Iowa Afterschool Alliance

Afterschool in a Box

TOOLKIT

January 2023

IAA
IOWA AFTERSCHOOL ALLIANCE

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Introduction, Welcome, and About the Iowa Afterschool Alliance

Congratulations on developing an out-of-school time program for youth in your community. Research tells us that youth who are engaged in high quality out-of-school time programming demonstrate greater positive results than their peers who do not participate. Some of these key indicators of success include:

- Improved literacy skills and scores
- Improved math skills and scores
- Improved behaviors
- Decreased juvenile delinquency

This toolkit is designed to assist programs who are starting from the ground up, programs that are developing out-of-school time programming from an existing source, and for those who are well established but need some additional support or fresh ideas to re-engage and reconnect programming. This toolkit can be downloaded as one PDF document, or each section can be accessed individually from the website: https://www.iowaafterschoolalliance.org/afterschool-in-a-box

Thank you for being a champion in your community, and if there is anything we can do for you to make your journey easier, please reach out to us.

Sincerely,

The Iowa Afterschool Alliance Team

Heidi Brown Elva Griffin Hannah McDowell

About the Iowa Afterschool Alliance

Vision

All Iowa children, youth, and families will have access to quality out-of-school time opportunities in their community.

Mission

Develop strong statewide systems of support for high-quality, affordable, and accessible before school, after school, and summer programs.

Guiding Principles:

- High-quality out-of-school time (OST), or afterschool, programs promote academic success and social and emotional well-being through positive relationships, linkage to the school day, and parent engagement, among other strategies.
- High-quality programs utilize diverse and mutually beneficial public-private partnerships.
- High-quality programs tailor instruction and enrichment to make the greatest impact on youth with different learning styles and interests.
- High-quality programs offer engaging, youth-driven and youth-led programming that inspires children and youth to learn and inquire.

The Iowa Afterschool Alliance has been a member of the 50 State Afterschool Network funded by the C.S. Mott Foundation since 2003, when the Mott Foundation first provided core operational support for the Iowa Afterschool Alliance. Since then, the Iowa Afterschool Alliance has grown into a million-dollar organization supported by numerous partners including the Iowa Department of Education and the STEM Next Opportunity Fund.

How we seek to improve access to high-quality out-of-school time programming:

Policy and Partnerships – Develop policies and partnerships that build capacity at the state and local levels for high-quality out-of-school time programming.

- Monitor federal and state legislation and track bills of interest to the afterschool field
- Host a legislative day at the Iowa Capitol annually
- Connect advocates and policymakers
- Develop and advocate for policies that increase access to high quality afterschool programming

Practice Support – Connect local providers with the resources and tools necessary to provide high-quality out-of-school time programming.

- Showcase models of high-quality afterschool and summer programming
- Encourage replication of models statewide
- Support resource and best practice sharing among a statewide network of federal afterschool grantees
- Disseminate a monthly e-newsletter with resources and news to a network of over 900 providers and advocates of high-quality afterschool programming

Outreach and Engagement – Communicate critical data on the need and impact of out-of-school time programming to the public, partners, and other vital stakeholders.

- Identify and engage key partners in support of high-quality afterschool programming
- Develop communication materials
- Disseminate critical messaging around the importance and impact of afterschool and summer programming

Guidance is provided by the Iowa Afterschool Alliance Strategic Leadership Team. Members include:

- Jeff Capps, The Iowa Children's Museum
- Louis Fountain, Des Moines Public Schools
- Crystal Hall, Tanager Place
- Nicole Hanson, Iowa State University Extension/4-H Youth Development
- Vic Jaras, Iowa Department of Education
- Diane Martens, Scott County Kids Early Childhood Iowa
- Matt Ohman, Siouxland Human Investment Partnership
- Ryan Page, Iowa Department of Human Services
- Lindsey Ritter, Child Care Resource & Referral
- Kamryn Ryan, Volunteer Iowa
- Dr. Kimberly Wayne, Jewels Academy
- David Welter, Retired Principal and Afterschool Advocate

Iowa Afterschool Alliance Quality Standards

The Iowa Afterschool Alliance has developed program quality standards that can help you round out your program's vision. In 2006, the IAA Quality Work Group worked diligently to narrow a final list of standards and indicators of quality afterschool programs from an initial list of 40 standard categories and over 600 indicators. Research was drawn from a number of existing national and state resources including the National Afterschool Alliance, the National Institute on Out-of-School Time, Afterschool Investments, National Association of Elementary School Principals, and the Youth Program Quality Assessment, among many others. In 2018, a new committee reviewed and updated the quality standards to keep them current with new best practices.

The following standards are something to aspire to, not necessarily have in place all at once. Consider these standards as you are planning for your program's structure, administration or management, and operations.

Included in this section:

Click on the document title below to jump to that resource.

Iowa Afterschool Alliance Quality Standards

Revised November 2018

IOWA AFTERSCHOOL ALLIANCE

Standard Category	Indicator of Quality	What It Looks Like
Positive Human Relationships	The program promotes and maintains a positive environment.	☐ All staff, youth, and volunteers engage with one another and in activities ☐ Respect is given and received among all program stakeholders ☐ Interactions between and among staff and youth are positive ☐ Successes are regularly celebrated ☐ Good behavior is considered the norm, not something to be celebrated
	The program utilizes positive conflict resolution techniques.	☐ Communication is prioritized first before disciplinary action taken ☐ Conflict resolution is based on brain science and takes into consideration youth development ☐ Conflict is seen as an opportunity to learn and understand emotions and the situation leading to conflict ☐ Corrective actions are identified that fulfill the needs of both perpetrator and victim
	Individualized conversations and interactions occur between adults and youth.	☐ Staff take time to understand each youth and their life circumstances ☐ Staff prioritize positive youth interactions unique to each individual youth served ☐ Staff are able to individualize their attention to each youth while maintaining group control
	Youth needs are identified and provided for by a diverse team of stakeholders.	☐ Community and school partners work as a team to meet the diverse needs of youth ☐ Parents are engaged in programming as advisors, participants, and partners
	Ratios are appropriate to the needs and purposes of the program.	☐ The program maintains staff ratios that are appropriate to the age and unique needs of all youth ☐ Lower adult to youth ratios are used with younger youth or youth with high support needs ☐ Lower ratios are used based on the need of the activity, such as maintaining safety on a field trip or a complex activity requiring more adult support
	A safe, supportive environment is prioritized and maintained.	☐ Inclusion and diversity are encouraged and are practiced, not just given lip service ☐ Program adults and partners are approachable and are prepared to field youth questions and concerns as they arise ☐ Program leaders model safe and supportive environments through their supervisory practices and procedures

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Standard Category	Indicator of Quality	What It Looks Like
Appropriate Indoor and Outdoor Environments	Program space is suitable for the program offered.	☐ The space is clean, hazard-free, safe, and provides enough room for all components of the activities offered ☐ Distractions are minimized as much as possible to ensure youth are able to fully engage in the activity ☐ Alternative spaces are sought that best align with a program activity, such as a location within the community or a school computer lab
	Program space is adequately supervised during program hours.	☐ Youth check-in and check-out procedures are in place and consistently followed ☐ Program spaces are monitored for entry by parents, partners, staff, and community members
	Adequate developmentally appropriate materials are accessible to youth.	☐ Activity materials are prepared and ready for use when needed ☐ Books are out and available for youth and reflect the breadth of reading levels in the program ☐ A diversity of resources are used over the program day to support program goals
	All program space is accommodating of children with special needs.	☐ Space is accessible to wheelchairs and other mobility supports ☐ Youth with mobility support needs are able to fully participate in programming ☐ Youth with sensory sensitivity have spaces where they are able to go with minimal distractions if necessary
Effective Programming	Choice, creativity, independence, and responsibility are practiced.	☐ Program has a process for collecting input from youth and parents regarding programming and/or clubs ☐ Activities provide opportunities for youth to explore concepts on their own and within groups ☐ Activities promote critical thinking ☐ Staff serve as facilitators of activities
	Opportunities for growth and development, learning and reflection, and exploring interests exist.	☐ Activities have clear learning goals ☐ Activities consistently provide opportunities for youth to reflect on their learning
	Intentional planning and consistent execution of program activities occurs while allowing for flexibility as needed.	☐ Staff are given time to develop high quality lesson plans at least once a week ☐ Program has a monthly and weekly calendar ☐ Program has a Plan B in case original plans are not able to be executed
	Nutritional snacks and meals are offered.	☐ At minimum, USDA guidelines are followed for snacks and meals
	Youth contributions and accomplishments are recognized and showcased.	☐ Program hosts youth performances or showcases at least once per year ☐ When possible, youth accomplishments are communicated both internally and externally ☐ Program has goals for youth and youth are recognized for achieving goals

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Standard Category	Indicator of Quality	What It Looks Like
Strong Partnerships	Frequent and positive family communications occur.	☐ Drop off and pick up times are used to converse with families ☐ Program has a regular newsletter that shares positive information about the program ☐ Program maintains a social media presence to share good news and stories
	Opportunities for family involvement/engagement exist.	☐ Specific programming is offered to engage family, such as family nights ☐ Services are geared towards family members' needs, such as connections to community resources and GED classes
	Community resource lists are available to families in need.	☐ Flyers are easily accessible to families ☐ A resource board may be used to post information
	Families serve as advocates for the program.	☐ Program encourages families to speak up on behalf of the program at school board meetings and other community events ☐ Program collects stories from families and shares them out regularly
	Youth are actively involved in the community.	☐ Service learning and community service projects get youth out into the community ☐ Field trips are offered
	Program information is effectively communicated to multiple stakeholders in support of youth development and of the program and to foster collaboration.	☐ Program coordinates an advisory group that brings together community stakeholders ☐ Program leaders regularly attend school board and other community meetings to share information on the program
Effective Administration	Plans are created, executed, and reviewed for all aspects of program planning, budgeting, and sustainability by a diverse group of stakeholders.	☐ Program maintains checks and balances to ensure all program components are meeting stated goals ☐ Program engages a diversity of stakeholders in an advisory capacity
	Program offerings, policies, and procedures are based on research and/or evidence-based practices and are effectively communicated with a variety of stakeholders.	☐ Program leaders keep up-to-date on current research in the field ☐ Program leaders and staff participate in internal and external professional development throughout the year ☐ Program has a process to update policies and procedures regularly ☐ Program communicates updates to policies and procedures with stakeholders
	The program is committed to continuous quality improvement.	☐ Program leaders keep up-to-date on current research in the field ☐ Program leaders and staff participate in internal and external professional development throughout the year ☐ Program leaders engage all stakeholders in program improvement throughout the year to ensure widespread adoption of best practices ☐ Program acknowledges accomplishments and shares them widely with stakeholders

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Standard Category	Indicator of Quality	What It Looks Like
	Adults are adequately oriented to the program before working/ volunteering and are also offered ongoing professional development.	☐ Program has an established orientation and consistently provides orientation prior to service ☐ Program provides opportunities for staff to participate in internal and external professional development related to their role and responsibilities throughout the year
	Appropriate documentation is obtained and kept to ensure health and safety as well as minimize any potential liability.	☐ Youth records are retained to ensure confidentiality and privacy ☐ Youth records are readily accessible in the case of an emergency ☐ Youth records are obtained as early as possible once the youth joins the program ☐ Youth records are regularly updated
	Program evaluation is conducted on regular basis with a variety of stakeholders. Changes made are reflective of the feedback given and are communicated with all stakeholders.	☐ Program has an evaluation framework that is regularly updated based on current practice and intended outcomes ☐ All staff and stakeholders are aware of evaluation practices and procedures, purpose, and eventual use of the data ☐ Data is used for continuous improvement and outcome measurement
	Program stakeholders are advocates on behalf of the program and youth at large.	☐ Program leaders educate policymakers on the program's purpose and results ☐ All program stakeholders advocate for youth and the program in the community, giving voice to those that are not often heard ☐ Program leaders engage in community dialogues around issues relevant to the program and youth served by the program

Establishing Your Program

This section of the toolkit will provide articles of interest, samples, and templates on some of the necessary documentation that may be required to start your program and and are often considered best practice tools for out-of-school time programming.

Determining Your Need

Finding out what your community needs in an out-of-school time program is vitally important to your success. Use the the Program Needs Assessment to help make those determinations.

Program Goals

Every out-of-school time program should establish a set of goals and objectives. These can help you to measure your progress and know that you are making changes in the lives of the youth and families you serve. A template worksheet is provided for your use.

Role of the Program Director

The Program Director of your out-of-school time program should be able to consider all aspects of programming. This includes everything from the site itself to enrollment forms to program flow and operational support. A Responsibilities template is provided to help you consider how key duties may be delegated between your Program Director and other program leaders (principal, executive director, etc.).

Bylaws

Bylaws provide the written guidance for your site's day to day operations. These are often required for corporate and non-profit organizations and may go by other names for other types of organizations (governance guidelines, regulations, principles, etc.). An article from BoardSource detailing suggested requirements for bylaws is included in this toolkit as well as a template and samples from two out-of-school time organizations.

Policies and Employee Handbook

Strong policies make a strong program. Policies are important in establishing a safety net for you and your staff to refer to when faced with a situation in which you need further guidance. An article with suggestions on how to formulate policies to best serve your program is included in this toolkit as well as a guide to building an employee handbook. The Iowa Afterschool Alliance is available to you for additional support needed to identify and develop policies to support your program.

Parent and Volunteer Handbook Templates

Handbooks are also a useful tool and can be used as a way of formally communicating with different groups of people connected to your program. Handbook templates for parents and volunteers are provided for you.

Data Tracking

Once you have your goals and program structure established, it's time to start thinking about enrollment and the types of information you need on file for each youth in your program. Take a look at the Data Tracking template to help determine what your forms should include.

Iowa Department of Human Services Licensing

Some sites may be interested in becoming a licensed site from the Iowa Department of Human Services (DHS). A licensed site or facility has many benefits, including more money for your program through the Child Care Assistance program and QRS achievement bonuses in addition to the peace of mind you can provide to families who know their children are attending a high quality program. However, you will need to decide the best option for you and your program. To learn more about licensing, contact your local Child Care Resource & Referral Consultant or visit: https://dhs.iowa.gov/iqrs/how-to-apply

Included in this section:

Click on the document title below to jump to that resource.

Conducting Your Program Needs Assessment

Before planning and designing your program, your team should conduct a thorough needs assessment to gather data on student academic needs and find out what students want to do during the school year. Use the tables in each section to record needs and set priorities for your summer learning program.

School-Level Data — High-level data provide the big picture and give you a starting point from which to work. Analyze needs by reviewing state assessment scores, attendance data and behavior data. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
When looking at school-day data (campus or school improvement plans, stated goals that a summer learning program could address, state assessment results, attendance, behavior, etc.), what are the overall trends? What is needed for improvement?	Goal: 80% of third-grade students will meet standards on math state assessment.	State assessment results	High
When looking at the state assessment scores, what are the subject areas where students show deficits? Indicate the deficits for each grade level you will serve in your summer learning program.	Only 70% of third-grade students met standards on math state assessment.		
When looking at attendance reports, what trends do you see that need to be addressed?	15% of third-grade students have been absent 10 or more days this year.		
When looking at behavioral reports, what trends do you see that need to be addressed?	10% of our third-grade students averaged three or more discipline referrals this year.		

Conducting Your Program Needs Assessment

Student-Level Data — Specific data provide details on why students are struggling. Analyze the student-level data and identify the top three to five student-level deficiencies. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
When capturing data from teachers, use the Y4Y tool Survey of Teacher Programming Needs. What specific skills do students need to master to meet standards on the state assessment, improve report card grades, and ensure promotion? *List needs by grade level and subject-specific skills.*	Teachers have indicated that students who failed to meet standards most often failed to master the use of fractions and measurement.	Discussion with third-grade math team teachers and state assessment reports	High
With respect to attendance issues, what do counselors, parents and teachers say are the most common reasons for absences?	60% of reported absences occur during the spring semester. School nurse reports unusually high rates of flu during the spring months.		
With respect to discipline referrals, what specific behaviors are being displayed most often?	5% of discipline referrals are coded as fighting. 5% of discipline referrals are coded as disrespecting the teacher.		

Conducting Your Program Needs Assessment

Student Voice — Provides data on which activities student want. Analyze the student voice data and use the table below to record the top three to five ideas that students identified. Use the guiding question examples to begin discussions with your program team. Sample answers have been provided.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
What activities do students say they want, and which can you accommodate during your summer learning program?	Third-grade students want art, cooking, gardening, Soccer.	Student interest survey	High

Conducting Your Program Needs Assessment

Other Important Data — Provide additional data necessary to provide necessary support to students and their families. Analyze the issues families face that a summer learning program could address. Also consider other social, emotional and physical needs. Use the following guiding questions examples to begin discussions with your program team. Sample answers have been provided to help you begin discussions with your program team.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
What family needs can a summer learning program help to address?	90% of family members work a full-time job. 80% of families have 2 or more school-age children (not all in need of academic support).	Family survey	High
What other needs do students have that a summer learning program could address?	85% of students do not have access to healthy meals during the summer months. 50% of students gain weight over the summer months.		

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Streamlined Program Goal and Assessment Template

Please find below a streamlined version of a Goal Setting/Assessment Tool that may be used by afterschool programs. Its purpose is to identify goals specifically set by individual programs identifying program strengths as well as areas in need of growth while also identifying leadership strategies to meet those goals and collecting relevant data as supporting evidence in achieving them.

Areas of Strength:

Listed and summarized by a team of stakeholders in each programming community aligned with the Iowa Afterschool Alliance's Quality Standards.

Areas in Need of Growth

Listed and summarized by a team of stakeholders in each programming community aligned with Iowa Afterschool Alliance's Quality Standards.

1. **Goal**

2. **What results do we expect you to achieve?**

3. **What SPECIFIC leadership action(s) might lead to the desired result? Describe what you will do and how you will do it. (Establish a deadline for this to be completed)**

4. **What measures or criteria will you use to determine progress and document the effect of chosen indicators? (Establish a deadline for this to be completed)**

5. **How did I do? Please provide below a brief summary and evidence to support your results, actions and measures regarding each goal. (Establish a deadline as programming concludes for the year.)**

Responsibility Checklist for Principal and Program Director

The principal and out-of-school time program director should complete this checklist together. Review the tasks in Column 1, then indicate who will be responsible, the principal or program director, or whether it will be a shared responsibility. If shared, decide how it will be shared. It might be advisable to review this checklist two or three times a year.

Task	Responsibility of Principal	Responsibility of Program Director	Shared Responsibility (indicate how)
1. Secure space for afterschool activities.			
2. Inform classroom teachers that their classrooms will be used. (Don't forget classified staff, particularly custodians.)			
3. Provide supplies and materials for afterschool programs (e.g., paper, copier, books, computers, postage, laminator).			
4. Handle discipline issues that arise in the afterschool program.			
5. Communicate with families about content of the afterschool program (e.g., develop brochures, etc.).			
6. Recruit students for afterschool programs.			
7. Decide which activities will be provided.			
8. Involve school staff in curriculum and activity development.			
9. Hire and supervise afterschool program staff.			
10. Register/orient participants in after-school programs.			
11. Communicate with classroom teachers (and families) about homework.			

