey)  <i>(NOTE: In the participant agenda, all activities from 9:30 – 10:15 are grouped under one heading. They are broken out here for our timing and clarity)</i></p> <p>Introduce the Afterschool Academies, the Academies Partners and briefly touch on the <i>Four Wheels</i> of the Academies.</p> <p style="text-align: center;"><b>All Participants</b> <span style="float: right;"><b>Student Union</b></span></p>
9:45 – 9:55	<p><b>(Plenary cont.) Meet and Greet</b> (Reba and Stacey)</p> <p style="text-align: right;"><b>Student Union</b></p>
9:55 – 10:10	<p><b>(Plenary cont.) Carpool Interactive</b> (Academy Facilitators)</p> <p>Build carpool group cohesion by creating a visual quilt of carpool members. Talk about the carpool group cohorts.</p> <p style="text-align: right;"><b>Student Union</b></p>
10:10 – 10:15	<p><b>(Plenary cont.) Tie-in to Four Wheels</b></p> <p style="text-align: right;"><b>Student Union</b></p>
10:15 – 11:15	<p><b>Mapping your Trip/Connecting to Academics</b>            (Center for Afterschool Education at Foundations, Inc.)            Teach methods and techniques for blending academic content with youth development principles.</p> <p style="text-align: center;"><b>All Participants</b> <span style="float: right;"><b>Student Union</b></span></p>

See Facilitators folder for most current information.



TIME			
11:15 – 12:15	<p><b>Packing for the Trip/Positive Youth Development Part I</b> (Reba and Stacey)</p> <p>Techniques for creating supportive, motivating, and engaging afterschool learning environments informed by child and youth development principles.</p> <p><b>All Participants</b> <span style="float: right;"><b>Student Union</b></span></p>		
12:15 – 1:00	<p style="text-align: center;"><b>LUNCH</b></p> <p>Lunch starts 15 minutes late to allow time for the caterers to set up. Lunch ends at 1:00 to allow time for caterer to clear the tables.</p> <p><b>All Participants</b> <span style="float: right;"><b>Student Union</b></span></p>		
1:15 – 2:15	<p><b>Carpool Lane/Reflection</b> (Academy Facilitators)</p> <p>Randomly assigned discussion groups</p> <p><b>All Participants</b> <span style="float: right;"><b>Student Union</b></span></p>		
	<p style="text-align: center;"><b>Rest Stop/Break</b></p> <p><i>All break times are also used for transition to the next sessions in one of two buildings.</i></p>		
2:30 – 4:30	<p><b>Road Trips/Experiential Learning–Breakout Sessions</b></p> <p>These sessions repeat again on Weds. August 15, 2007. Participants are assigned an ELL session and have a choice between Citizen Schools' or YouthLearn's session.</p>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>High Octane Language Learning: Supporting English Language Learners (ELL) in Afterschool</b> (Center for Afterschool Education at Foundations, Inc.)</p> <p><b>Participant Cohorts A and B</b></p> <p style="text-align: center;"><b>School of Education Room 140</b></p> <p style="text-align: center;"><b>Student Union</b></p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>A Journey With No Boundaries: Engaging Communities</b> (Marion Johnson &amp; Asha Strazzero-Wild, Citizen Schools)</p> <p><b>School of Education Room 54</b> <i>(Please note that this session may be moved to another room. We will make an announcement during the Partners meeting on Monday, August 15th.)</i></p> <p><b>Or</b></p> <p><b>Student Journeys: An Inquiry-Based Approach to After-school</b> (Tony Streit &amp; Deidre Searcy, YouthLearn at EDC)</p> <p><b>Participant Cohort C</b> <i>Participant Cohort C chooses between the 2 sessions.</i></p> <p style="text-align: center;"><b>School of Education Room 390</b></p> </td> </tr> </table>	<p><b>High Octane Language Learning: Supporting English Language Learners (ELL) in Afterschool</b> (Center for Afterschool Education at Foundations, Inc.)</p> <p><b>Participant Cohorts A and B</b></p> <p style="text-align: center;"><b>School of Education Room 140</b></p> <p style="text-align: center;"><b>Student Union</b></p>	<p><b>A Journey With No Boundaries: Engaging Communities</b> (Marion Johnson &amp; Asha Strazzero-Wild, Citizen Schools)</p> <p><b>School of Education Room 54</b> <i>(Please note that this session may be moved to another room. We will make an announcement during the Partners meeting on Monday, August 15th.)</i></p> <p><b>Or</b></p> <p><b>Student Journeys: An Inquiry-Based Approach to After-school</b> (Tony Streit &amp; Deidre Searcy, YouthLearn at EDC)</p> <p><b>Participant Cohort C</b> <i>Participant Cohort C chooses between the 2 sessions.</i></p> <p style="text-align: center;"><b>School of Education Room 390</b></p>
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**TIME**