 This resource was funded by the U.S. Department of Education in 2017 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at https://y4y.ed.gov.

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Responsibility Checklist for Principal and Program Director

Task	Responsibility of Principal	Responsibility of Program Director	Shared Responsibility (indicate how)
12. Provide professional development for afterschool staff members.			
13. Manage the afterschool budget.			
14. Collect fees from students and develop/raise program funds.			
15. Develop an evaluation framework; collect and analyze data; share evaluation results.			
16. Share information about the program with the school community, the board of education, and the general public.			

Adapted from *Leading After-School Communities: What Principals Should Know and Be Able to Do*, National Association of Elementary School Principals (NAESP), 2006, pp. 44-45, and *Beyond the Bell: A Principal's Guide to Effective Afterschool Programs*, Learning Point Associates, 2005, pp.26-27.

Bylaws

All nonprofit organizations need regulations that determine how they are governed. Bylaws are the legally binding rules that outline how the board of a nonprofit will operate. While they are unique to each organization, nonprofit bylaws generally have a similar structure and use.

How are bylaws used?

Bylaws are used to guide the board's actions and decisions. They are helpful in preventing or resolving conflict and disagreements. They can protect the organization from potential problems by clearly outlining rules around authority levels, rights, and expectations.

How are nonprofit bylaws created and amended?

The board creates bylaws when the organization is established. Don't operate without them. States have different statutes that apply to bylaws — some dictate specific provisions, while others give more general guidelines. Find the state regulations from your Secretary of State's office or your state attorney general's office. If your organization operates in more than one state, follow the laws in the state where the organization is incorporated. Once created, an attorney can review them to ensure they meet the legal requirements of the state.

Bylaws are not static, and the board should review them regularly. They should accurately reflect how the organization works and remain relevant. This requires amending the bylaws periodically. Keeping bylaws simple in language and content can help ease this process. Some organizations appoint a task force to review the bylaws and make suggestions for revision to the whole board. If the board votes to amend the bylaws, mark the revisions on the bylaws and record the date that they were amended. If you made major structural or authority changes, you need to report them in your next Form 990.

What should you include?

Bylaws are individual to an organization, but they should cover certain issues:

- Name and location of organization
- Statement of purpose
- Election, roles, and terms of board members and officers
- Membership issues (categories, responsibilities)
- Meeting guidelines (frequency, quorum)
- Board structure (size and standing committees, if any)
- Compensation and indemnification of board members
- Role of chief executive
- Amendment of bylaws
- Dissolution of the organization

Hierarchy of laws

While bylaws are a detailed and immediate source of regulations, they must follow federal and state laws and comply with your organization's articles of incorporation. If there is a contradiction between the bylaws and these other regulations, that part of the bylaws is invalid. For bylaws to be concise, the board also should create comprehensive policies and resolutions.

What if bylaws are ignored or broken?

There may be several reasons why an organization does not follow the bylaws, and there are different ways to address this. In some situations, bylaws are ignored because they are no longer relevant to the organization. Either they are too broad, have not been revised for several years, or are not in practical or understandable language. If this is true, the board should make revision a priority.

Both board members and others involved with an organization should be concerned when bylaws are intentionally broken and not amended. There are a few avenues of recourse in this situation.

Internal

If you are a board member, inform the board of your concern, and make sure your objections are noted in the minutes. As the bylaws are a legal document, similar to a contract, there can be legal repercussions if they are ignored; therefore, it is important for the board to take any concerns seriously. If you are not on the board, share your concerns with the board chair or chief executive, or, if the board holds public meetings, address your concerns there.

Chamber of Commerce or Better Business Bureau

You can file a complaint with these organizations. These groups cannot enforce the bylaws, but they do keep records of complaints, and their public nature will give exposure to the issue. This may get other people involved who can encourage the board to comply.

Court

The bylaws are a legal document, so there is a possibility for prosecution if they are intentionally broken. This is a long and expensive process, and often the courts are reluctant to get involved in internal organization issues. Going to court may also jeopardize the future of the organization as a whole.

State attorney general

This office has authority over all nonprofits, and it can require the organization to change its bylaws, comply with the original bylaws, or force the organization to close. Like the courts, however, state attorney generals are reluctant to get involved in internal organizational issues.

101 Resource | Last updated: December 17, 2019

Other Resources: Better Bylaws: Creating Effective Rules for Your Nonprofit Board, Bylaws: Dos & Don'ts, Bylaws: Effective Rules for Your Board (PowerPoint), The Essential Ingredients for Good Bylaws – Charter Boards

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Download Template

Template Bylaws

This template is designed to provide you a framework for building out your bylaws. To learn more about bylaws, please refer to the article from BoardSource in this section of the toolkit.

Name and location of organization – *The name of your organization and your physical location(s) as well as a note of where you receive your mail.*

Statement of purpose – *This is most commonly a statement of your mission and vision as well as a statement regarding what you intend by having these bylaws.*

Election, roles, and terms of board members and officers – *How will you recruit members to your board? How many members will you recruit – what is your minimum and maximum? How long will board members serve? What offices are necessary to your organization? Most offices include chairperson, co or vice chair, secretary, treasurer, and often include committee heads (ex. development, fundraising, program quality, etc.) although committee heads may or may not be considered part of the officers.*

Membership issues (categories, responsibilities) – *What is expected of your board members? How many meetings will be required? Will you require them to participate in events or programming? Will you ask them to fundraise for your organization? Will you ask them to participate in a committee(s)?*

Meeting guidelines (frequency, quorum) – *Will you meet monthly? Quarterly? How many people will be needed to have quorum? Each group determines what is needed to meet quorum. Click the hyperlink in the parenthesis to learn more about quorum.*

Board structure (size and standing committees, if any) – *Finding the right size for your organization is important. A large board has many benefits including the ability to fundraise, open doors and make connections, but this does mean more management on your end. A small board may be more manageable, but may be limiting. Additionally, committees should be chosen to best meet your needs and should be structured as well. Common areas of focus for committees include development, finance, recruitment, program quality, etc. and may also include ad-hoc committees needed for specific needs such as a milestone event (ex. 30-year Anniversary Committee) or needed research (ex. a committee that focuses on a community issue that has or can affect your program such as neighborhood safety or working with a new population of youth).*

Compensation and indemnification of board members – *Will you pay your board members or provide perks of any kind? How will you protect your board members legally? Will you carry liability insurance and if so, how much?*

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Role of chief executive – *what role will the Executive Director, Chief Executive Officer, or other management level members of your own internal team play in the organization and how will they interact with the board?*

Amendment of bylaws – *how will you amend your bylaws if things change? What will the process be?*

Dissolution of the organization – *no one wants to think about a day that your organization could dissolve, but it is important to identify what will happen to your organization and board if this is the case. This is also true for occurrences like mergers.*

AMENDED & RESTATED
By-Laws of The Boys & Girls Club of Cedar Rapids

Article I: Name and Object of Corporation

Section 1: Name of Corporation. This Corporation shall be known as the Boys and Girls Club of Cedar Rapids hereinafter called the Corporation.

Section 2: Objects and Purposes. The objects and purposes for which the Corporation is formed are those set forth in it's Articles of Incorporation as from time to time amended. Namely, said purpose is to support, maintain, enhance, and expand the operations, programs and services of the Boys & Girls Clubs of America, it's affiliated organizations, and any other similar and like organization. The Corporation is not formed for pecuniary or financial gain, and no part of the assets, income, profit or net earnings of the Corporation is distributable to, or incurs to the benefit of any individual or member of the Board of Directors, except to the extent permitted under the Iowa Nonprofit Corporation Act and internal Revenue Code Section 501 C (3). No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in any political campaign on behalf of any candidate for public office.

Section 3: Mission Statement: The Mission of The Boys and Girls Club of Cedar Rapids is to inspire and enable all young people, especially those who need us the most, to reach their full potential as productive, caring, responsible caring citizens.

Article II: Membership

Section 1: The Corporation shall have no members.

Article III: Government

Section 1: Board of Directors. The general management of the affairs of the Corporation shall be vested in the Board of Directors, who shall be elected as provided in Section 5 of Article IV of these By-Laws. The Board shall have full power, and it shall be the board's duty, to carry out the purposes of the Corporation according to its Articles of Incorporation and its By-Laws. The number of directors shall not exceed thirty-five (35) and shall not be less than fifteen (15) except by amendment to these By-Laws.

Section 2: Officers. The officers of the Corporation shall consist of a Chair, Vice-President, Vice-Chair Development, Vice-Chair Operations, Secretary, Treasurer and Immediate Past Board President selected from the Board of Directors, as provided in Article V of these By-Laws, and such other officers as may be elected by the Board. Any one person may serve as one or more officers of the Corporation.

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Section 3: Chair as Committee Member. The Chair shall be a member, ex-officio, of all committees.

Article IV: Board of Directors

Section 1: Annual Meeting. The annual meeting of the Board of Directors shall be held without other notice than this By-Law on the 4th Monday in the month of June in each year. The Board of Directors may fix some other date which is within thirty (30) days before or after this date.

Section 2: Special Meetings. Special meetings of the Board of Directors may be called at the request of the Chair or any (2) Directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place, either within or without the state of Iowa, as the place for holding any special meeting of the Board of directors called by them.

Section 3: Notice. Notice of any special meetings shall be given at least two (2) days prior thereto by written notice delivered personally or mailed to each Director at his business address, or by email or telegram. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addresses, with postage thereon prepaid. If notice be given by telegram such notice shall be deemed to be delivered when the telegram is delivered by the telegraph company. If notice be given by email such notice shall be deemed to be delivered when the email is received in the email In Box. Any Director may waive notice of any meeting. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transactions of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at nor the purpose of any regular or special meeting of the Board of Directors need to be specified in the notice of such meeting.

Section 4: Quorum. A majority of the directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

Section 5: Election of Directors & Term. Directors shall be elected for three (3) year terms with one-third of director terms expiring each year. Directors shall continue in office until the date of the annual meeting for the year in which their term expires, at which meeting their successors shall be elected and which successors shall hold office for a term of three (3) years. In the event there should be any delay in electing any successor director, those previously elected shall continue in office, notwithstanding the expiration of the fixed term, until a successor is elected. The directors shall have power to succeed themselves and shall elect their successors and fill all vacancies. A majority of the directors shall constitute a quorum for the conduct of business. There shall be no limit on the number of terms to be served by a director.

Section 6: Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. A Director shall be considered present at a meeting of the Board of Directors or of a committee designated by the Board if he participates in such meetings by conference telephone or similar communications equipment by means of which all persons participating in the meetings can hear each other.

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Section 7: Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of Directors may be filled by the affirmative vote of a majority of the Directors then in office, even if less than a quorum of the Board of Directors. A Director so elected shall be elected for the unexpired term of his predecessor in the office or the full term of such new directorship.

Section 8: Compensation. By resolution of the Board of Directors each Director may be paid his expenses, if any, of attendance at each meeting of the Board of Directors. However, no Director shall receive any salary or other compensation for services as a Director of the Board.

Section 9: Presumption of Assent. A Director of the Corporation who is present at a meeting of the Board of Directors at which action is on any corporate matter is taken shall be presumed to have assented to the meeting unless the Director has executed their right to dissent. Said right to dissent shall be executed by filing a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or by forwarding such dissent by registered or certified mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 10: Informal Action by Directors. Any action required to be taken at a meeting of the Directors, or any action which may be taken at a meeting of the Directors or of a committee of Directors, may be taken without a meeting if a consent in writing setting forth the action so taken, shall be signed by all of the Directors or committee of Directors.

Section 11: Committees. The Board of Directors from time to time by resolution adopted by a majority of the full Board of Directors may appoint from its members a committee or committees, temporary or permanent, and , to the extent permitted by law and these By-Laws, may designate the duties, powers and authorities of such committees.

Section 12: Removal. The unexcused absence from three (3) Board meetings, whether annual, regular or special meetings, during a calendar year, shall be grounds for removal. Such vacancy shall be filled pursuant to Section 7 of this Article. A Director may be removed by 2/3 vote of the Board of Directors present. All Board of Directors will receive written notification of the proposed removal prior to the meeting.

Article V: Officers

Section 1: Number. The Officers of the Corporation shall be a Chair, one or more Vice-Presidents (the number thereof to be determined by the Board of Directors), a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person.

Section 2: Election And Term Of Office. The officers of the Corporation to be elected by the Board of Directors shall be elected bi-annually by the Board of Directors at the annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election will be held as soon thereafter as conveniently may be. Each officer shall hold office until his

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successor shall have been duly elected and qualified, or until his death, resignation, disqualification, or removal under Section 3 of this Article. .

Section 3: Removal. Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interest of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

Section 4: Vacancies. Vacancy in any principal office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5: Chair. The Chair shall be the principle executive officer of the corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Corporation. The Chair shall, when present, preside at all meetings of the Board of Directors; sign, with the Secretary or any other proper officer of the Corporation, thereunto authorized by the Board of Directors, any deeds, mortgages , bonds, contracts or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6: Vice-Chair. In the absence of the Chair or in the event of the Chair's death, inability or refusal to act, the Vice-Chair (or in the event there be more than one Vice-Chair, the Vice-Chairs in the order designated at the time of their election, or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting,, shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice-Chair shall perform such other duties as from time to time may be assigned by the Chair or by the Board of Directors.

Section 7: Secretary. The Secretary shall: (a) keep the minutes of the proceedings of the Board of Directors in one or more books provide for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; © be custodian of the corporate records and of the seal of the Corporation, if any, and see that the seal of the Corporation, if said Corporation has a seal, is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Board of Directors.

Section 8: Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of the duties of the office, and in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for money due and payable to the Corporation from any source whatsoever, and deposit all such money in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article VII of these By-Laws; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Chair or by the Board of Directors.

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Section 9: Assistant Secretaries & Assistant Treasurers. There may be Assistant Secretaries, when authorized by the Board of Directors. The Assistant Treasurers shall respectively, if required by the Board of Directors, give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Secretaries and Assistant Treasurers, in general, shall perform such duties as shall be assigned to them by the Secretary of the Treasurer, respectively, or by the Chair or the Board of Directors.

Section 10: Other Assistants & Acting Officers. The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the appointed office, except that such power may be otherwise defined or restricted by the Board of Directors.

Section 11: Salaries. No officer shall receive any salary or any other compensation for services as an officer rendered to the Corporation.

Article VI: Executive Committee

Section 1: Appointment. The Board of Directors by resolution adopted by a majority of the full Board, may designate two or more of its members to constitute an Executive Committee. The designation of such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, any responsibility imposed by law.

Section 2: Authority. The Executive Committee, when the Board of Directors is not in session, shall have and may exercise all of the authority of the Board of Directors to the extent, if any, that such authority shall be limited by the resolution appointing the Executive Committee and except also that the Executive Committee shall not have the authority of the Board of Directors in reference to amending the Articles of Incorporation, adopting a plan of merger or consolidation, or amending the By-Laws of the Corporation.

Section 3: Tenure and Qualifications. Subject to the provisions of Section 8 of this Article, each member of the Executive Committee shall hold office until the next regular annual meeting of the Board of Directors following his designation.

Section 4: Meetings. Regular meetings of the Executive Committee may be held without notice at such times and places as the Executive Committee may fix from time to time by resolution. Special meetings of the Executive Committee may be called by any member thereof upon not less than two (2) day's notice stating the place, date and hour of the meeting, which notice may be written or oral, and if mailed, shall be deemed to be delivered when deposited in the United States mail addressed to the member of the Executive Committee at his business address. Any members of the Executive Committee may waive notice of any meeting need be given to any member thereof who attends in person. The notice of a meeting of the Executive Committee need not state the business proposed to be transacted at the meeting.

Section 5: Quorum. A majority of the Executive Committee shall constitute a quorum for the transaction of business at any meeting thereof and action of the Executive Committee must be

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authorized by the affirmative vote of a majority of the members present at a meeting at which a quorum is present.

Section 6: Action Without a Meeting. Any action required or permitted to be taken by the executive Committee at a meeting may be taken without a meeting if a consent in writing, setting forth the action so taken shall be signed by all of the members of the Executive Committee.

Section 7: Vacancies. Any vacancy in the Executive Committee may be filled by a resolution adopted by a majority of the full Board of Directors.

Section 8: Resignations and Removal. Any member of the Executive Committee may be removed at any time with or without cause by resolution adopted by a majority of the full Board of Directors. Any members of the Executive Committee may resign from the Executive Committee at any time by giving written notice to the President or Secretary of the Corporation, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 9: Procedure. The Executive Committee shall elect a presiding officer from its members and may fix its own rules of procedure which shall not be inconsistent with these By-Laws. It shall keep regular minutes of its proceedings and report the same to the Board of Directors for its information at the meeting thereof held next after the proceedings shall have been taken.

Article VII: Board of Trustees

Section 1: Appointment. The Board of Directors by resolution adopted by a majority of the full Board, may establish a Board of Trustees. The establishment of said Board and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed by law.

Section 2: Authority. The Board of Trustees may exercise all of the authority established by the By-Laws outlined in Section 3 of the Article.

Section 3: Governance. The Board of Trustees shall establish and determine its method of government, officers, membership requirements and terms, and shall enact By-Laws setting forth such matters. Such By-Laws must comply with the objects and purposes of the Corporation and shall be subject to review and approval of the Board of Directors of said Corporation.

Article VIII: Contracts, Loans, Checks & Deposits

Section 1: Contracts. The Board of Directors may authorize any officer, agent or agents, to enter into contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2: Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

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Section 3: Checks, Drafts, Etc. All checks, drafts of other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4: Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of directors may select.

Article IX: Waiver of Notice

Whenever any notice is required to be given to any director of the Corporation under the provisions to these By-Laws or under the provisions of the Articles of Incorporation or under the provisions of the Iowa Nonprofit Corporation Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the times stated therein, shall be deemed equivalent to the giving of such notice.

Article X: Amendments

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted by the Board of Directors at any regularly scheduled or special meeting. Any changes to the By-Laws require changes be passed at (2) meetings for the changes to be effective.

New

AMENDED AND RESTATED BYLAWS
of
PENN BEFORE AND AFTER SCHOOL PROGRAM

ARTICLE I.
Name and Purpose

1.1 Name. The name of the Corporation shall be Penn Before and After School Program.

1.2 Purposes and Powers. The Corporation is organized as a nonprofit corporation under Iowa law. The Corporation shall provide quality before and after school care for children in kindergarten through sixth grades. The educational purposes of the corporation are limited to those permitted under Section 501 (c)(3) of the Internal Revenue Code or its successor sections. The Corporation shall also have those purposes and powers as stated in its Articles of Incorporation, and whatever powers as are or may be granted by the Revised Iowa Nonprofit Corporation Act, as amended, or any successor legislation.