**WEDNESDAY, AUGUST 15, 2007**

8:30 – 9:30	<b>Breakfast</b>	<b>Student Union</b>
9:30 – 9:45	<b>Fueling Up! Regroup with Colleagues and Academies Facilitators</b> (Tony Streit, YouthLearn at EDC ) Review day's agenda. <b>All Participants</b> <span style="float: right;"><b>Student Union</b></span>	
9:30 – 9:45	<b>Rest Stop/Break</b>	
10:00 – 12:00	<b>A Hybrid Vehicle/Homework</b> (Center for Afterschool Education at Foundations, Inc.) <b>Participant Cohorts A and B</b> Student Union	<b>A Hybrid Vehicle/Homework</b> (Center for Afterschool Education at Foundations, Inc.) <b>Participant Cohort C</b> School of Education Room 140
12:15 – 1:00	<b>LUNCH</b>	
	Lunch starts 15 minutes late to allow time for the caterers to set up. Lunch ends at 1:00 to allow time for caterer to clear the tables. <b>All Participants</b> <span style="float: right;"><b>Student Union</b></span>	
1:15 – 2:15	<b>Packing for the Trip/Positive Youth Development part 2</b> (Stacey or Reba) <b>Participant Cohorts A and B</b> Student Union	<b>Packing for the Trip/Positive Youth Development part 2</b> (Stacey or Reba ) <b>Participant Cohort C</b> School of Education Room 140
2:15 – 2:30	<b>Rest Stop/Break</b>	
2:30 – 4:30	<b>Road Trips/Experiential Learning–Breakout Sessions</b> These sessions repeat again on Weds. August 15, 2007. Participants are assigned an ELL session and have a choice between Citizen Schools' or YouthLearn's session.	

TIME		
	<p><b>High Octane Language Learning: Supporting English Language Learners (ELL) in Afterschool</b> (Center for Afterschool Education at Foundations, Inc.)</p> <p><b>Participant Cohort C</b></p> <p style="text-align: center;"><b>Student Union</b></p>	<p><b>A Journey With No Boundaries: Engaging Communities</b> (Marion Johnson &amp; Asha Strazzero-Wild, Citizen Schools)</p> <p><b>School of Education Room 140</b></p> <p><b>Or</b></p> <p><b>Student Journeys: An Inquiry-Based Approach to After-school</b> (Tony Streit &amp; Deidre Searcy, YouthLearn at EDC)</p> <p><b>Participant Cohorts A and B</b> <i>Cohorts A and B choose between the 2 sessions.</i></p> <p><b>School of Education Room 390</b> <i>(Please note we will also use School of Education Room 54 if capacity is reached in the YouthLearn session room 390 or we may move the whole session to another location.)</i></p>
<b>THURSDAY, AUGUST 16, 2007</b>		
8:30 – 9:30	<b>Breakfast</b>	<b>Student Union</b>
9:30 – 10:30	<p><b>Developing your Pit Crew/Staff Leadership &amp; Development</b> (Gary &amp; Eve Moody, Gary and Eve Moody Independent Consultants)</p> <p><b>All Participants</b></p>	<b>Student Union</b>
10:30 – 10:45	<b>Rest Stop/Break</b>	
10:45 – 11:45	<p><b>Carpool Lane/Reflection</b> (Academy Facilitators)</p> <p>Complete personal Action Plans and receive feedback from peers</p> <p><b>All Participants</b></p>	<b>Student Union</b>
11:45 – 12:30	<p><b>The Road Home/Planning for Action</b> (Gary, Tony and the other Academies Facilitators)</p> <p><b>“From Screen to Dream” Activity</b></p> <p><b>Next Steps! Video Show</b> (Tony)</p> <p><b>Evaluations</b></p> <p><b>All Participants</b></p>	<b>Student Union</b>

## VII. Facilitating Methods, Techniques and Tips<sup>1</sup>

Please note that the information discussed in this section is excerpted from the “The Training Process: Preparation for Conducting a Training Event” by Gary Moody.

### ***Pre-Planning and being Prepared for a Workshop***

A successful training event involves being prepared and planning ahead. The trainer must be prepared both intellectually and logistically for the training event. Steps to take in being prepared:

- Develop a specific goal for your training event
- Know your topic and your audience
- Plan for logistical elements such as locating an appropriate room with adequate space and furniture for your activities
- Prepare an outline and any handouts and ensure that you have enough copies. The format for the training event should include an introduction to the topic, presentation of materials/concepts, activities to reinforce the materials, discussion, wrap-up and evaluations
- Determine how you will assign participants to groups, if appropriate
- Develop an agenda to post or hand out to participants that includes the objectives and the purpose for the training
- Prepare an evaluation form to give participants and allow time during the training to complete it
- Rehearse, practice and time the training until you feel comfortable with it
- Set up and test equipment, put up charts, prepare the seating arrangements, locate the restrooms, and adjust room temperature before the participants arrive
- Prepare at least one additional activity as a back-up
- Arrive 30 minutes earlier than you plan, so you are not in a panic and have time to reflect prior to the start of the training

### ***Presentation is Everything***

Leading a training program is a lot like juggling. An effective trainer must keep many factors in mind simultaneously as they move through the content of the training session. While concentrating on the ideas to be presented, one must also consider the reaction of the participants and their level of understanding and the overall goals of the training. Some of the following tips will help presenters to keep training events flowing smoothly and to meet participants’ needs as topics are presented and discussed.

- Start on time; stay on time and most important end on time. Starting late does not give you the right to keep people late
- Dress for success! Enough said
- Welcome participants, provide name tags and address participants by name
- Introduce yourself and your topic(s)
- Give a good first impression; project a confident, positive and professional demeanor
- Get to know your audience through introductions that include their level of experience and knowledge of the topic
- Ask participants what they want to get out of the training and list, if possible
- Present your materials through a variety of techniques including activities, lecture, role-play, demonstrations, brainstorming, skits, discussion, problem solving, etc.
- Use activities whenever possible that allow for the active participation of everyone in the group
- Provide change of pace throughout the training event by breaking up activities into quiet vs. active and include breaks when necessary
- Utilize audiovisual equipment and other visual aides such as white boards, posters, charts, graphs, overheads, slides, tape recordings, computer-generated presentations, etc.

<sup>1</sup> Gary Moody. “Training Process: Preparation for Conducting a Training Event”. For more information, contact Gary Moody at [garymoody@kermantel.net](mailto:garymoody@kermantel.net).

- Invite audience participation
- Be receptive; ask questions, listen to participant responses, learn from them and incorporate them into the discussion
- Build on the strengths and experiences of the participants
- While participants are working, move around the room to clarify directions, answer questions, monitor if they are off topic and when they are finished
- Allow time for discussion and clarification
- Ask participants to make connections between the suggestions and ideas generated during the training and current practice in their programs
- Ask participants to evaluate the training event
- Recap what was covered/discussed

### Getting to Know the Training Participants

If you are not already familiar with the people who will be participating in your training sessions, there are several ways to learn more about them. Knowing the nature and extent of their training and experience in working with children will help you to know what types of topics should be emphasized and which can be covered quickly. You will also want to know how the participants perceive their needs and what kinds of information assist them in resolving problems that they identify in their workplace. Try one of the following methods for learning more about your training group.

#### Posted Entry:

As your participants enter the training site, ask them to give input about themselves on large colorful posters placed near the entrance. Each poster should ask for input on one question and require only that the participants record their response with either a marker or stickers.

Ask participants to record their input on such questions as:

- How many years have you worked with school age children?
- What topic do you most want to learn more about?
- What type of program do you work in: Recreational, Educational, combination or both?

### Opening Activities and Ice Breakers

It is important to begin trainings by allowing participants to get to know each other and to begin to feel at home with the group. A strong opening engages the participants and gets them interested and excited in the training topics. While games and icebreakers help participants to relax and get to know each other, interesting facts and even appropriate jokes can help break the ice and engage the participants. Use resources on the internet to help gather useful “factoids” or humorous stories and jokes about the subject matter to be discussed with the participants. If the participants already know each other or work together, these types of activities can help set a fun, positive tone for the training by encouraging participants to look at the person, not the job role they fulfill. Activities can be used at the beginning of training sessions or to bring people back together and refocus after breaks in training.