1.3 Principal Office. The principal office of the Corporation shall be at such place or places as the Board of Directors may determine from time to time. The initial principal office of the Corporation shall be at 230 N. Dubuque Street, North_Liberty, Iowa 52317.

1.4 Fiscal Year. The fiscal year of the Corporation shall, unless otherwise determined by resolution of tlfe Board of Directors, end on December 31 of each year. The Board of Directors may by resolution from time to time change the fiscal year of the Corporation.

ARTICLE II.
Membership

2.1 Members. The parents or guardians of any child enrolled in the Penn Before and After School Program ("BASP") shall be members of the Corporation. Each family enrolled in the program shall have one membership allocated to that family for quorum and voting purposes.

2.2 Enrollment. Enrollment of children in the BASP is subject to prompt payment of fees, availability of space, and adherence to BASP guidelines and rules.

2.3 Annual Meeting. There shall be an annual meeting of the members on a date set by the President, which date shall be not more than 30 days before nor 30 days after the frrst day of school each academic year. At the annual meeting, the members shall elect a Board of Directors to manage the Corporation for the following year and the Members shall also discuss the policies of the BASP. Members may bring all Corporation matters up for discussion at this meeting.

2.4 Special Meetings. Special meetings of the members may be called at any time by resolution of the Board of Directors, which may fix the date, time and place of the meeting. If the Board does not fix the date, time and place of the meeting, it shall be the duty of the Secretary to

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do so. Special meetings of the members shall also be called by the President upon petition by at least 20% of the members.

2.5 Notice of Members' Meetings. Whenever written notice is required to be given to a member, it may be given to such person, either personally or by sending a copy thereof by mail, postage prepaid, or by electronic mail, to his or her address appearing on the books of the Corporation. If the notice is sent by mail, it shall be deemed to have been given to the person entitled thereto when deposited in the United States mail. Notice of a meeting shall specify the place, day and hour of the meeting and any other information required by any provision of the Revised Iowa Nonprofit Corporation Act, as amended.

2.6 Quorum and Voting. A quorum at a member meeting shall consist of at least 10% of the members entitled to vote. Each member (each family-with a Member). will have one vote. Whenever any action is taken by the vote of the members, it shall be authorized by a majority of the votes cast at a duly organized meeting of the members.

ARTICLE III.
Board of Directors

3.1 Management by the Board. The business and affairs of the Corporation shall be managed by a Board of Directors. The Board of Directors shall be responsible for establishing and maintaining all policies and procedures regarding the operation of the Corporation. The Board may, however, at its discretion delegate such portions of its authority to the BASP Program Director as is necessary for the BASP Program Director to perform his/her duties.

3.2 Number of Directors. The Board of Directors shall consist of 7 voting directors. The BASP Program Director shall be a non-voting ex-officio member of the board. The principal of the elementary school or the principal's designee shall also be a non-voting ex-officio member of the board.

3.3 Regular Meetings. The Board of Directors shall meet at least quarterly. A quorum of the Board shall consist of at least a majority of the Directors. Meetings of the Board of Directors shall be open to all members. The Board reserves the right to enter executive session in the event of confidential matters. The Secretary is responsible for notifying all Board members of the time, date and place of meeting.

3.4 Special Meetings. The President or Secretary may call for a special meeting of the Board of Directors. The Secretary shall provide written notice of any special meeting of the Board of Directors to each Director at least two days before the day for the meeting. The notice need not state the business to be transacted at, nor the purpose of the meeting.

3.5 Notice of Directors' Meetings. Whenever written notice is required to be given to any Director, it may be given to such person, either personally or by sending a copy thereof by mail, postage prepaid, or by electronic mail, to his or her address appearing on the books of the Corporation. If the notice is sent by mail, it shall be deemed to have been given to the person entitled thereto when deposited in the United States mail. Notice of a meeting shall specify the place, day and hour of the meeting and any other information required by any provision of the Revised Iowa Nonprofit Corporation Act, as amended.

3.6 Vacancies on the Board. Vacancies in the Board of Directors resulting from resignations, deaths or other causes, including vacancies resulting from an increase in the number of Directors, shall be filled by a majority vote of the remaining members of the Board of Directors at any regular or special meeting and each person so elec,ted shall be a Director to serve for the balance of the unexpired term.

3.7 Location of Board of Directors' Meetings. Regular and special meetings of the Board of Directors will be held at the principal office of the Corporation.

3.8 Informal Action by the Board of Directors. Any action which may be taken at a meeting of the Board of Directors may be taken without a meeting, if a consent or consents in writing, setting forth the action so taken, is signed by all of the Directors who would be entitled to vote at a meeting for such purpose and such consent is filed with the Secretary of the Corporation.

3.9 Indemnification Liability of Directors and Officers. All directors and officers of the Corporation shall be indemnified with respect to all expenses and damages resulting from any claim based on an individual's act or failure to act on behalf of the Corporation. The scope of this indemnification shall include all matters which are not specifically excluded by Iowa law from an indemnification provision.

ARTICLE IV.
Officers and Elections

4.1 Number and Term of Office. The officers of the Corporation shall consist of a President, a Vice President, a Secretary and a Treasurer. The officers shall be elected annually. Each officer shall hold office for a term of one year or until his or her earlier death, resignation or removal.

4.2 Election of Officers. The officers of the Corporation shall be elected by the Board of Directors following the annual meeting of the Members.

4.3 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled by the Board of Directors for the unexpired portion of the term of office.

4.4 Duties and Authority of Individual Officers.

A. President. The President will be responsible for conducting the affairs of the Corporation according to the Articles of Incorporation and these Bylaws and for executing the

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policies established by the Board of Directors. The President will be responsible for conducting all meetings of the Board of Directors and all general membership meetings.

B. Vice President. The Vice President shall have such powers and perform such duties as the President or the Board of Directors may from time to time delegate to him. In the case of the absence or disability of the President, the Vice President will perform the duties of the President.

C. Secretary. The Secretary will be responsible for recording the activities of the Corporation and for maintaining appropriate files and records. The Secretary will give notice of meetings as required by the Revised Iowa Nonprofit Corporation Act, as amended, or these Bylaws. The Secretary will attend meetings of the Board of Directors and of the members and shall maintain and distribute all minutes of these meetings. The Secretary will perform such duties as are customarily incident to this office or as may be assigned by the President or the Board of Directors.

D. Treasurer. The Treasurer shall perform all of the duties and exercise such other authority as from time to time may be delegated or assigned to him or her by the Board of Directors. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and such surety or sureties as the Board of Directors shall determine.

ARTICLEV.
BASP Program Director

5.1 BASP Program Director. The Board of Directors shall hire a BASP Program Director who shall be in charge of operating the BASP. The BASP Program Director shall be responsible for the administration of the BASP and its activities, according to the policies established by th Board. He or she shall have authority to employ and dismiss personnel of the staff in accordance with policies and budgets approved by the Board of Directors.

5.2 Duties. The BASP Program Director shall be employed at the pleasure of the Board of Directors and shall be responsible for the operation of the BASP under the direction of the Board of Directors. Responsibilities of the Program Director shall include recommendations to the Board of Directors regarding employment, supervision and discharge of other staff positions as may be created by the Board of Directors, supervision of other staff members, program design and development, and communication with members on a regular basis. The BASP Program Director shall attend all Board meetings and submit informal progress reports at the meetings of the Board, and he or she shall call to their attention any matters requiring action or notice. The BASP Program Director shall be an ex-officio non-voting member of the Board.

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ARTICLE VI.
Amendment of Bylaws

6.1 Amendments to Bylaws. These Bylaws may be amended, repealed, or altered, in whole or in part, by a vote of two-thirds of the Board of Directors at any regular or special meeting. Notice of the meeting and the written proposed changes must be given, by the Secretary, to each member of the Board of Directors at least ten (10) days prior to such meeting.

Adopted this __ day of _______, 2010.

____
Secretary

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Employee Handbook

From a code of conduct to benefits and perks to employment details, this employee handbook template has everything you need to start your own company policies.

What is an employee handbook?

An employee handbook is a document that communicates your company's mission, policies and expectations. Employers give this to employees to clarify their rights and responsibilities while they're employed with the company.

To help you build the best employee handbook, we crafted a template to give you a headstart in creating your own document.

Words in brackets are placeholders -- substitute them with your company's specific guidelines. Also, feel free to modify this template's language to match your company's culture.

Here's what should be included in an employee handbook; our template covers every important policy of an employee manual:

If you need to work only on specific parts of your handbook, click on each of the following sections to download them separately.

By tying these sections together, you can build a complete company employee handbook. The full template includes these sections plus an introduction so you can welcome new employees to your company.

To support your efforts even further, here's our guide on what each section entails and tips to flesh out your own employee manual matching your company's requirements:

Keep in mind that our employee handbook examples and relevant advice are not legal documents and may not take into account all relevant local or national laws. Neither the author nor Workable will assume any legal liability that may arise from the use of these templates. Please ask your attorney to review your finalized policy documents or Handbook.

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Employment Basics

This section is mostly informative and helps you establish basic employment-related definitions. It'll give your employees an idea of what the terms of their contract and job classification are. They can use this section as a resource to fall back on whenever they have basic questions.

Also, this is a good place to lay out rules regarding attendance. You could also explain your recruitment process to prepare future hiring managers in your company.

Here are the contents of our Employment Basics template:

- **Employment contract types**. Define full-time and part-time employees, and also interns, apprentices and other workers you employ.
- **Equal opportunity employment**. This is a necessary statement, not only for legal purposes, but also to promote a culture of meritocracy and respect in your workplace.
- **Recruitment and selection process**. Here, outline the usual steps in your hiring process. Also, if you often conduct pre-employment checks, define the stage hiring managers can order these checks and even how to handle them. Likewise, if you have a permanent referral program or if you issue referral rewards often, this is a good place to outline the procedure and related guidelines.
- **Attendance**. State rules regarding attendance: for example, what employees should do when they can't make it to work or in which cases you may excuse unreported absence.

Workplace Policies

This section describes what your workplace is and should be like. It's about the conditions your employees work in. Include policies such as anti-harassment and health and safety in your employee handbook to build a lawful and pleasant workplace where your employees can thrive.

We crafted a template to help you build out your Workplace policies section. Here are the policies included with tips on how to customize them to your own workplace:

- **Confidentiality and data protection**. Our template lays out basic rules about protection of information, but you need to modify it to account for any specific laws that apply to your company. Mention these laws and how you ensure you adhere to them, as well as what you expect employees to do.
- **Harassment and violence**. Respect to and from coworkers is an important part of a harmonious worklife. In this section, you can firmly state your commitment to eliminating harassment and violence in the workplace. You'll also define what counts as harassment, as well as outline possible repercussions.
- **Workplace safety and health**. This section will present guidelines employees must follow to ensure a healthy and safe workplace. You can add actions your company has taken to comply with occupational health and safety laws, as well as protect employees in hazardous jobs or from

emergencies. Our template specifically includes sections about preventative action, emergency management, smoking and a drug-free workplace. You could also add a mental health policy if your company has relevant provisions.

Code of Conduct

Your Code of Conduct provides a framework for employee behavior. You'll outline how you expect employees to treat others, whether they're colleagues, partners, customers or external stakeholders. It's about ethics and trust - and building a safe and professional space for everyone.

To work on your own Code of Conduct, use our complete template which includes the following sections:

- **Dress code**. Here you can state the dress code of your company -- even if you don't have one. Employees should know what they can or can't wear. Describe requirements as much as possible; for example, what does 'formal attire' mean to your company?
- **Cyber security and digital devices**. Address internet usage, company cell phones, corporate email and social media use (both corporate and personal). Lay out guidelines without being overly restrictive toward employees; most people expect to have a certain freedom in these matters as long as they follow security and data protection guidelines.
- **Conflict of interest**. Here you can describe what constitutes conflict of interest, what employees can do when faced with one, and what the consequences are for wittingly breaking relevant laws or company rules.
- **Employee relationships and fraternization**. While many companies are flexible when it comes to employees becoming friends or dating, some rules are necessary to avoid gossip or unprofessional scenes.
- **Employment of relatives**. This section is important to avoid accusations of nepotism and favoritism. Give specific guidelines about working relationships allowed between relatives in your company.
- **Workplace visitors**. This is a matter of safety as well as protecting data and company property. Outline the process of bringing visitors on company premises to make sure employees are always alert and responsible.
- **Solicitation and distribution**. In this section, you can refer to attempts by outsiders or employees to solicit or distribute flyers, products or services and how employees can handle these cases.

Compensation and development

This part explains how you pay and reward employees for their work and help them develop. Through these policies, you show you value employees and motivate them to keep working with you.

To work on this, see our compensation and development template, including these sections:

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- **Compensation status and payroll**. This part is mainly important for the U.S. which has laws on exempt and non-exempt employees. You can explain the legal framework and clarify overtime rules. You can also mention on which days employees receive their salary or wages.
- **Performance management**. This section helps employees understand how their performance will be evaluated, and also prepares managers for managerial duties. You can mention the objectives of performance reviews and how you expect managers to lead their team.
- **Employee training and development**. This is your chance to highlight a big part of your retention strategy -- making sure employees improve personally and professionally. You can mention training opportunities and education budgets, if any.

Benefits and Perks

Have you ever had an employee say something like: "Gee, I didn't know we had a gym discount"? It's likely: often, employees aren't aware of the full extent of benefits and perks your company offers. This section helps you keep employees well-informed in this matter.

Our benefits and perks template includes the following sections (but do add your own unique benefits and perks):

- **Employee health**. This could be anything from private health insurance to gym membership to wellness programs. Also, insert explanations of relevant laws like the FMLA and COBRA.
- **Workers' compensation**. Outline the process employees should follow if injured at work and which benefits you'll offer. Modify our template based on applicable laws in your area.
- **Work from home**. The ability to work from home is a benefit with increasing popularity. State how employees can ask for remote working and what rules they should follow (for example, cyber security at home). Also, outline rules for permanently remote workers.
- **Employee expenses**. Mention which work-related expenses you'll cover and what the process of claiming reimbursement is.
- **Company car**. If you offer company cars as a benefit, make sure to inform employees how you expect them to behave when using the car and which expenses you'll compensate (e.g. gas and tolls.)
- **Parking**. Similarly to the company car benefit, if you offer free parking at the office, inform employees how to manage their allocated space. If you have a limited number of parking spaces to give out, outline the criteria you use to allocate these spaces.
- **Company-issued equipment**. If you give equipment to employees (like phones, laptops etc.), inform them how they should take care of it. Also, mention what happens when that equipment is stolen or damaged.

Related: Employee benefits: A guide on common and best benefits

Working Hours, PTO and Vacation

This is one of the sections employees will care about the most. When joining your company, they want to learn how they can divide their time between work and leisure or out-of-work responsibilities.

Draft your own relevant policies by using our easy-to-modify template containing these sections:

- **Working hours and Paid time off (PTO)**. Mention your companywide working hours and any exceptions. Then, state the number of paid days off you provide employees and explain the process to request PTO.
- **Holidays**. List all holidays your company observes and explain how you'll compensate them if employees need to work on these days.
- **Sick leave**. Outline what the law obliges you to offer employees and add any extra sick leave benefits you've decided to offer. You could include both the definitions of short-term and long-term illness.
- **Bereavement leave**. Give a few days of bereavement leave to employees who lose a loved one -- this is a compassionate perk that can help you establish trusting relationships with employees.
- **Jury duty and voting**. Describe the law regarding leave for these civic duties and what documents employees might need to bring.
- **Parental leave**. This can include paternity and maternity leave mandated by law or company-sponsored for employees who have or adopt a baby. You could also include benefits regarding parental allowances, like a few hours off to attend school meetings.

Employee Resignation and Termination

If something doesn't work out, employees need to have an idea of how their employment relationship with your company will end. Especially if there's a disciplinary process involved.

We created a "Leaving our company" template to address relevant issues. Here's an outline of the contents:

- **Progressive discipline**. Go over the steps of your progressive discipline process and how you expect managers to handle it.
- **Resignation**. In cases when an employee resigns, they need to know what their notice period ought to be as well as the resignation process. This is also a good opportunity to address issues like tuition or relocation reimbursement and to expressly prohibit forced resignation.
- **Termination**. Specify applicable laws and your own internal process of terminating employees. Mention the conditions of providing severance pay and how you'll compensate remaining vacation and sick leave.
- **References**. Add a small comment about giving references to employees who resigned or were terminated. For example, if an employee was terminated for cause, you have the right to refuse to provide them with references.

Conclusion

You can use the conclusion to provide notice about future revisions and ask employees to acknowledge they read the handbook. Here's our template to do that.

Close your employee handbook on a positive note though. Reiterate how happy you are that an employee is now working with you and welcome them on your team. Look at employee handbook examples for inspiration, but make sure you write in your own company's tone and voice.

Download the employee handbook pdf and start building yours!

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PUT YOUR SITE LOGO HERE – DON'T FORGET TO INCLUDE YOUR LOGO ☺

SITE NAME

Parent Handbook

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Overview of Programming

Welcome to SITE NAME!

We are so excited that you are joining us as we work towards improving the future for all children at YOUR SITE. This Parent Handbook can be used as guide to understanding how our site, community, home partnership can make our kids succeed in school and in life. Thank you for sharing your children with us!

Contact Info

SITE INFO

How do I enroll my child in programming? What's up with all this paperwork?

All families will be asked to complete an enrollment packet one time every year that will collect basic information like contact info, some basic demographic info, and signatures giving us permission to access the following information: OR WHATEVER YOUR SITE COLLECTS (SEE EXAMPLES BELOW)

- Attendance
- Access to school grades (ex. Power School or Infinite Campus)
- FAST Scores
- Iowa Assessment Data
- Attendance
- Office referrals

YOUR SITE tracks all this data because INSERT REASON FOR TRACKING DATA- IS IT A GRANT? INTERNAL USE? We ask that parents give permission for us to take and use photos, video, etc. When stories are shared, we use different names to protect the privacy of those involved.

What will my child get to do in this program?

Daily Operations and Schedule:

INSERT PROGRAM SCHEDULE

Activities and Programs: While with us, your child will get to be involved with so many interesting enrichments and activities. These opportunities are based on the interest of the kids attending as well as their area of need. A few examples of these include: INSERT YOUR OFFERINGS HERE

What is expected of me and my child?

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Attendance Expectations: SAMPLE LANGUAGE/INSERT YOUR OWN When your child participates in daily programming, their worlds are opened to so many different opportunities! Regular attendance means that your child is gaining so many good things that can benefit them both now and later in life. It is expected that when you enroll your child in programming that they attend daily. Clearly there are exceptions to this rule – for example, when your child is sick. Communicating with staff is very important. If you have a worry or concern, please talk to your site coordinator about it. If your child does not attend daily and the reason is not excused, then your family may lose their spot in the program and the next family on the waiting list will have an opportunity to join.

General Rules and Procedures

- INSERT YOUR RULES HERE
- Examples could include pickup or drop off, illness, walking home, transportation, updating contact information, cell phone use, allergies, photo releases, etc.

Is there a cost to be a part of this?