Be sure that the options for a response reflect all your participants’ background and experiences so everyone feels assured that their needs will be considered in the training process.

### **Take a Poll**

Once the training has begun, you can also get input from participants about their background, needs, and opinions by asking people to raise their hand or stand in response to your questions. You can also do a “Walking Poll” by asking people to get up and move to different areas of the room based upon their input to your questions.

### **Provide a Self-Assessment**

Create a list of topics or issues that you will be covering within your training sessions and list them on a form to be given to participants. Ask each person to rate themselves on some type of scale (1-5), High/Medium/Low, Not Present, etc.) on their current level of awareness or skill in each area. Collect these sheets and scan them as early in the training as possible to get a picture of the group with which you are working. At the end of the training, return the sheets to participants or use an identical list to have them rate their knowledge. This will allow both you and the participants to see how much they have progressed as a result of the training.

The following strategies can enhance any learning opportunity.

### **Interactive Charts**

Using large charts on which the group can note participants’ input while discussing a topic. It can be very helpful to laminate a large chart before any input is added and then write using erasable markers allowing it to be used many times.

### **Drawings and Collages**

This strategy includes activities where participants draw pictures or representations relating to a topic or make collages using a variety of materials such as magazine pictures, markers, and their own drawings.

### **Role Playing**

Have participants take on different roles to practice a skill or become familiar with a particular role or situation. This method can be also used effectively to try out and discuss various solutions to problems or responses to situations.

### **Group Games**

These are fun games or activities in which all of the participants can take part. In some cases, with a very large group, you may want to ask for volunteers to demonstrate a game in front of the group, or you can create several smaller groups to carry out the game simultaneously. Remember that adults want to get their turn in the game as much as children do!

## **Methods for Presenting Activities**

There are many different ways to present information and utilizing many different methods throughout the training event will help keep participants engaged in the learning process. The following are all useful training methods that can be adapted to cover most content material:

### ***Intra-Personal Activities:***

Activities that require reflection on personal knowledge ideas, such as journal writing or visualization

### ***Inter-Personal Activities:***

Activities that require communication or cooperation between two people, such as interviews or problem solving

### ***Small Group Activities:***

Activities that take place in groups of 3 or more, such as brainstorming, discussion or group skits

### ***Large Group Activities:***

Activities that include all participants simultaneously such as lecture or viewing a video

### ***Inter-Group Activities:***

Activities in which each small group creates input to share with the large group, such as group charting of information, reporting out or sharing of activities that they have developed

### **Brainstorming**

This technique is usually used to elicit the most possible responses to a topic such as solutions to a problem or examples of techniques. In brainstorming, the “ground rules” are that all responses from the group are equally valuable, and that responses are not analyzed as they are received, but are written down on a large chart or blackboard. When the brainstorming is completed, the facilitator can begin to group the responses into categories and use selected responses into categories and use selected responses to illustrate the point to be made.

### **Simulation Activities**

These activities involve pretending or imitating an event so that the conditions in the training situation reflect the actual conditions in the program. This is done to help participants practice and examine what the real activity would be like under safe, less complicated conditions.

### **“Cut and Paste”**

Normally a craft-type activity or project where multimedia materials are used to create messages, feeling, and responses to exhibit what they have learned. This is great for the students who have difficulty reading, writing, and drawing to have another way to express themselves.

### **“Jigsaw Activities”**

This involves small groups concurrently reading and discussing different articles or different parts of an article that have been assigned by the teacher. New groups are then formed with members having read different sections being placed together to share what their section or topic was.

### **Self-Assessment**

Allowing students the opportunity to look at their own knowledge, attitudes, or beliefs to learn more about them in relation to a particular topic. Can be done before, during, or conclusion of activities using multiple modalities of learning (art, music, journal writing, meditation, visualization).

### **Video Viewing**

This is not just putting a tape in the machine and turning off the lights for 2 hours. Even with movies for pleasure there exists opportunities for reciprocal teaching. Discuss plot, setting, and characters. Stop the video and have them predict what will happen next, re-write the ending, add a character.