- INSERT YOUR FEE INFORMATION HERE

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PARENT HANDBOOK ACKNOWLEDGEMENT

INSERT YOUR LOGO HERE

I, ____, have received and read the
Print Name

YOUR SITE Parent Handbook. I have had the opportunity to ask any questions I have regarding the contents of the handbook.

____ ________________________
Signature of Parent **Date**

____ ________________________
Signature of Staff **Date**

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Volunteer Handbook

INSERT YOUR LOGO HERE!

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Welcome from our TITLE (EX. EXECUTIVE DIRECTOR, PRINCIPAL, SITE COORDINATOR, ETC.)

It is a pleasure to welcome you as a volunteer of YOUR SITE! I hope you will receive a sense of personal satisfaction and achievement from your work with a collaboration dedicated to changing our community one child and one family at a time. YOUR SITE is truly an exciting collaboration to be a part of. You will have the opportunity to serve children in need and provide the tools they need to become productive, successful citizens.

STAFF NAME
STAFF TITLE

Our Mission

INSERT YOUR MISSION

History

INSERT YOUR HISTORY

Staff Members

INSERT YOUR STAFF MEMBERS

Hours of Operation

INSERT YOUR HOURS OF OPERATION

Holidays

INSERT YOUR RESPONSE TO HOLIDAYS THAT YOU ARE CLOSED

Volunteer Vision

INSERT IF YOU HAVE ONE

Volunteer Philosophy

INSERT IF YOU HAVE ONE

Volunteer-Staff Connections

The STAFF TITLE oversees all volunteer involvement at YOUR SITE. Please feel free to email or call with any questions or concerns that you may have during your tenure as a prospective, active, or inactive volunteer:

CONTACT INFO

Click Here to Download Template

IF APPLICABLE: Volunteers may have a secondary contact depending on the position obtained. Information for the correct secondary contact will be provided when role is established within the agency.

Parking

INSERT YOUR PARKING INSTRUCTIONS.

Volunteer Policies and Procedures

Equal Opportunity

INSERT YOUR EO STATEMENT

Confidentiality

INSERT YOUR CONFIDENTIALITY STATEMENT

Harassment

INSERT YOUR HARRASSMENT STATEMENT INCLUDING WHAT A VOLUNTEER SHOULD DO IF THEY FEEL THEY HAVE BEEN HARASSED.

Child Abuse Reporting

INSERT YOUR POLICY AND PROCEDURE HERE.

Code of Ethics

INSERT YOUR CODE OF ETHICS

Gifts and Gratuities

THIS IS A POLICY STATEMENT THAT OFTEN GOES OVERLOOKED BUT MAY COME UP SO IT'S BEST TO PUT POLICY HERE.

Orientation and Ongoing Training

WHAT DOES YOUR TRAINING PROCEDURE LOOK LIKE?

Volunteer Personnel Files

WHO KEEPS THE VOLUNTEER FILES? HOW ARE THEY KEPT? HOW LONG ARE THEY KEPT?

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Inclement Weather and Safety

INSERT YOUR POLICY REGARDING WEATHER AND SAFETY – IT'S IMPORTANT TO DISCUSS SAFETY PLANS WITH A VOLUNTEER SO THEY KNOW WHAT ROLE TO PLAY IN EACH SAFETY SITUATION.

Cell Phone Usage and Photography

WHAT IS YOUR POLICY ABOUT USE OF PHONES? TAKING PICTURES?

Smoking

INSERT YOUR POLICY HERE.

Substance Abuse

INSERT YOUR POLICY HERE.

Solicitation and Distribution

INSERT YOUR POLICY HERE.

Dress and Appearance

INSERT YOUR POLICY HERE.

Problem-Solving Procedure

INSERT YOUR GRIEVANCE POLICY AND PROCEDURE HERE AS WELL AS STEP BY STEP OF WHAT THEY SHOULD DO IN A SITUATION AS SUCH.

Attendance and Absenteeism

WHAT IS EXPECTED OF YOUR VOLUNTEERS? WHAT SHOULD THEY DO IF THEY ARE GOING TO BE LATE/ABSENT?

Ending Your Volunteer Service

WHEN A VOLUNTEER LEAVES IT CAN MEAN A GAP IN SERVICE. HOW DO YOU WANT TO HANDLE THIS?

Disciplinary Practices and Dismissal

SADLY YOU MIGHT HAVE TO DISCIPLINE A VOLUNTEER, WHAT WILL THAT LOOK LIKE?

Click Here to
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INSERT YOUR LOGO HERE

VOLUNTEER HANDBOOK ACKNOWLEDGEMENT

I, ____, have received and read the
Print Name

YOUR SITE Volunteer Handbook. I have had the opportunity to ask any questions I have regarding the contents of the handbook.

____ **Signature of Volunteer**

________________________ **Date**

____ **Signature of Staff**

________________________ **Date**

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Sample Program Registration Form

Participant Information

Participant Name		Male ☐ Female ☐
Grade		
Home Address		City
Parent/Guardian Name		
Cell	Home	Email

Emergency Contacts

Name	Relationship	Phone
Name	Relationship	Phone
Name	Relationship	Phone

Medical Information

Any known allergies/medical problems? Yes ☐ No ☐	List:
Emergency Medical Release *If emergency care is necessary and I cannot be contacted, I authorize the________________________ program to act on my behalf. I hereby grant the _________________________ program permission to have my child receive emergency medical attention.*	
Parent/Guardian Signature	Date

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Data Tracking Packet

Transportation

Notes:	Drop Off/Pick Up ☐ By whom? ______________________________ Relationship? ______________________________	Walk ☐ With whom? ________________________ Relationship? ________________________
People authorized to pick up: *Adults will be asked to show ID.*		

Policy Agreement

Behavior

Students are expected to follow the behavioral expectations set by _________________ (program name). If student(s) cannot follow these behavioral guidelines, the program will contact their parents and may ask the student(s) to leave the _______________ program for the remainder of the day. Repeated or severe violations of the behavioral expectations may result in the student not being able to participate in the ______________ program.

Attendance and Pick Up

Students are expected to attend each program session. If a student is absent more than _____ sessions, the student *may* be asked to withdraw from the program. Children must be picked up by their parent or legal guardian no later than _____ p.m. The program leaders must be notified if someone other than a parent or guardian will pick up their child. Identification will be requested by the staff member on duty. The adult who picks up will be required to sign the child out for the day.

I have read and agree to the above behavioral and attendance policies.

Parent/Guardian Signature	Date

Data Tracking Packet

Field Trip Permission

Your child may be invited on a field trip as part of the ______________________ program. Before a field trip, you will receive detailed information about the proposed excursion. By signing below, you give the___________________ program permission to transport your child to and from any field trip opportunity.	
Parent/Guardian Signature	Date

Authorization to Produce and Use Audiovisual Materials

I hereby voluntarily and without compensation authorize the ___________________ program to produce photographs, movies, videotapes, DVDs, and audiotapes of the student named below. The images may appear online on the program's website or social media pages. This authorization is given on the condition that the material taken or produced will be used for community education or program promotion. I understand that the _________________ program and its employees will not use the materials for compensation. I understand that this grant of permission shall only be revoked by written instrument delivered to the site coordinator of the __________________________ program prior to the release of any material. This consent shall remain in effect unless revoked.	
Student Name	Parent/Guardian Name
Date	Signature

Budget Information

You have the drive, you have the passion, now you need the funds! Financial support of your program can be summed up in three categories: fee-based, grant-funded, and fundraising and donations. Additionally, you'll need to know how to manage your funds.

A sample budget template is included in this toolkit as well as information on annual budgeting for your out-of-school time program. Other documents include the importance of telling your story and supporting your "ask," and a guide on building capacity.

Fee-Based

Fee-based support is very common for out-of-school time programs. Families choosing to send their children to your site simply pay a daily, weekly, monthly, seasonal or annual fee to attend. You determine the process in which to collect the funds, and a contract or agreement is established between you and the family for services rendered. Some programs try to reduce or avoid program fees based on the situation or community environment. For example, if the community you are serving is low income, the likelihood of a family's ability to pay for services is low and many programs then work towards establishing an alternative funding source to cover these costs. Other sites may also implement a sliding fee scale in which a family's financial situation is used to establish the amount to pay.

Grant Funded

Securing grant funding to support your programming can be a great way of establishing yourself in the community as a valuable asset to the families and youth you serve. Grants are a great way to pay staff, purchase supplies and materials, and pay for field trips or other adventures for the youth you serve. There are even grants to help you pay for overhead costs like the building you are in! However, grant funding can be fickle. Grants are often time limited and if you don't achieve the goals and outcomes you stated, the likelihood of receiving funding from that funder or another in the future is low. Additionally, some grants have restrictions that you'll need to consider as you determine your funding strategy. We have included two templates that can be used as a guide for you to share your mission and message with grant funders, or other fundraising entities, and how to succinctly talk about your program to others for maximum impact.

Fundraising and Donations

Out-of-school time programs often find themselves in a situation requiring fundraising as well as collecting cash or in-kind donations. Fundraising can be a very complicated process or very simple – think multiple day event versus a bake sale. Your fundraising needs should be accounted for in your annual budget and you should evaluate these needs often. Will your program require more than one fundraiser or can you get by with one event annually? What kinds of donations would benefit the youth in your program? Use the provided templates to do some brainstorming.

The Benefits of Becoming a Non-Profit

We have also included some information on why establishing yourself as a non-profit organization, sometimes called a 501(c)(3), may be beneficial to your organization. Securing this status may give you and your program the ability to apply for certain grants or funding streams and may make you more attractive to donors looking for a tax break. One resource that may be valuable to you and your organization is the Larned A. Waterman Iowa Nonprofit Resource Center which is located in Iowa City and provides support, guidance, and continuing education to nonprofit organizations. To learn more, visit their website here: https://inrc.law.uiowa.edu/about-inrc

Included in this section:

Click on the document title below to jump to that resource.

BUDGET RESOURCE
Sample Budget for School-Age Program[1]

BUDGET CATEGORY DEFINITIONS & INSTRUCTIONS

This sample budget represents 12 months of operation, which includes full-time service during the summer (10 weeks) and part-time service during the school year (42 weeks). These forms should only be used as guidelines as you develop a budget for your school-age care program.

I. BUDGET SUMMARY

This form provides a summary of the program expenses by category (Program Expense column) and anticipated revenue for the budget period (Revenue Statement), providing a picture of a balanced budget. Numbers for each budget expense category are transferred from the Budget Narrative (see below) to the Budget Summary Form and Budget Narrative Form which follow.

II. BUDGET NARRATIVE

The purpose of the Budget Narrative is to provide adequate explanations, justifications and detail of program expenditures. This Sample Budget represents only the expenses assigned to a school-age care program (or cost center). When expenses are shared among program components in a multi-service organization, the school-age care program's costs can be shown as a percentage of the total cost. This will provide a more accurate picture of the costs for just the school-age program. Below is an explanation of information included in each budget category of the Sample Budget.

A. PERSONNEL

This category lists administrative, child-care and other program staff. It indicates the position/title, and number of staff for each position/title, the percentage of time they will work or number of hours they will work per week, their annual salary or wages per hour, and the number of weeks they will be employed in the program. It should include calculations for determining amounts and separate costs of summer personnel from school term personnel.

Example: Teacher - 35 hrs/wk x $10/hr x 42 weeks = $14,700

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[1] Excerpted and adapted with permission from R. Newman, *Module 6, Creating and Managing Budgets in School-Age Programs, Arkansas OST Training Modules, 2009.* Certification curriculum originally developed by the SD Department of Social Services, Office of Child Care Services and Roberta L. Newman, 2004. Budget Material Developed by Southeastern Pennsylvania School Age Child Care Project.

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B. FRINGE BENEFITS

This category lists benefits and provides detail on how benefits are calculated. Social Security Insurance (F.I.C.A.), Unemployment Insurance, and Worker's Compensation <u>must be included</u> as part of a benefit package. Other benefits may also apply. Fringe benefits are based on a certain percentage of employee salaries. This percentage may change from year to year. It is important to determine an accurate fringe benefit % when preparing a budget each year. Actual numbers from previous years will be helpful as well as current regulations applying to benefits.

Example: Fringe = 18% of salaries & includes: F.I.C.A., Worker's Compensation, State Unemployment Insurance (S.U.I.), and Health Insurance.

C. CONSULTANTS

This category lists legal and CPA's (audits), as well as other consultants that receive a fee for service. Include type of service, daily or hourly fees and projected number of days or hours of service. Show calculations for determining the amount for the category.

D. SUPPLIES

This category indicates costs for Office Supplies; Educational, Recreational, Classroom or other Program Supplies; Health/Medical Supplies; Cleaning Supplies; Food (including snacks) as well as other consumable supplies. Show how each amount was calculated. In the sample budget, supplies include any single non consumable item costing less than $500.

Examples:
Arts & Crafts Supplies - 10 children x $30/mo x 12 mos = $3,600
2 storage cabinets - 2 cabinets x $250/each = $500

E. EQUIPMENT

This category lists equipment to be purchased and estimated cost for each item; equipment rental and the estimated cost of rent for each item; and the estimated cost of maintenance and repair of equipment. Separate Office Equipment from Program Equipment. List freight expenses separately and include the formula used for arriving at the amount for freight. In the sample budget, equipment is any single non consumable item costing $500 or more.

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F. TRAVEL

This category itemizes expenses related to staff travel and children's field trips and provides calculations for projected travel costs.

Example: Field Trips (bus rental) - 3 trips x $150/trip = $450

G. STAFF TRAINING

This category itemizes expenses related to Staff Training. List types of training staff will be attending and estimated costs for each type of training.

H. ADVERTISING/PROMOTION

This category itemizes expenses related to advertising and promotion of your program and/or recruitment of children or staff for the program. Indicate how you arrived at the amount for each item (i.e. estimates, formulas, etc.)

Example: 10 ads in local papers - 10 ads x $25/each = $250

I. PRINTING/REPRODUCTION

This category itemizes expenses related to the printing or reproduction of materials. Indicate how you arrived at the amount for each item (i.e. estimates, formulas, etc.)

Example: 1000 Brochures @ $200 per 1000 = $200

J. INSURANCE

Under this category, list expenses related to insurance costs required to operate the program (i.e. liability insurance, accident insurance, etc.). List types of insurance and estimated costs for the program term.

Example: Program Liability - $63/child x 10 children = $630

K. OCCUPANCY EXPENSES

Under this category, itemize expenses related to space rental, utilities, etc. Indicate how you arrived at the amount for each item (i.e. estimates, formulas, etc.). If expenses are in-kind contributions, list approximate value and reflect as an in-kind contribution in the Revenue Statement.

Example: Phone $75/mo x 12 mos = $900

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L. OTHER OPERATING EXPENSES

Under this category, itemize other operational expenses not covered in the previous categories. Indicate how you arrived at the amount for each item (i.e., estimates, formulas, etc.)

Example: Postage - $15/mo x 12 mos = $180

M. OTHER

Under this category, itemize expenses not reflected in other categories. Indicate how you arrived at the amount for each item (i.e. estimates, formulas, etc.)

Example: Criminal History/Child Abuse Clearances – 2 staff checks x $20 each = $40

BUDGET SUMMARY

Beginning July 1, 2009 Ending June 30, 2010

Expenditures

BUDGET CATEGORIES		PROGRAM EXPENSE
A.	PERSONNEL	$57,670
B.	FRINGE BENEFITS	$10,381
C.	CONSULTANTS	$3,100
D.	SUPPLIES	$17,996
E.	EQUIPMENT	$3,354
F.	TRAVEL	$2,430
G.	STAFF TRAINING	$445
H.	ADVERTISING/PROMOTION	$450
I.	PRINTING/REPRODUCTION	$563
J.	INSURANCE	$1,890
K.	OCCUPANCY	$5,100
L.	OTHER OPERATING	$225
M.	OTHER EXPENSES	$60
	TOTALS	$103,664

Revenue Statement

Amounts From:

Parent Fees	$65,097
State Subsidies	$15,120
Private Foundations	$5,000
Fundraising Events	$1,200
Private Donations	$500
Grants	$12,500
Registration	$750
CACFP	$3,150
In-kind	$347
TOTAL	$103,664

BUDGET NARRATIVE

(Adapted from Material Developed by Southeastern Pennsylvania School Age Child Care Project)

Budgeted Items with Explanations	Budget Item Amounts	Subtotal/Total Amounts
Personnel		
Summer		
1 Director $2,750 x 3 mos	$8,250	
1 Teacher $12/hr x 40 hrs/wk x 10 wks	$4,800	
1 Asst. Teacher $8.50/hr x 40 hrs/wk x 10 wks	$3,400	
School Year		
1 Director $3,000/mo x 9 mos x 50%	$13,500	
1 Teacher $12/hr x 35 hrs/wk x 42 wks	$17,640	
1 Asst. Teacher $8.50/hr x 20 hrs/wk x 42 wks	$7,140	
1 Aide $7/hr x 10 hrs/wk x 42 wks	$2,940	$57,670
Fringe Benefits		
Total salaries x 18% ($60,470 x 18%)	$10,381	$10,381
F.I.C.A.		
Medicare		
S.U.I		
Workman's Compensation		
Health Insurance		
Consultants		
Audit (CPAs)	$500	
Legal	$1,000	
Dance Instructor $50/session x 20 sessions	$1,000	
Storyteller $150 x 4 sessions	$600	$3,100
Supplies		
Office Supplies $100/mo x 12 mos x 50%	$600	
Snacks	$5,720	
Summer 30 children x 50 days x $2.85		
School Year 30 children x 180 days x $.2675		
Arts & Craft Supplies 30 children x $10/child x 12 mos	$3,600	
Games $25/game x 20 games	$500	
Small Sports Equipment (balls, parachute, jump ropes, Frisbees, etc.)	$585	
Program Supplies (pencils, puzzles, paper) $20/child x 30 children	$600	
Locking Storage Cabinet 2 x $395 plus 14% S/H	$901	
Chairs 30 chairs x $40/chair	$1,200	
Tables 5 tables x $150/table	$750	
Rugs 2 rugs @ $150/rug	$300	
Dramatic Play Supplies (hats, clothes, props, etc.)	$750	
Science Supplies	$500	
Legos, Knex, other manipulatives	$500	
Books 25 books x $20/book	$500	
Microwave Oven	$500	
Stereo/CD Player	$250	
CD Section 20 CDs X $12	$240	
		$17,996

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BUDGET NARRATIVE

(Adapted from Material Developed by Southeastern Pennsylvania School Age Child Care Project)

Budgeted Items with Explanations	Budget Item Amounts	Subtotal/Total Amounts
Equipment		
Ping Pong Table	$500	
Triple Fold-n-Lock Storage Unit on Wheels with trays	$779	
Woodworking Project Center	$525	
Refrigerator	$525	
3 Tier Locker Set	$1,025	$3,354
Travel		
Field Trips 6 x $150/trip	$900	
Theater Tickets 34 x $15/ea x 2 performances	$1,020	
Baseball/Sports Event Tickets 34 x $15 ea	$510	$2,430
Staff Training		
First Aid/CPR 2 Staff x $150	$300	
Hot Ideas for Cold Days 2 Staff x $20 ea	$40	
Beating the Heat 4 Staff x $20 ea	$80	
Administrative Roundtables 5 Sessions x $5 ea	$25	$445
Advertising/Promotion		
Ads in local paper 4 ads x $150/ea	$600	$600
Printing/Reproduction		
Program Brochures 1,000 copies x $.50	$500	
Flyers 2,500 copies x $.025	$63	$563
Insurance		
Liability $63/child x 30 children	$1,890	$1,890
Renovation/Capitol	$0	$0
Occupancy		
Rent $1,200/mo x 25% x 12 mos	$3,600	
Utilities $300/mo x 25% x 12 mos	$900	
Phone $200/mo x 25% x 12 mos	$600	$5,100
Other Operating		
Postage $75/mo x 25% x 12 mos	$225	$225
Other		
Criminal History/Child Abuse Clearances (3 Staff x $20 ea)	$60	$60

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Sample Budget Information

Funding and Budgeting:
Before you actually start your program, you will need to know how much funding you need for both start-up and daily operation of your program. From the results of your needs survey, you can approximate how much the parents can afford to pay for the afterschool programs, then develop a budget.

Start-Up Costs are the one-time only expenses such as purchasing equipment, supplies, and staff salaries during the planning period.

- Space cost (buy, rent, or share program space)
- Renovation/repairs
- Planning and training (including materials and manuals)
- Legal and other professional fees
- Licenses and permits
- Equipment
    - administrative
    - activity
    - janitorial
    - general

Operating Expenses are the expenses for running an ongoing program which has achieved some stability.

- Staff salaries and benefits
- Staff development and training
- Supplies
    - administrative
    - activity
    - janitorial
    - general
- Utilities
- Insurance
- Travel/transportation
- Maintenance

Operating Income is the income to run an ongoing program which has achieved some stability.

- Parental fees
- Fundraising activities
- In-kind donations

After you have an estimated budget worked out, you will be better prepared to estimate the funding needed for start-up and operating your program. Most programs will find that generating parent fees provide the majority of funding, but some programs also

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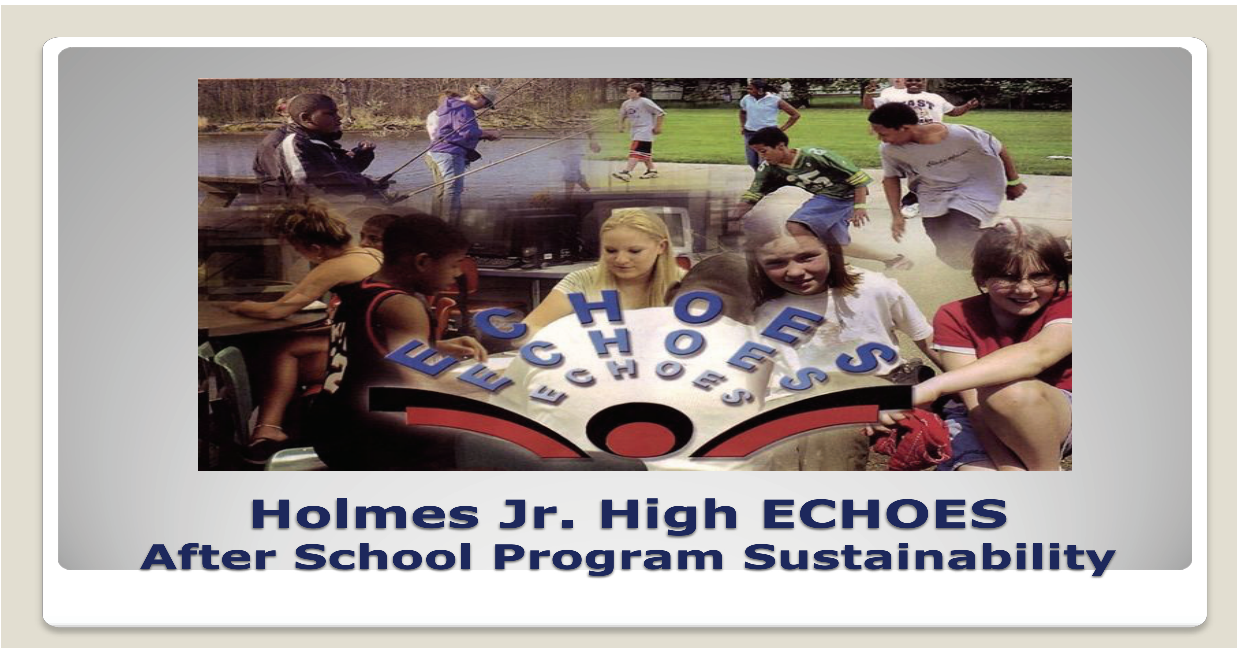
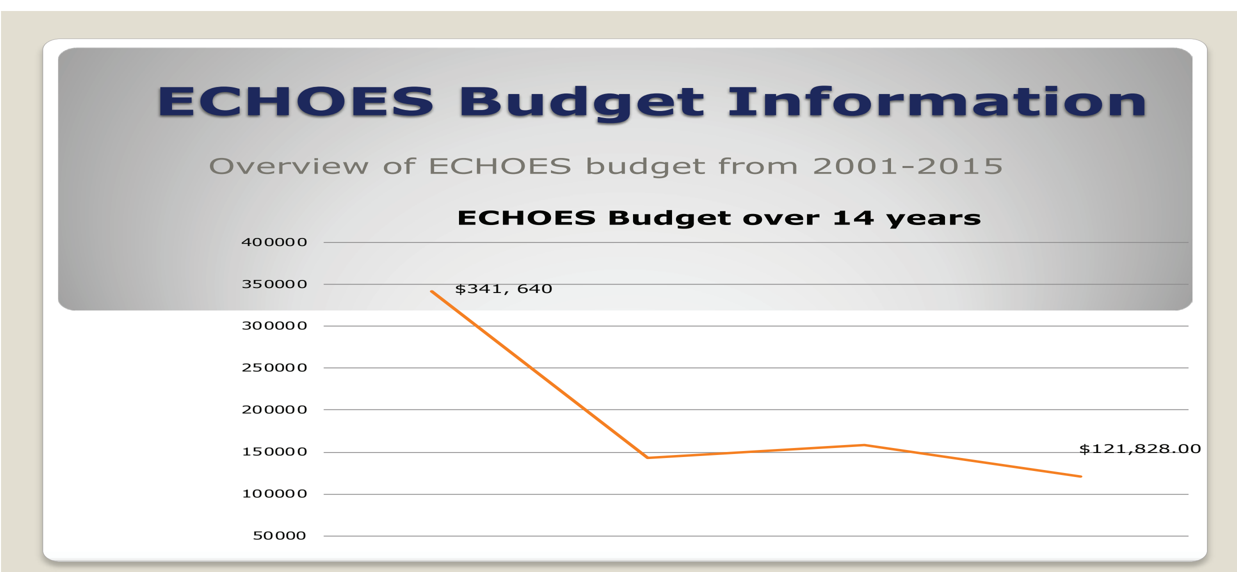
receive funding from state and federal sources. A successful program will use a diverse funding approach, receiving money from both public and private sources. Developing a long-term financial plan is essential for a successful, sustainable afterschool program. Other sources of funding can include local businesses, individuals, fundraising activities and non-profit organizations.

Sample Budget (Holmes Jr. High, Cedar Falls, Iowa)





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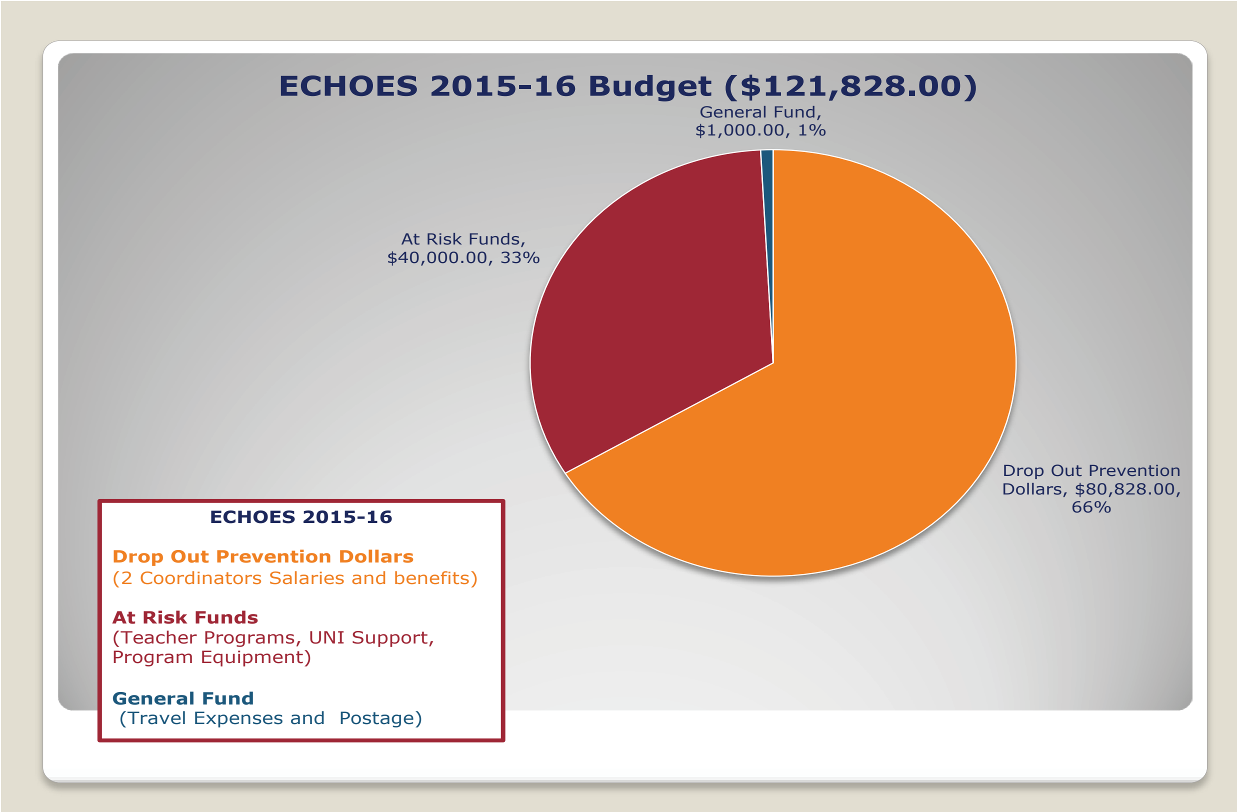

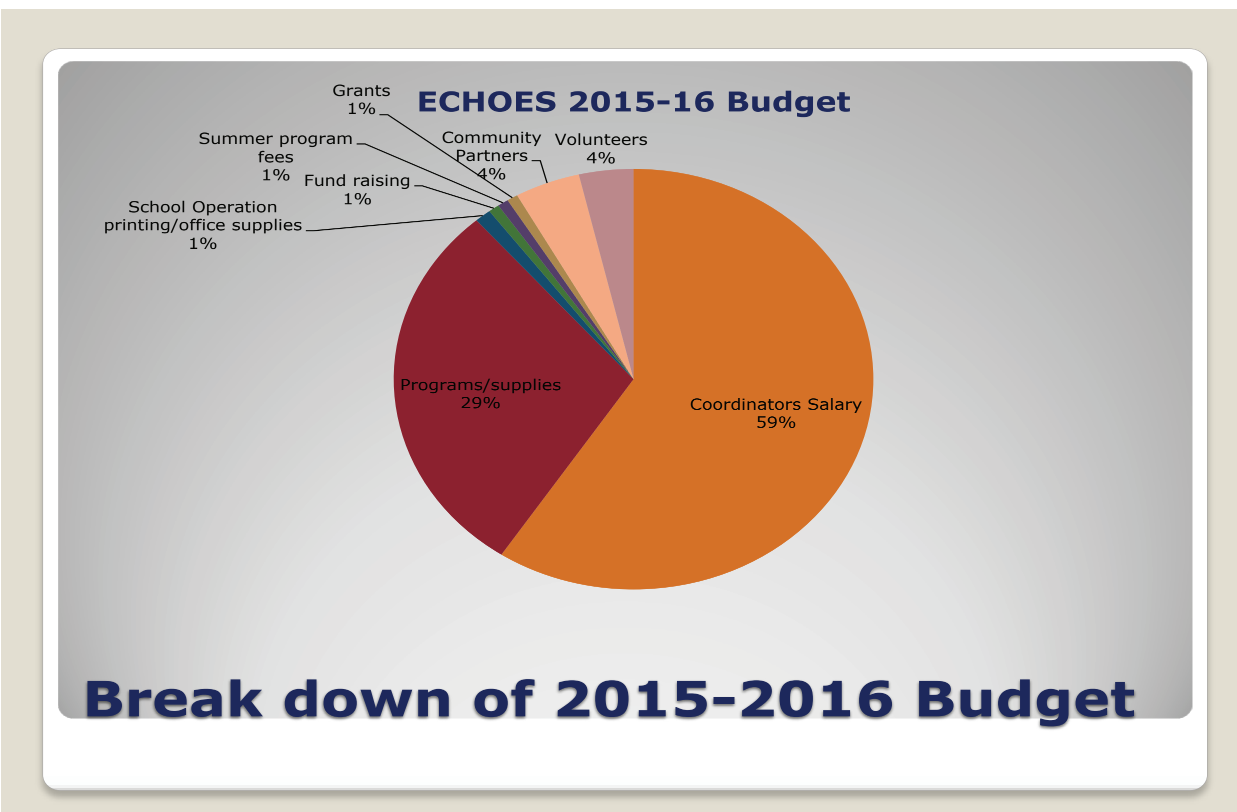

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MAKING THE CALL
15 Solicitation Tips & Strategies

1. Make Your Own Commitment First

When you give first you put a powerful tool in your fundraising bag. Your giving says, "I believe so much in this cause, won't you join me?" You will be asked to stretch your giving effort. Of course, only you can decide what you can give. All we ask is that you give it much thought. The best evidence of confidence is your own generous participation at the highest possible level.

2. Know Your Prospects

Study the information provided to you about the people you will be contacting. If you don't feel you have enough information, ask the campaign resources for help before you make your appointment.

3. Know the Campaign

Knowledge is power. The more you know about the campaign, the more confident you will be with asking prospects for their gifts. Study the campaign materials so that you can answer most often-asked questions. Of course, you are not expected to know all the answers. Don't wing it. Acknowledge you don't know and offer to find out the correct information.

4. Arrange a Face-to-Face Meeting

Large gifts at the leadership gift levels require a personal contact. Use the phone to make appointments, not asks. Find a time and place when your prospect can give your presentation their full attention.

5. Make Your Calls as a Team

Take your team captain, a member of the board or capital campaign counsel with you. Calls in pairs have proven quite effective. Be sure before the visit that you decide who will make the ask.

6. Solicit Your Best Prospects First

Build up some confidence. Approach those first who you feel are most likely to support the campaign. And let your passion for the cause shine.

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MAKING THE CALL
15 Solicitation Tips & Strategies

7. Go for the Utmost Gift Your Prospect is Capable of Giving

Use the case statement and show the prospect the table of gifts required for success. Point out naming opportunities at the level of gift you have in mind. Encourage the prospect to "stretch" his or her commitment.

Use large gifts already made as an incentive. Or let your prospect know how much you've given, if you're comfortable doing so. Large gifts are never achieved if never requested. Most donors will give considerably less than they are capable of giving unless encouraged to do their utmost.

8. Sell the Case

Use the campaign materials as your aide. Explain the goals and explore areas of interest. Get personal. Talk about the reasons you've chosen to support the project. People make up their minds while they're talking. Be a good listener. Talk less. Listen more. Get your prospects to talk.

9. Stick to Specifics

Prospects appreciate being asked to consider a specific gift amount. So ask them and then wait for their response. Keep the discussion focused and moving toward a resolution. Don't worry if their first response is no. Ask questions to find out why and be prepared to discuss the case for support. Rule of thumb: A no isn't a no until said seven times. Negotiate a lower gift only if it becomes clear that the planned "ask" is beyond the prospect's ability to give.

10. Explore Ways to Give

Cash, pledges over a number of years, stock, securities, real estate, insurance, income trusts and bequests are the most common ways of giving. Although tax incentives are not usually the prime motive for making contributions, they frequently enable donors to make larger gifts than otherwise would be possible.

11. Remember to Ask for the Match

Some donors could double, even triple, their gift if they or their spouses work for a company that matches gifts. Always ask for the match. Typically, a human resources department can help answer questions about this.

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12. Seek Pledges

Encourage donors to make the most generous gift possible by extending the payments over the pledge period. Use the campaign pledge form to get their commitment in writing. Why? Because only then can their gift be counted. Prospects will recognize that a recorded pledge is a serious investment in the campaign and for the organization and will understand the need for adequate documentation.

Tip: Never leave the pledge form with your prospect. Blank pledge forms left are rarely returned. If a prospect needs more time to think about giving, make an appointment for a follow-up visit.

13. Don't Push

Large gifts cannot be hurried. And as gifts get larger, the decision time is usually longer. (A good case for making your calls immediately.) Prospects may want to consult with their family, staff or financial/ legal advisors before deciding upon the size and method of giving. Encourage such consultation, but keep the initiative with you. Ask, "Can we get together at the same time next week?" and agree on a specific follow-up meeting and the next step.

14. Remember to Follow-Up

Use the campaign note cards to follow-up promptly. Contact your campaign resource people and confer about the strategy for the next step. Do not let more than two weeks go by without making another personal contact. Reaching the gift decision is your goal and that decision should be made in a face-to-face meeting. At the conclusion of the solicitation, complete the prospect report information in Donation Generator.

15. Be Positive!

People who ask for contributions are not beggars. Through charitable giving, great things get accomplished, but only when the ask is made. Think of yourself as a facilitator. Your prospects have needs. This organization and this community have needs. Your challenge is to match those needs with those of the campaign.

Tax break. Recognition. Leaving a legacy. Payback. Belief in an organization and its cause. What needs do your prospects have? Find out and success is guaranteed to come your way.

And don't get discouraged! Your job can be difficult but the benefits are great. Keep the vision of the campaign in your mind and know what you're doing will make a significant impact on the community.