### ***Keeping Things Positive: Tricks of the Trade for Facilitation Challenges***

Some training participants may have their own agenda of topics that they wish to learn about or just flat agendas to share with anyone who will listen. While you need to do what you can to meet the participant’s needs in training, you cannot let a few participants change the direction of the training and move you too far off track. When issues are brought up that are not within your general plan for the training, and it becomes apparent that they cannot be addressed fairly quickly, you can offer to speak to the participants involved about their issues at a break or after the training session. You may also want to keep a running list of topics on a flip chart that the group would like to come back to if time permits. A large sheet of paper titled a “Parking Lot” can be posted in the room for participants to “park” their questions or concerns that aren’t directly addressed in the training. You can then return to this “Parking Lot” later on in the training, offer to speak to those still interested in the topics after the training, or speak about them in future trainings, if those are feasible options.

**Gallery Walks**

These are activities that involve the participants to move around the room (or rooms) to view the creations/products of other groups working on the same problem or topic. It could involve activities where participants add their input to the products or have assignments to complete at different stations.

**Using Visual or Performing Arts**

Having participants develop and perform poems, skits, songs, chants, raps, murals, or displays that illustrate an issue utilizing their artistic abilities to display their learning.

**Webbing**

A technique that helps participants brainstorm or organize information around a specific topic. It involves writing a topic in the middle of a sheet of paper or chart and then branching out lines with supporting or related ideas, each of which may have its own related branches. The result tends to look like a spider web, visually relating a variety of ideas to a main topic.

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## **AFTERSCHOOL ACADEMIES PARTNERS**

**Center for Afterschool Education, Foundations, Inc.**

**Citizen Schools**

**CNYD**

**C.S. Mott Foundation**

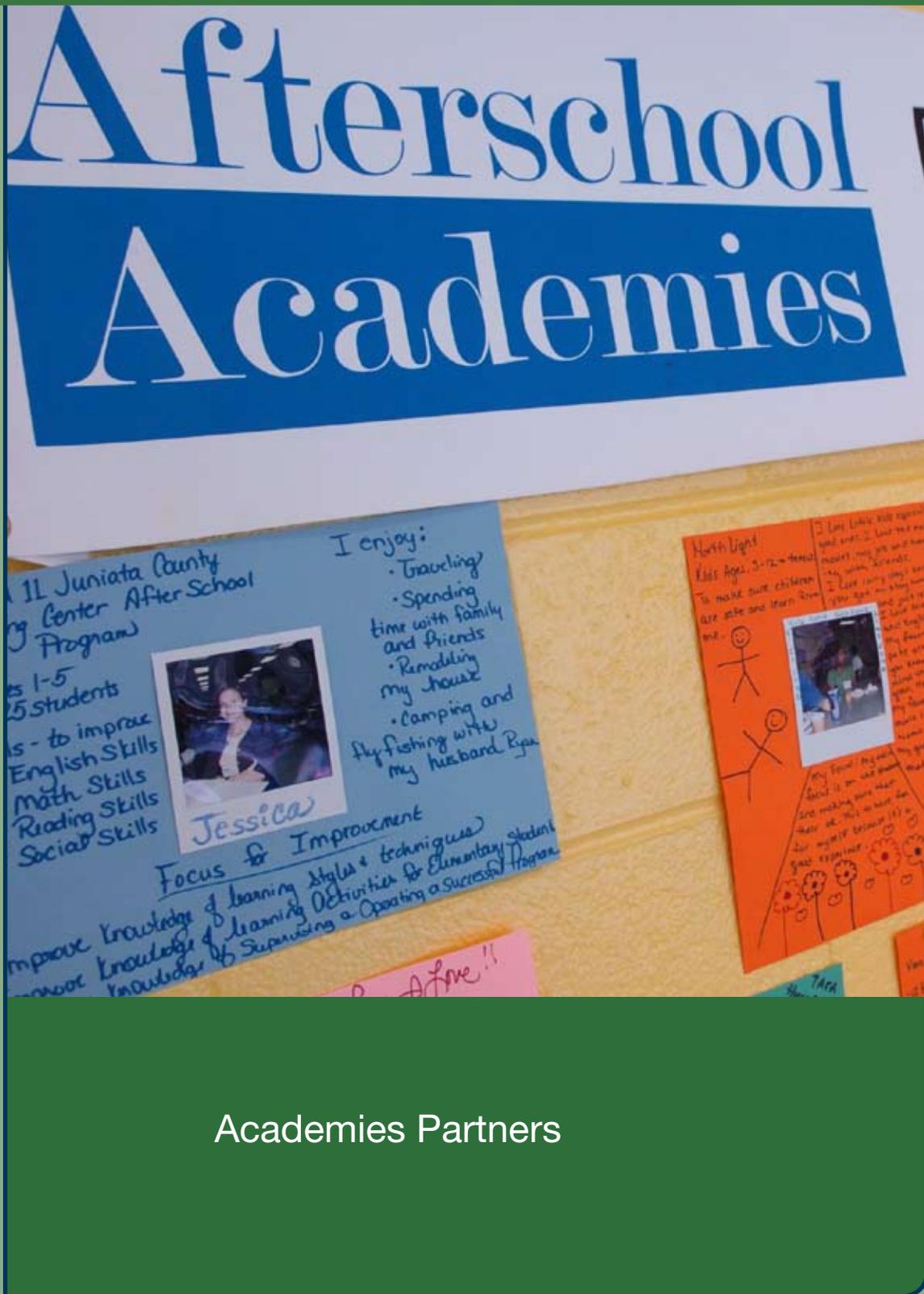
**Eve and Gary Moody Independent Consultants**