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SUGGESTIONS
on How to Ask for the Gift

“We would like you to consider ....“

“We invite you to consider an investment of ....“

“Your gift of ... will be the cornerstone to transforming our community.“

“By your previous conversations, it is clear that you share our vision to...We turn to you now and ask you to make a commitment of ....“

“Your ... investment with us will be the leadership gift that will spark this exciting initiative.“

“You have always given from the heart and have set the example for others to support projects in the area. In that spirit, we would be grateful if you would consider making a ... investment.“

“We think you feel as passionately as we do about ... which is why we would like you to consider a .... gift to ....“

“This is an invitation to make a real difference for ... Your ... investment will fulfill that dream.“

“We are turning to you now, and to a few other special friends, to ask you to consider making a leadership gift of ....“

“We think you agree, and our leaders agree that this is an exciting initiative and worthy of support. Your gift of ... will get us there.“

“We are sure that you will agree, that this is an exciting initiative that is worthy of your support and matches your key interest with our organization.“

“My commitment has helped start this campaign that you, I and the leaders of it think is vital to our area’s future. We ask you now to join with us and show your support for the campaign by making a similar commitment of ....“

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THE 5 Ps OF FUNDRAISING

PLAN

Know your objective. Know your prospect and his/her interest. Know the project. Make your own gift first.

PRACTICE

Before anything becomes habitual you have to do it 16 times. When you play golf, you take a few practice swings. Asking for gifts requires the same. Practice your listening skills to better perceive when to make the ask and what your prospect is telling you.

PERSEVERANCE

By definition it's the steady persistence in a course of action in spite of difficulties, obstacles or discouragement. It's the squeaky wheel that gets the grease. Keep in touch. Follow through. Look for ways to keep connected, such as sending them something you've seen about them in the newspaper or if there are any new, positive developments with the project.

PATIENCE

Seldom is a large gift given on the first call. Often large gift givers need time to consult with others before making their gifts. Patience is key.

PASSION

Enthusiasm and belief in a cause are contagious. Let people feel your passion and understand your reasons for being involved. And never be afraid to hear a no. It's just one step closer to a yes.

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YOUR SITE Talking Points

How to talk to stakeholders about the "why" of programming

Note: each of the topics are flexible and can be included or eliminated based on your audience. Each section includes examples of what you might include to better inform your audience. Keep in mind that you'll want to tailor this presentation to meet their needs and desire to learn.

DATE

PRESENTATION AUDIENCE

EXPECTED ATTENDANCE

LOCATION/METHOD OF DISSEMINATION

ADDITIONAL MATERIALS NEEDED

- An Infographic with program data might be helpful
- Ex: Brochures, business cards, volunteer applications, info on how to become a community partner, etc.

Welcome and thank you for attending. I'm going to take a few minutes to talk about our program.

Our site serves XXX youth aged GRADES with BEFORE/AFTER SCHOOL programming. OFFER OTHER GENERAL INFORMATION HERE: YOU SERVE KIDS IN THIS NEIGHBORHOOD, AT THIS SCHOOL, WITH THIS DEMOGRAPHIC BREAKDOWN, ETC.

Our school/site received $xxxxxx to provide this service. INSERT A BRIEF BREAKDOWN OF YOUR CURRENT FUNDING HERE.

Goals of the Grant(s)

The main focus of the NAME grant, which is INCLUDE A BRIEF DESCRIPTION include the following: EXAMPLES HERE

1. Increase youth literacy and math skills and scores.*
2. Increase youth school and program attendance.
3. Offer a wide variety of additional experiences for youth. Examples of this include: STEM, ELL supports, physical fitness, drug and alcohol prevention, violence prevention, mentoring, homework help, entrepreneurship, service learning, civic engagement, arts and music, youth leadership, truancy prevention, college and career readiness***. These enrichments can be provided by program staff but can also include offerings by community partners.
4. LOCAL GOALS AS IDENTIFIED: examples might include family activities, crime prevention, field trips, etc.

*Give your audience a baseline of data – what are your current reading and math scores?

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***Provide examples of activities that are applicable to your site, adjust as needed.

Community Partners and Sustainability

This project relies on the work done by and with community partners. We currently have partnerships with the following entities: LIST NAMES AND WHAT THEY DO FOR THE PROGRAM.

We are working on a sustainability plan with the goal of making this program viable after grant funding is complete. Our site has the following approach to sustainability: INSERT YOUR INFO HERE.

Professional Development:

We are dedicated to the professional development of our staff. Which includes training in the following categories: Examples include:

- Required professional development such as mandatory child abuse training, infection control, CPR, or INSERT OTHERS HERE
- Academic supports
- Whole child professional development
- Parent engagement
- Enrichment support (ex. arts and music, civic engagement, etc.)

Evaluation

Our program's evaluation plan includes INSERT WHAT YOU EVALUATE, HOW YOU EVALUTE, WHEN YOU EVALUATE AND IMMEDIATE GOALS AND OUTCOMES HERE. Examples include reading or math scores, attendance, social-emotional outcomes, grades, parent satisfaction, student satisfaction, volunteer satisfaction, etc.

This concludes our summary of YOUR SITE. I'll open for questions now.

ANSWER QUESTIONS AND CONCLUDE THE PRESENTATION MAKING NOTES FOR ADDITIONAL FOLLOW UP.

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STRENGTHENING OUT-OF-SCHOOL TIME NONPROFITS:

The Role of Foundations in Building Organizational Capacity

Heather B. Weiss
Priscilla M. D. Little

May 2008
A white paper commissioned by
The Wallace Foundation

The Wallace Foundation®

Supporting ideas.
Sharing solutions.
Expanding opportunities.®

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Strengthening Out-of-School Time Nonprofits: The Role of Foundations in Building Organizational Capacity

Heather B. Weiss
Priscilla M. D. Little

May 2008

Heather B. Weiss is founder and director of the Harvard Family Research Project (HFRP) at the Harvard Graduate School of Education.

Priscilla M. D. Little, associate director of the Harvard Family Research Project, is project manager of HFRP's Out-of-School Learning and Development Initiative.

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Introduction: Learning Opportunities and Challenges in the 21st Century-- Rethinking the Role of Out-of-School Time Nonprofits

> *"In the decades to come, school and after-school may become integrated into a new kind of day for children, one that is a blend of offerings in the community with more traditional programming in the school. Perhaps if someone reads this, years from now, they will wonder what the term "after-school" means, since the entire school day will be changed dramatically. In the meantime, however, the next few years hold much new promise for creating new neighborhoods for children that bring together care, education, and youth development while addressing the needs of working families."*[1]

Recognition of time limits and types of opportunities for learning in the current school day and year has catapulted questions of how to reframe learning opportunities to the center of the American education reform debate. Most agree that it is not enough simply to lengthen the school day and year. More of the same is not enough. Thus, intentional efforts to provide learning opportunities that are linked and aligned across the school day and year to provide a seamless array of supports are accelerating. Many believe that this holistic approach to learning is logically unavoidable if we are to address issues of educational inequity and to equip youth with necessary skills to succeed in a global economy.

Central to this new vision for learning is the role of out-of-school time (OST) nonprofits, currently responsible for operating many of the direct service after school and summer programs in the country. As the textbox to the right articulates, we believe that OST nonprofits have the potential to be powerful change agents in developing, implementing, evaluating, and advocating for a new vision for learning in this country. As a result, among many who are concerned about our nation's future, there is growing recognition of the need for OST nonprofits to look beyond their own programs, to work with each other, with schools, with health organizations, and with other community-based and public agencies to create an array of accessible, developmentally appropriate, and effective after school and summer learning choices for all children across the day and year, particularly those who are economically or otherwise disadvantaged.[2] Achievement of this vision would result in all children and youth getting the learning opportunities they need for success in the 21st century.

A Vision for Nonprofits

"Nonprofits operate at the intersection of society's major sectors. The best of these organizations take advantage of their unique role and their unprecedented opportunity to create greater impact. To win at the social change game, it's not about being the biggest, or the fastest, or even the best-managed nonprofit. The most powerful, influential, and strategic organizations *transform others* to become forces for good." (p.224) [3]

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[1] Lombardi, J. (2003). Time to Care: Redesigning Child Care to Promote Education, Support Families, and Build Communities. Philadelphia: Temple University Press. p. 127.

[2] Time, Learning, and After School Task Force. (2007). *A New Day for Learning*. Washington DC: Collaborative Communications Group. http://www.edutopia.org/pdfs/ANewDayforLearning.pdf

But moving toward a vision of linked, aligned, and seamless networked learning supports and opportunities has several implications for the OST nonprofit sector. Specifically, it will require:

- stronger, more effective and more accountable nonprofit organizations that provide and support diverse, quality services.
- an OST nonprofit sector in which organizations from the community to the national level work together on behalf of sustained, accessible and effective services for all children and youth.
- that the OST nonprofit sector play a key role in defining and operationalizing what the new day and year for learning will be.
- that OST nonprofits individually, and collectively, develop a set of organizational capacities that will enable them to be adaptable, high-performing organizations poised and ready to seize the new opportunities, new ideas, and new partnerships afforded in a new vision for learning.

Addressing these implications raises an immediate and challenging question: *What supports will enable OST nonprofits to become high-impact organizations, to be a powerful collective "force for good" working together to support access to and choices of an array of integrated learning supports for all?* The purpose of this paper is to address this question, and to do so in a way that helps OST nonprofits avoid what the authors of the recent book *Forces for Good: The Six Practices of High Impact Nonprofits* call the "social entrepreneurs trap." This is the trap of expanding one's own program or model without leveraging expertise and other capacities to support "field building, policy making and broader social change" in the community and country.[3]

OST Nonprofits in an Ecological Model

This paper is written to provoke a broad discussion about what is necessary to meet the challenge of developing more high-impact nonprofits that work together and with others to create a system of diverse and quality learning opportunities from pre-kindergarten through high school. We believe it is important to start this discussion, and this paper, by stepping back to look at the complex and rapidly changing context, or ecology, in which these nonprofits are currently operating. Figure 1 (next page) describes the nested set of contexts and relationships which affect and, in turn, offer opportunities to support the development of OST nonprofit organizations so that all can achieve the shared goal of providing children, youth, and families choices for participation in a network of learning and developmental supports.

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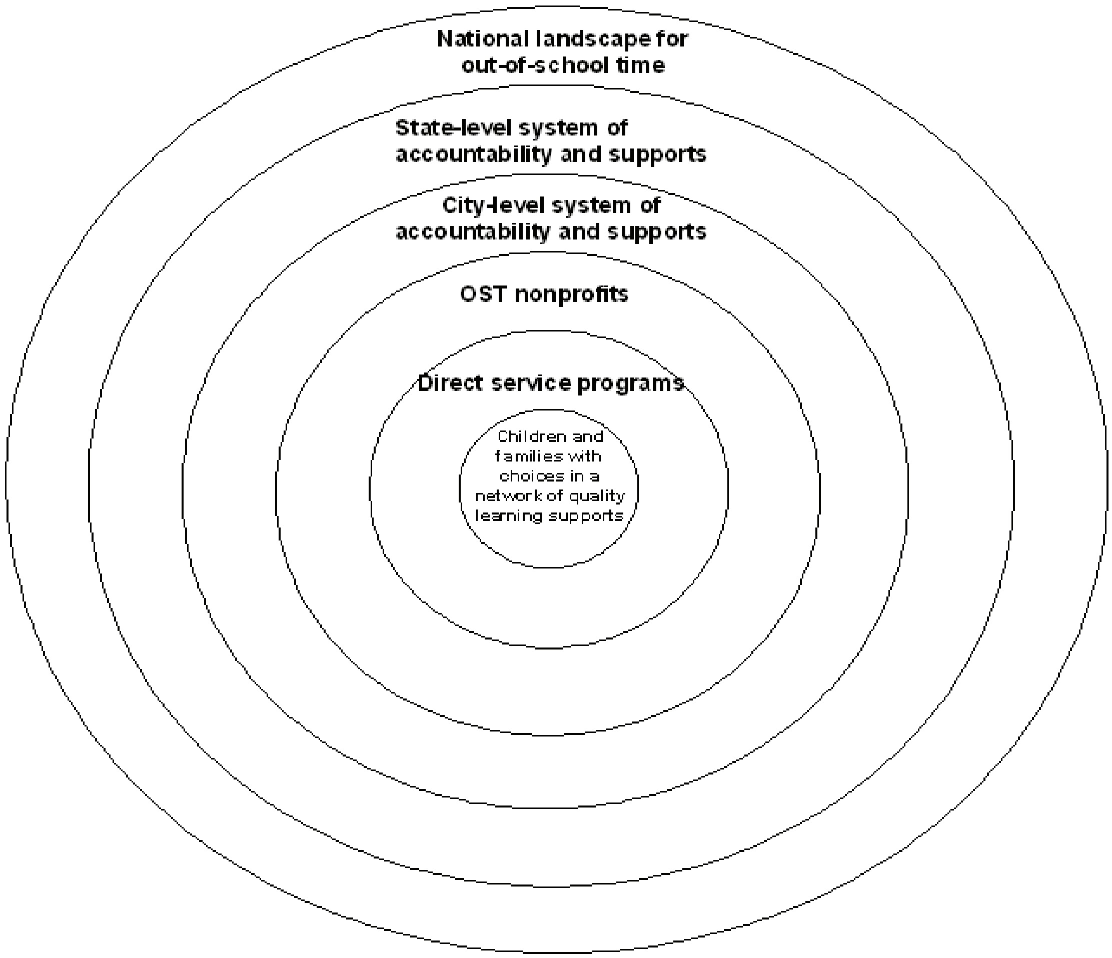
[3] Crutchfield, L. R. and Grant, H. G. (2008). *Forces for Good: The Six Practices of High-Impact Nonprofits*. San Francisco: Jossey-Bass. p. 46.

Figure 1: An Ecological Model for OST Nonprofits



- At the center of the model we have placed **children and families** who have choices about participation in a network of quality learning supports. A decade of research and evaluations of afterschool and summer learning programs and activities provides support for this central vision and its potential impact.[4] It suggests that sustained participation in well-structured, well-implemented, quality programs and activities, often provided historically and currently by OST nonprofit organizations, help youth attain the knowledge and array of skills necessary for success in the 21st century. Such programs support the development of cognitive, social, and emotional skills in youth, as well as the capacity to value and work with others, a healthy lifestyle, and more engagement in learning. Accumulating research and evaluation evidence

> "When all parties with responsibility for and interests in the welfare of youth, especially disadvantaged youth, unite to engage them in high-quality after school experiences, they are more likely to succeed in promoting positive development for the highest number of children at risk." [5]

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[4] Little, P. M.D., Wimer, C. and Weiss, H. (2007). *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*. Cambridge, MA: Harvard Family Research Project. http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief10.html

suggests that effective programs and activities are multi-faceted in that they combine academic support with other enrichment activities: they provide children and youth with opportunities to learn and practice a range of new skills through hands-on experiential learning. Recent research from the multi-site *Promising Practices in After School* study also suggests that as children move into later elementary school, they are less likely to participate only in after school programs and want choices amongst a variety of OST learning programs and activities in the community.[5]

- The next rim consists of the myriad of **individual direct service programs** that are directly responsible for implementing quality OST programming. They may or may not be affiliated with an OST nonprofit.

- Next, we situate the **OST nonprofits** themselves, and define them as stand-alone community-based organizations as well as those that are part of large national nonprofit organizations such as the Boys and Girls Clubs, Big Sisters and Big Brothers, 4-H, Girls Inc., Citizen Schools, and the like. Some provide only youth and after school programs and activities, while others are multi-service agencies such as Beacon Schools or settlement houses. Some manage a network of smaller programs and activities offered at multiple locations.

- OST nonprofits operate in the context of a **city-level system of accountability and supports.** In this rim we include citywide OST systems such as those funded by The Wallace Foundations; we also include the cities participating in the Collaborative for Building After School Systems (CBASS). The functions of these city systems include supporting sustainability of programming through effective policy and advocacy efforts. We also include community-based foundations that fund OST nonprofits and direct service programs as well as city-level funding streams for OST.

- Next, all of these levels function within a **state-level system of accountability and supports.** Included in this rim are state education agencies responsible for administering 21st Century Community Learning Centers resources; statewide advocacy efforts; and statewide systems building efforts such as the C. S. Mott Statewide Afterschool Networks.

- Finally, the outer rim represents the **national landscape for out-of-school time**. In this rim we include federal policies (like No Child Left Behind), federal funding (like the 21st Century Community Learning Centers grants program) advocacy organizations (like the Afterschool Alliance), and the national funders who are working to improve the OST arena through their philanthropic investments. We also include the research and policy organizations working to support the development and expansion of quality learning opportunities across the day and across the year; in this group we include the Harvard Family Research Project, the National League of Cities, and the Council of Chief State School Officers.

[5] Reisner, E., Vandell, D., Pechman, E., Pierce, K., Brown, B., & Dolt, D. (2007). *Charting the Benefits of High-Quality Afterschool Experiences*. Washington, DC: Policy Studies Associates and Irvine: University of California. Available at http://www.gse.uci.edu/docs/PASP%20Charting%20the%20Benefits.pdf

Value of the Model
The ecological model situates OST nonprofit organizations in the larger context of national policy, educational, and nonprofit trends and demands in order to stimulate a broad view of the key leverage points for building more high-impact nonprofit organizations that contribute to the central vision for learning. It illustrates a primary premise of this paper: that **there is an inter-dependency among and between OST nonprofits and all the levels in the model, and investments in one level have implications across the all the levels.** As we will discuss in our Recommendations section, this premise then unhooks a set of strategic investment choices about which level to target for capacity-building. As this paper will argue and as its recommendations reflect, a number of the emerging issues and challenges facing these nonprofits are beyond the capacity of single or a few organizations to handle. They require network, coalition, or field – and in some cases cross-field – supports.

Overview and Roadmap of the Paper

The paper begins with a brief scan of major trends in the overall nonprofit sector that affect the development and future of OST nonprofts. The next section examines seven key capacities where OST nonprofits are challenged as they strive for high impact both within their sector and across the ecology in which they operate, pointing to specific organizational weaknesses that are part of these challenges. The final section of the paper lays out a set of investment options to reframe OST nonprofits in a new learning context.

We relied on three primary sources of information for this paper. First is our longstanding experience in the OST and youth services arena compiling research and evaluations, tracking current policies, and working with local, city and state OST programs, systems and intermediary organizations. We also sought input on the issues facing youth-serving nonprofits from OST leaders who helped to frame our thinking with respect to the capacities that these organizations and supporting intermediaries need in order to achieve impact and to be part of new systems of learning opportunities. Finally, we drew on the latest frameworks and concepts about high-performing nonprofits, particularly those laid out in *Forces for Good*, *High Performance Nonprofit Organizations*, and *Shaping the Future of After-School*.[6]

Section I. Major Trends in the Nonprofit Sector

Youth-serving organizations are influenced by several major trends that have been sweeping the entire nonprofit world, as well as by several trends that are unique to their own sector.

- Over the past several decades, the nonprofit field has grown as a result of more public contracting for nonprofit service provision.

- This growth has increased demands for results-based accountability, better outcomes, data-driven organizations, and a more entrepreneurial and business-like approach to both fund raising and organizational management.

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[6] Crutchfield and Grant (2008); Letts, C., Ryan, W., and Grossman, A. (1999). *High Performance Nonprofit Organizations: Managing Upstream for Greater Impact.* New York: John Wiley and Sons, Inc.; Collaborative for Building After-School Systems. (2007). *Shaping the Future of After-school*.

- Smaller organizations, particularly, have had difficulty meeting these new performance demands, and efforts to support them have led to the creation of promising networks, joint service agreements and intermediaries.