**YouthLearn/EDC**

**Afterschool  
Academies**



# APPENDIX



Academies Partners

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# Afterschool Academy Partners

## **The Center for Afterschool Education at Foundations, Inc.**

[www.afterschooled.org](http://www.afterschooled.org)

The Center for Afterschool Education is committed to improving opportunities for learning and healthy development outside the school day and turning the best education and youth development theories into effective, on-the-ground afterschool practice. The Center provides integrated professional development, program content publications, and technical assistance designed to support and enhance the rich diversity of programs, leaders, and staff who are transforming the lives of children and youth. Our work is consistently informed by research, grounded in direct experience, focused on practice, and dedicated to disadvantaged children and youth.

## **Community Network for Youth Development**

[www.cnyd.org](http://www.cnyd.org)

The purpose of CNYD is to shape a world where all young people thrive and are supported by communities that help them develop their full potential. We do this by strengthening the youth development field through community capacity building and policy alignment. Our goals are to provide vibrant youth development support for young people in the Bay Area and to serve as a youth development catalyst in communities outside the Bay Area.

## **YouthLearn at Education Development Center**

[www.youthlearn.org](http://www.youthlearn.org)

[www.edc.org](http://www.edc.org)

The YouthLearn Initiative represents the culmination of more than seven years of grassroots work by the Morino Institute with youth-serving nonprofit organizations. Recently, Morino Institute and EDC entered into a strategic partnership to help ensure the long-term growth and advancement of the YouthLearn Initiative. Ultimately, EDC seeks to establish a national center of excellence on youth, learning, and technology anchored around YouthLearn's approach.

Education Development Center, Inc. is a nonprofit research and development organization dedicated to improving education and health worldwide. Founded in 1958, EDC manages more than 350 projects around the globe. EDC's work strengthens nearly every facet of society, including early child development, K-12 education, learning technologies, health promotion, workforce preparation, community development, and social justice.

## **Citizen Schools**

[www.citizenschools.org](http://www.citizenschools.org)

Citizen Schools was founded in 1995 to bring new solutions to the challenges of young adult education by dedicating more time, adding more relevance, and introducing more caring adults into the lives of young adults.

Now a growing national network of after-school education programs for students in the middle grades, our programs complement classroom learning by engaging students in hands-on learning projects led by adult volunteers after school and supported by a staff of professional educators.

Promising results suggest that our blend of academic and real-world learning and community engagement is helping students develop the motivation, skills and relationships necessary for success in high school, college, and eventually to become good workers and citizens. Through the demonstration of our powerful impact and partnerships with out-of-school advocates, we are at the forefront of a movement to transform the learning day and improve the educational trajectories of young people across the country.

## **Gary and Eve Moody**

Gary and Eve Moody have worked for the last 30 years in the field of afterschool education and have specialized in curriculum development, afterschool programming, youth development, and professional development. They have held posts or served as consultants and on boards for numerous organizations, including the National Center for Community Education, the California After-School Partnership, House of Blues Concerts, LA's STAR (Science, Theater, Arts, and Recreation), San Diego's "6 to 6," Fresno County Office of Education, and over 100 school districts nationwide.

Gary Moody is a unique trainer who has been ranked as one of the most outstanding presenters in the country. In 1993, Mr. Moody was chosen California's Educator of the Year.

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# Afterschool Academies

**Center for Afterschool Education, Foundations Inc.**

Community Network for Youth Development

Citizen Schools

Gary and Eve Moody

YouthLearn, EDC

Under a grant from the Charles Stewart Mott Foundation