- Finally, increased demands for efficiency and effectiveness have led to rightsizing, and to more mergers and consolidations in the overall nonprofit sector.

While the youth service field and the number of nonprofits within it have grown with the availability of public funds for out-of-school time programs and activities, resources to meet these new demands are scarce. Thus, many national as well as local youth-serving organizations struggle to stay alive, and look for alternatives to an uncertain future with potentially increased competition from larger and sometimes better-resourced competitors. They recognize that the OST services market is changing with the advent of new approaches to linking and aligning learning opportunities within a community and that they are going to have to adapt to this new configuration.

It is also clear that some OST nonprofits are in a better position than others to make an evidence-based case to their stakeholders (school and district personnel, city agencies, funders, etc.) that they can deliver the quality services necessary to improve an array of learning outcomes. These organizations have a potential advantage, then, in the discussions about new learning partnerships. They also understand that the decisions that they and funders make in the next few years will be important in determining the shape of the new market for supporting community-wide learning supports in the future, and their role in it, whether as competitors or collaborators. As described in detail below, all of these trends are having important consequences for OST nonprofits and are shaping the vision of what a high-impact nonprofit positioned for the future looks like.

Section II. Seven Organizational Challenges of the OST Nonprofit Sector

OST nonprofits, like other nonprofits in other arenas, face a set of organizational challenges to providing quality direct services for children and youth. However, rather than focus on specific capacities or weaknesses of specific nonprofits, this section of the paper takes a step back to look across the OST nonprofit sector and describe a set of challenges shared by many OST nonprofits. Specifically, it identifies seven primary challenges facing the sector, which map onto the key capacities that OST nonprofits need if they are to achieve their intended impact, capacities which we know from related literatures are critical to high performance.

It is important to note that much of the research on high-impact nonprofits has been conducted by studying large-scale, multi-site nonprofits. However, our experience in the OST arena indicates that whether one is operating a stand-alone program or a set of programs, or conducting a large-scale initiative, the organizational capacities required to function effectively cut across specific program sizes and types. A central question we will address in our recommendations, then, is given that the capacities cut across all levels of the ecological model we have presented (Figure 1), where in the model should capacity building occur?

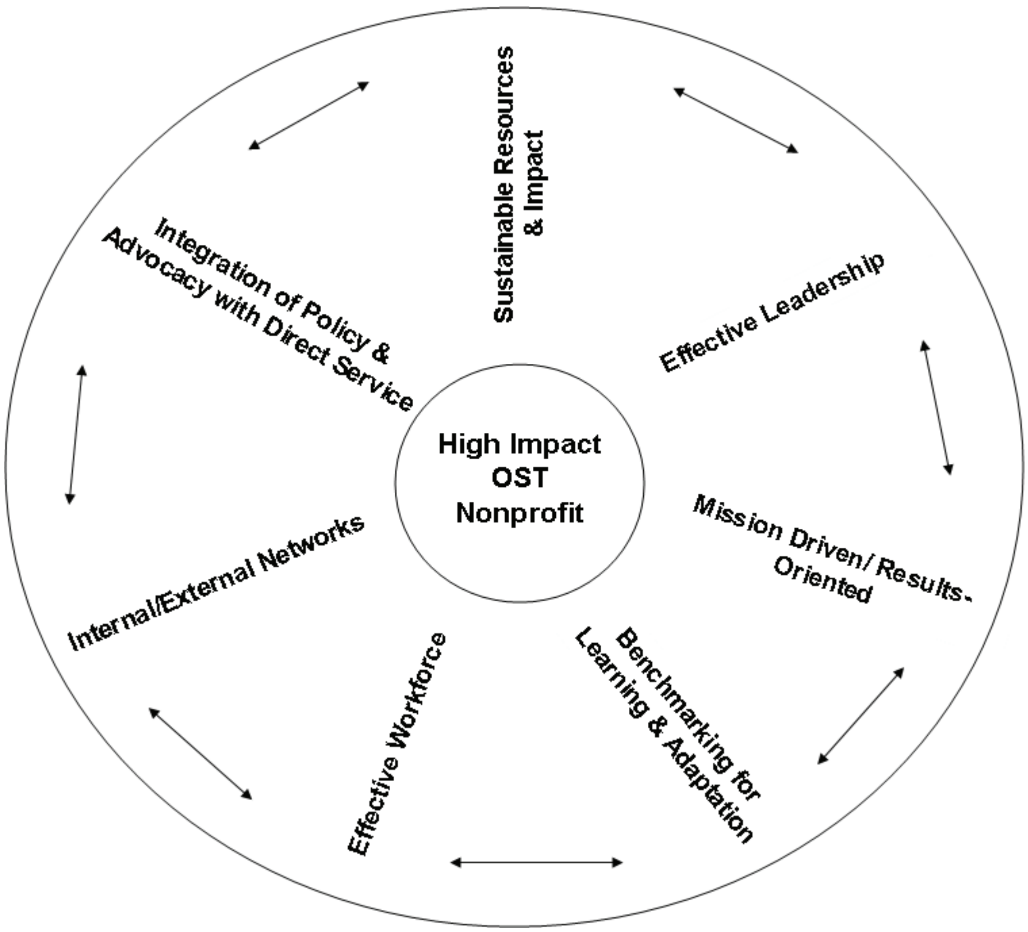
The seven capacities we have identified are listed briefly below. Following this description, and for the rest of this section of the paper, we provide greater detail about how each of these capacities might look in the OST nonprofit sector.

- Effective leadership. First and foremost, many OST nonprofits are challenged to find and cultivate the leadership necessary to manage complex, results-oriented organizations, which, by necessity, high-performing OST nonprofits need to be.

- A mission-driven/results-oriented approach. Second, high performance does not reside in effective leadership alone. OST nonprofits need to adopt a mission-driven, results-oriented approach increasingly necessary for survival in a competitive funding environment, an approach which requires the capacity to collect and use data for accountability and learning.
- Ability to benchmark and use information for adaptation. Third, related to the challenge of being mission-driven and results-oriented, adequate benchmarking and accountability systems are critical in enabling nonprofits to track their performance and feed evaluation information back into the organization in order to adapt and change to meet shifting field and client demands.
- Development of an effective workforce. Fourth, good benchmarking and accountability systems help to support and develop an effective workforce. Absent data to inform workforce improvements efforts, these efforts become scattershot at best; thus, the nonprofit fails to maximize its scarce professional development resources. Further, workforce improvements are often considered synonymous with professional staff development, and without benchmarking systems, little attention is paid to the organizational and policy support necessary to make professional development "stick."
- Creating and maintaining internal and external networks. Fifth, the capacity to network effectively is key to survival. When OST nonprofits don't network effectively, they cannot take advantage of resources within their own organization, as well as in the community, that could be leveraged to support and improve service delivery. This is a particularly important capacity to develop as OST nonprofits position themselves to be effective in a new context for learning which requires the capacity to be adroit partners.
- Integrating policy and advocacy with direct service. And without these networks, OST nonprofits are then challenged to conduct a sixth critical function of a high-performing nonprofit – the integration of advocacy and policy into their direct service activities. Increasingly, we observe that the successful OST nonprofits are weaving advocacy activities into their direct service efforts as part of "business as usual" in an effort to promote both their own sustainability and the sustainability of the sector.
- Developing and implementing a sound sustainability plan. Seventh and finally, sustainability requires more than good advocacy – it requires sustaining ideas, sustaining relationships, and sustaining resources. Many OST nonprofits to not adequately plan for the future, so caught up are they in their day-to-day, month-to-month provision of direct service. They need resources not only to feed into more and better direct service, but also to shore up the entire set of organizational capacities identified above.

Figure 2 illustrates how these inter-related "forces for good" could potentially yield a high-impact OST nonprofit that supports the provision of quality direct services. It is important to underscore that while this section of the paper individually examines each of these seven capacities in relation to OST nonprofits, in reality these capacities are inter-related, like the spokes of an umbrella; when one capacity is weak, it lessens the integrity of the entire organization. Further, as we will illustrate in the Recommendations section, we believe that these “forces for good” operate across the ecology of the entire OST nonprofit sector, not just within individual nonprofits.

Figure 2. A Framework for the Capacities of High-Impact OST Nonprofits



Effective Leadership

The leader of an OST nonprofit drives an organization’s capacity to improve in all other features of a high-performing nonprofit. What does effective leadership mean for an OST nonprofit? Effective leaders know the difference between operations (making plans to implement direct service programs on a daily/weekly basis) and strategy (setting the mission, vision, and values of the nonprofit), which latter they are then responsible for implementing, if not creating. They spearhead benchmarking efforts and are responsible for setting a climate of learning and innovation within an organization. OST nonprofit leaders need to be networkers *par excellence*, knowing when to seize partnership opportunities and leverage resources for the greater good of the OST sector rather than for their own incremental gains. Effective OST leaders also need to network and partner effectively with others beyond their circle – with city leaders and agencies, with schools, and with leaders in other nonprofit sectors like health and early childhood. An effective leader knows how to operate in advocacy circles to promote the public and political will necessary to sustain their own and other OST nonprofits. Finally, an effective leader knows how to promote and sustain effective staff. Yet the lack of capacity in all these areas across the OST nonprofit sector points to a lack of effective leadership in the sector.

Many OST nonprofit leaders grew out of the OST service delivery sector; they rose to the top without any formal training or background in leadership and management. Other leaders, swooping down on OST from the for-profit sector, bring management models and business practices ill suited to the OST nonprofit sector. Also plaguing the OST leader is a lack of clarity about what leadership in this context means. In this paper we argue that OST leadership requires taking responsibility for all aspects of organizational capacity, but this is not a common expectation of the field. For many, an effective OST leader is one who is adroit at keeping the doors open – through fund-raising, through advocacy, and through sheer sweat and determination. But seldom in the OST nonprofit sector are leaders identified because they are strategists with the vision and skills, described above, so necessary to high performance.

Effective OST leaders

- understand the difference between operations and strategy
- make decisions that are mission-driven and tied to strategy
- spearhead benchmarking efforts
- set a climate of learning and innovation
- adapt to new ideas and trends
- create and expand networks
- advocate effectively
- promote and sustain staff
- engage their Boards

A discussion about the challenges of effective leadership is not complete without at least a short discussion of the role of the nonprofit board. While we do not have evidence to suggest there are weaknesses in the way boards operate, we want to put a placeholder in this discussion about baords' potential role in shoring up nonprofits in at least three of the capacities described below: helping keep the nonprofit mission-driven and results-oriented; establishing clear measures of success; and engaging internal and external constituencies to support networking and advocacy efforts.

Mission-Driven/Results-Oriented

Successful nonprofits are mission-driven and results-oriented, and their leaders understand that an effective nonprofit management cycle begins with articulating the program's strategy. This involves establishing the program's purpose (the mission); its short and long-term goals (the vision); and charting the internal "compass" that will guide the nonprofit's work (its values).[7] The primary mission of OST nonprofits of the 21st century is to provide and support quality direct services for young people and their families, with the vision that doing so will support positive learning and development throughout the day and the year, and across the child's development. The shared values of OST nonprofits include providing realistic choices for young people in order to reflect their developmental needs and the needs of working families.

While this seems fairly straightforward, the next steps in the strategy cycle are where many OST nonprofits are challenged – translating the strategy into a plan of operations and setting realistic metrics of success which map onto the plan of operations (e.g., being results-oriented). At the heart of the challenge lies the need to develop an underlying theory of change to help programs move from strategy, to implementation, to realistic outcomes.

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[7] Kaplan, R.S., and Norton, D. P. (2008). *Mastering the Management System*. Harvard Business Review, January 2008, pp. 63-77.

Yet too frequently we observe that OST programs operate without an underlying theory of change, and too often this leads to poor evaluation results. For too long, OST programs have set program goals based on outcomes that they perceive others wanting them to achieve, such as improved test scores, rather than goals based on the services they are delivering. While the trend is shifting toward more realistic expectations for OST programs, the need to be results-oriented remains crucial for program sustainability, as well as for operating in a new learning context. Being results-oriented means synching the nonprofit's mission and vision with its programmatic activities and then setting goals that best reflect the intended outcomes of the activities. In a mission-driven/results-oriented nonprofit, operations decisions are cross-walked with the mission to ensure that the services provided are aligned with the overall strategy. OST leaders, along with their senior staff, are responsible for this alignment. In the section below we talk about benchmarking as a way to remain mission-driven and results-oriented.

Benchmarking for Learning and Adaptation

"Benchmarking is an organizational learning process that bridges the gap between great ideas and great performance."[8] The process of benchmarking offers an organization the opportunity to identify how it is doing relative to other, like organizations, as well as to use that information to develop and implement strategies that will help improve its own performance and service delivery. While many OST nonprofits understand that they need to collect data for accountability purposes, few understand that that data have the potential to effect powerful change within the organization. Even if they do understand its potential, many OST nonprofits lack the organizational capacity to conduct benchmarking.

But what does "benchmarking" really mean? At the heart of effective benchmarking is a "cycle of adaptation," which can help OST nonprofits find their "sweet spot" between exploring new possibilities and shoring up the best existing direct services.[9] Indeed, the notion of developing a learning, or adaptation, cycle is not new. A decade ago HFRP produced an issue of *The Evaluation Exchange* (Vol. IV, No. 3-4, 1998) on learning organizations, placing a continuous learning system at the heart of a successful learning organization. Figure 3 below illustrates this cycle, contextualized to an OST nonprofit.

The five steps in the learning cycle seek to create continuous opportunities for the development and use of relevant information; for encouraging corrective actions, risk taking, and participation; and for recognition and rewards for performance improvement.[10]

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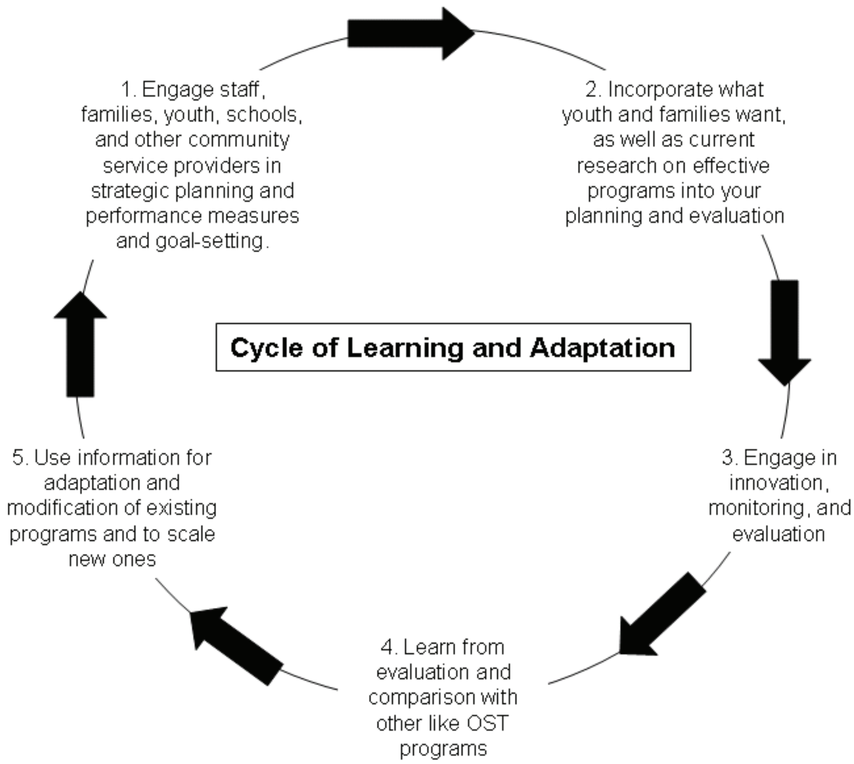
[8] Letts et al, p. 86.
[9] Crutchfield and Mcleod, Chapter 6.
[10] Adapted from Weiss, H,. and Morrell, W. (1998). Useful Larning for Public Action. *The Evaluation Exchange*, v. IV, No. 3-4. http://www.gse.harvard.edu/hfrp/eval/issue12/theory.html

Figure 3. A Learning Cycle for OST Nonprofits



1. *Engage staff, families, youth, schools, and other community service providers in strategic planning and performance measures and goal-setting.* Activities in this step include obtaining resources and commitment to learning, specifying performance goals, identifying research and evaluation questions and gaps, and designing an overall learning agenda, including a theory of change.

2. *Incorporate what youth and families want, as well as current research on effective programs into planning and evaluation.* Activities here include assembling resources, specifying outcome and process measures and data to support them, networking to share successful innovations and identify common problems, and identifying technical assistance needs and providers.

3. *Engage in innovation, monitoring, and evaluation.* Activities include continuously testing new ideas and approaches, designing evaluation, and monitoring and assessing process and progress with performance measures, evaluation, and data.

4. *Learn from evaluation and comparisons with other, like OST programs.* Activities include using monitoring and evaluation information for corrections and improvement, using benchmarking to examine progress of the program and/or field of practice/policy, and assessing and applying knowledge from relevant basic and applied research.

5. *Use information for modification and adaptation of existing programs and to scale new ones.* Activities here include identifying gaps for further research and transferring knowledge for continuous improvement across the OST nonprofit sector as well as nonprofits in related sectors.

Implementing this cycle requires an organizational mindset committed to learning. It requires a de-siloing of department units so that evaluation people are talking to program people. It requires a leader and a nonprofit board willing to take risks and find out what is working, and – more importantly – what is not. But the benefits of benchmarking can easily outweigh the resource and human capital costs. Effective benchmarking improves a nonprofit's problem-solving capacity, providing OST nonprofit leaders, boards, and other stakeholders with information to improve services and increase effectiveness.

Before we move to the next capacity it is important to place a "reality check" on what OST nonprofits can and should be held accountable for. The cycle of learning and adaptation (Figure 3) depicts accountability at the program or organizational level, addressing the question, "Are we doing the right things well enough to make a difference?" This is an appropriate question for OST nonprofits to ask themselves. However, there is at least one additional level of accountability, namely community accountability for setting and monitoring the overall indicators of how children and youth in the community are faring on community-wide indicators. OST nonprofit services may have impact at this level, but it is beyond what they should be held accountable for. As our recommendations will reflect, there is merit in building capacity to benchmark at both of these accountability levels, but the latter benchmarking responsibility thus should not be placed on the shoulders of the OST nonprofit sector.[11]

An Effective Workforce

An organization's capacity to deliver quality OST services largely depends on the quality and capacity of its workforce (including direct service providers and OST leaders) and the pre- and in-service training, professional development, and workplace supports that they receive. A recent review of the literature on workforce development, conducted by HFRP, proposes that workforce development is a complex construct with three inter-related components: (1) Education and professional staff development, including pre-and in-service training, workshops, and *in situ* coaching and mentoring; (2) Organizational supports, including an organizational mindset that values program improvement, administrators who support training and advocate for better compensation and conditions, adequate and supportive supervision, shared decision-making, and a strong performance management structure; and (3) Policy supports, including quality ratings, accreditation standards, certification, and career ladders.[12]

Yet our review of the OST workforce literature reveals that most workforce investments take the form of the first component – education and professional staff development – and even that is not implemented very well, relying primarily on "one shot" workshops and

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[11] The authors are grateful to Dale Blyth, University of Minnesota, for contributing this nuanced framing of accountability.

[12] Harvard Family Research Project. (2007). *Changing the Conversation about Workforce Development: Getting from Inputs to Outcomes.* Houston, TX: Cornerstones for Kids. http://www.cornerstones4kids.org/new_reports.htm#anchor5

trainings which have been demonstrated to be less effective than more concentrated coaching and mentoring techniques. Coupled with poorly implemented professional development experiences is the field-wide debate about training: For what? Is there a core set of competencies that all OST providers should have? Should providers have content training? Or training in working with young people? Or both? Or neither? The field is fractured on answers to these questions. Still, the most recent research indicates that an ongoing system of training, coaching, monitoring, and analysis not only improves staff skills, but also contributes to overall program quality.[13]

Moving beyond education and professional staff development, little to no investment is usually made in building the organizational supports necessary to make the professional development "stick." In addition, inadequate policy supports render a transient, untrained, and underpaid workforce.[14] Like other workforces (e.g., juvenile justice, child welfare, and early childhood) the OST workforce has a set of recruitment and retention issues that impede the delivery of quality services – wages and compensation, manageable workloads, opportunities for advancement, medical insurance, and job satisfaction, to name a few. These issues go beyond merely high wages and related compensation to reveal a workforce that cares deeply about its work environment and opportunities for growth and success, yet struggles to make a livable wage and find career advancement opportunities.

What makes professional development "stick?" [14]

- an organizational mindset that values program improvements
- leaders who value staff development
- staff schedules to allow time for professional development
- supportive supervision to give feedback on performance
- effective performance management structure, which drives evaluation information into staff practices

Internal and External Networks

At the most basic level, "a network is a group of related things that work together to achieve a larger goal."[15] Essentially, networks can make a whole greater than the sum of its parts, and may even do so with some resource efficiencies. However, a competitive funding climate, scarce resources (human as well as financial), and a lack of a shared vision for children and families means that all too often, nonprofit OST programs operate either in a vacuum, or by only reaching out to a few like-minded others, thus not harnessing the potential networking power of their communities. Adopting a network mindset means shifting from an organization orientation to a network orientation. Table 1 (below) describes this shift.

Nonprofit OST programs need to think about making this shift on three levels: 1) networking within the organization to move to a more matrixed or de-siloed structure; 2) networking with other, similar OST nonprofits; and 3) networking beyond the OST nonprofit sector to support children's learning and development.

[13] Sheldon, J., and Hopkins, L. (2008). *Supporting Success: Why and How to Improve Quality in After School Programs*. Philadelphia, PA: Public/Private Ventures.
[14] HFRP, 2007. *Changing the conversation*.
[15] Crutchfield and McLeod, p. 108.

Table 1. Defining a Network Mindset[16]

	Organization Orientation	Network Orientation
Mindset	Competition	Collaboration
Strategy for Impact	Grow the organization	Grow the OST sector
Typical behaviors	Compete for scarce resources Protect knowledge Develop competitive advantage Hoard talented leadership Act alone Seize credit and power	Increase funding pie for all Share knowledge Develop skills of competitors Cultivate and disperse leadership Act collectively Share credit and power
Structure	Centralized (siloed)	Decentralized (matrixed)

<u>Networking within an OST nonprofit</u>: Earlier in this paper we proposed that a high-impact nonprofit is one that is adroit at getting and using data through benchmarking and accountability systems. Central to this capacity is having organizational structures in place that enable learning to occur, and this in turn requires cross-functional teams of people from different units within the nonprofit, coming together for the specific purpose of learning, improving, and innovating. This is particularly important for two nonprofit teams – evaluation and programming. It is when these two teams intersect that program improvements occur: direct services get modified; professional development needs are surfaced; and evaluators learn to ask new questions of interest and concern to program staff.

<u>Networking with other OST nonprofits</u>: Most OST nonprofits currently have an "organization orientation." They are in survival mode and view other OST nonprofits as the competition. But efforts like the Collaborative For Building After-School Systems (CBASS) point to the enormous potential and benefits of groups of OST nonprofits' coming together to form networks. As CBASS's report *Shaping the Future of After-School* describes, networks of OST nonprofits can perform and share responsibility for many of the capacities that, we argue in this paper, nonprofits need to support quality direct service provision – strengthening and supporting the workforce; supporting research and evaluation; and promoting sustainability. This networking capacity seems particularly critical to the OST nonprofit sector and thus one of our recommendations will focus on how to improve this capacity.

<u>Networking across sectors</u>: The capacity to network across sectors is at the crux of what OST nonprofits need to survive in the new education era. The successful nonprofits will be the ones that know how to work with schools, community-based agencies, and city governments to garner resources to partner with them. Many OST nonprofits scramble to figure out how to get into that game. Other OST nonprofits know that they want to work with others on a shared agenda of supporting learning and development, but don't know how to form partnerships. In both cases, the nonprofits need to have effective leadership that understands the potential benefits of working with others, not only to improve the choices of learning opportunities for the children and youth whom they serve, but also for their own organizational sustainability. If the education trend toward thinking more holistically and seamlessly about time and learning continues – and all evidence points to its doing so – then OST nonprofits must develop ways to network, not only with schools but also with other community-based organizations (health, mental health, family supports, early childhood, etc.) who share the overall vision for children and youth in their community.

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[16] Adapted from Crutchfield and McLeod, p. 109

Integration of Policy and Advocacy with Direct Service

Successful OST nonprofits now blend policy and advocacy with direct service to achieve greater impact. Our review of about ten large direct service providers indicates that all of them are conducting policy/advocacy activities even when they were not directly funded to do so.[17] But to them policy/advocacy is not part of “business as usual.” This is a loss, because when policy/advocacy efforts are informed by direct service and direct service is informed by policy/advocacy, the two create a “virtuous cycle” in which policy and advocacy enter a synergistic relationship where the strength and success of one are integrally connected to the strength and success of the other. In this cycle, nonprofits that are providing direct services are in a unique position to harness grassroots support in the form of their direct service providers and the families they serve. By operating direct service programs, nonprofits are closer to the problems facing the children and youth in their communities than the national advocacy organizations. Therefore, they can propose and test policy solutions that will best meet the needs of their communities.

Why, then, don’t more OST nonprofits integrate policy/advocacy with direct service? The answer, in part, lies in the challenges we have already laid out. Conducting policy/advocacy work is not done in a vacuum. It requires engaging and mobilizing networks of like-minded, mission-driven organizations such as one’s own. It requires leadership with an appetite for “getting into the fray” for the greater good. It requires the capacity to have credible data to use for policy arguments. It requires effective workforce development that builds advocacy skills while also promoting the skills for direct service provision. Finally, it requires internal structures that promote shared dialogue about the role of advocacy as a shared responsibility. And, as we have laid out here, many OST nonprofits are challenged in these capacities.

Sustainable Resources and Impact

Sustainability is a huge challenge for OST nonprofits. Not only are they challenged to raise sufficient resources to maintain current direct service provision, they are being pushed to expand and scale their efforts to ensure that more children and families have more quality choices about how to best spend their out-of-school time. But what are OST nonprofits trying to sustain? Previous work on the sustainability of community-based initiatives points to four inter-related aspects of sustainability:[18]

1. Sustaining the *organizations* themselves or the projects being funded, particularly when the initiative has created new organizations or encouraged organizations to move in new strategic directions.
2. Sustaining the *ideas, beliefs, principles, or values* that an initiative is based on or promotes.
3. Sustaining the *relationships* between the organizations involved in the initiative, particularly when a purpose of the initiative has been to foster collaboration.

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[17] HFRP is evaluating a foundation’s efforts to promote integrated learning and this finding emerged as part of our evaluation efforts.

[18] Weiss,. H. Coffman, J. and Bohan-Baker, M. (2002*). Evaluation's Role in Supporting Initiative Sustainability*. Cambridge, MA: Author. http://www.gse.harvard.edu/hfrp/pubs/onlinepubs/sustainability/index.html

4. Sustaining the *outcomes* of the initiative. Programs are not only interested in seeing that the results they achieve under the initiative sustain over time, but also are increasingly pressured to show that what resulted from their considerable investment and effort has value beyond the term of the initiative.

Sustainability for an OST nonprofit, then, requires harnessing all the capacities previously described to ensure that adequate financial resources are in place to implement services with quality; core principles and beliefs of the organization are embraced by members of the organization and those who provide the direct services; networks are in place to support each other and the sector as a whole, including networks to complement in- and out-of-school learning; and adequate benchmarking and accountability systems are in place to demonstrate collective impact over time. Given the challenges articulated above regarding each of these capacities, it is not surprising that the bottom line of OST nonprofit sustainability is that it is fragile, at best, and needs shoring up.

Section III. Opportunities for Investment

Our recommendations for investment options are based on the three core principles around which we have framed this paper:

1. *OST nonprofits sit within a complex and dynamic ecological system* which is comprised of children and their families, direct service programs, city- and state-level systems of accountability and supports, and a shifting national landscape for the OST arena as a whole. All of these actors influence a nonprofit's capacity to achieve impact, and thus influence strategic investment choices. Thus, investments to shore up individual nonprofits may be necessary but not sufficient to move OST nonprofits into the high-performing arena in which they need to play in order to survive in the new context for learning. This principle is illustrated by Figure 1.

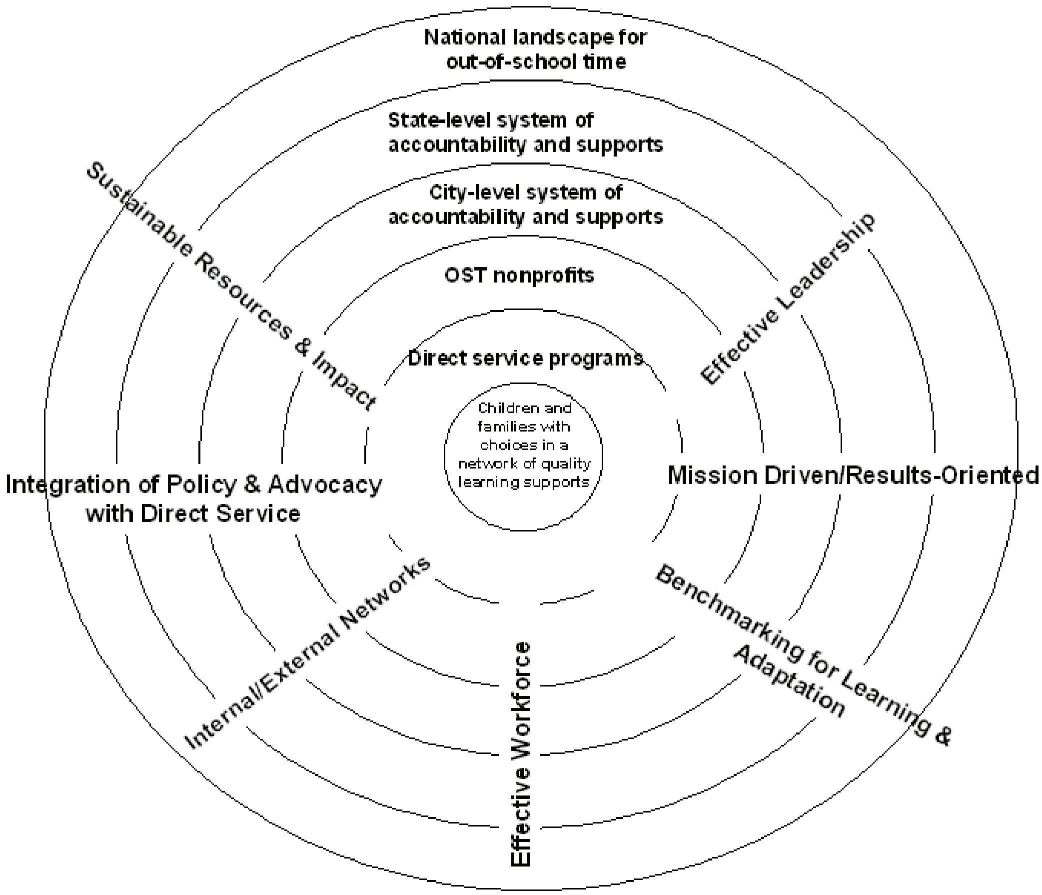
2. There are *seven key capacities that OST nonprofits need to have, and they are inter-related and interdependent,* so that efforts to improve one capacity can and should have an effect on other capacities. This principle is illustrated by Figure 2.

3. *OST nonprofits need to adapt to a new context for learning*, one which requires adroit networking and skilled advocacy, to create networks of learning and developmental choices for children and families across the day, across the year, and across their developmental trajectories.

Therefore, to guide our recommendations and the strategic choices that foundations need to make regarding OST nonprofit capacity building, we have developed an ecological framework for OST nonprofit capacity building which takes the framework for high-impact OST nonprofits (Figure 2), and overlays it on our OST nonprofit ecological model (Figure 1) to depict a dynamic, inter-dependant framework for the organizational capacities of the OST nonprofit sector (Figure 4).

The investment options that follow are all based on the proposition that to make informed choices about capacity building, foundations should use the ecological framework as a diagnostic tool to identify the key challenges and opportunities for capacity building within and across each level, and as a road map for grantmaking in support of OST nonprofit capacity-building.

Figure 4. An Ecological Framework for Building the Capacity of the OST Nonprofit Sector



Specifically, our review points to seven options for investment to improve the organizational capacities of OST nonprofits in order for them to be high-performing in their efforts to achieve a shared vision for children and families to have choice in a network of quality learning and developmental supports:

1. Cultivate Adaptive Leadership in OST Nonprofits
2. Build and Maintain Networks
3. Develop Effective Workforce Systems
4. Build Capacity to Benchmark for Learning and Adaptation
5. Fund a Study on the Costs of Developing Organizational Capacity
6. Establish a Capacity-Building Innovation Fund
7. Convene to Position OST Nonprofits in a New Context for Learning

Before we describe these options in detail, it is important to articulate the implications of applying this model to foundation capacity building efforts.

Making Strategic Investment Choices

Application of the ecological framework for OST nonprofit capacity building requires foundation leadership to consider a set of strategic choices about investing in OST nonprofit capacity building:

- *Will investing in the capacity at the nonprofit level be sufficient to effect lasting impact?* For example, will enabling OST nonprofits to use more resources for advocacy work be enough to enable policy advocacy efforts, or do we also need to couple that investment with supports to advocacy organizations that can work with the OST nonprofits on a common advocacy agenda?

- *Where is the best "home" for the capacity-building investment?* There are times when organizational capacity building is best housed within the OST nonprofit itself. For example, improving a mission-driven/results-oriented approach to service requires working with the nonprofit to develop an underlying theory of change to guide programming and evaluation. However, as proposed above, efforts to improve the OST workforce may be best situated at the community systems level, where training and professional development opportunities can be centralized.

- *How do we need to change our grantmaking to support organizational capacity building?* Nonprofits constantly struggle with the fact that most of their resources, both human and financial, are earmarked for direct service, leaving little time and scarce money to devote to building the organizational capacities that this paper argues are necessary to achieve the impact that stakeholders, including funders, expect. Foundations that are serious about improving organizational capacities of nonprofits may need to change their current approach to grantmaking. The box on this page poses four key questions for foundation leadership to consider.[19]

Key Questions for Foundation Leaders [19]

1. *Will the grants we make give nonprofits the organizational supports necessary to achieve their program goals?* Are enough staff allocated to delivering quality services? Are adequate management and data systems in place to support program development?
2. *What internal capacity do we as a foundation need to build organizational strength at the nonprofit level?* Do we have staff who understand organizational capacity building? Do we have discretionary resources to respond to specific capacity needs that arise during the lifecycle of a grant?
3. *Is our grant portfolio too heavy on program innovation at the expense of organization building?* What is the portion of grant funds that can be used for organization building? Is the portion sufficient? Should we build incentives for organizational improvements?
4. *Are we close enough to the nonprofits we fund to help them build organizational strength?* Program officers tend to work with OST nonprofits on their program delivery models, but could they not also help nonprofits examine their organizational capacity issues?

With these questions as a backdrop, the paper concludes with a set of investment options for local, regional, and national funders that are concerned about building the capacity of OST nonprofits to thrive in new era of education reform.

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[19] Adapted from Letts et al p. 102.

Option 1: Cultivate Adaptive Leadership in OST Nonprofits

The section on organizational challenges began with a discussion of effective leadership for a reason: effective leaders are the drivers of effective organizations. While there are some efforts underway to document, describe, and improve the leadership capacities of OST nonprofits, there is a need for strategic investments in this area. For example, the Center for Summer Learning has recently launched an on-line professional development module for OST leaders. As an advisor to that effort, HFRP was engaged in early conversations about what skills and capacities an effective OST leader needs, and from those conversations a module was born. However, this is an isolated attempt that will reach only a handful of aspiring leaders.

A strategic investment to improve the capacities of OST leaders is to develop an OST leadership institute, particularly focused on *"adaptive leadership"* – defined here as being able to manage "the conditions that enable people involved in complicated social issues to figure out and undertake solutions that ultimately require changes in their own ways of working".[20]

Adaptive leadership is a result-oriented process which requires leaders to play a clear and forceful role in keeping their staff and other stakeholders productively focused on the problem at hand. Contextualized to the leader of an OST nonprofit, then, adaptive leaders need to help their OST nonprofit reposition itself as a "player" in a new education era which requires collaboration and a focus on shared results for the children and youth in a community.

> **What is Leadership Capacity?**
>
> To expand leadership capacity, organizations must not only develop individuals, but also develop the leadership capacity of collectives. They must develop the connections between individuals, between collectives within the organization, and between the organization and key constituencies and stakeholders in its environment.

Building on the work that others in the field are doing to develop leadership training, a component of the training, inspired by an effective organizational capacity building effort conducted by three San Francisco Bay Area foundations, should be the establishment of a "learning cohort" of the leaders undergoing the training. The purpose of the learning cohort is to provide the leaders with ongoing peer support and "active reflection." In such a model, outside experts are brought in as speakers and all participants are required to attend meetings, at which they share obstacles and successes from their own organizations.

With this investment option, local, regional, or national funders should develop an application process to solicit leaders of OST nonprofits committed to building their capacity to adapt to the new education reform context, and bring them together in a learning cohort to share and learn from each other about best practices in working with schools, community-based organizations, and others who share a holistic vision of learning across the day, across the year, and across developmental contexts.

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[20] Heifetz, R., Kania, J., and Kramer, M. (2004). Leading Boldly. *Stanford Social Innovation Review*, Winter 2004.

Option 2: Build and Maintain Networks

A clear message from the nonprofit literature is that networks are key to survival, yet as discussed above, many OST nonprofits have a competitive rather than collaborative mindset. Given the move toward a more blended, networked approach to the provision of learning and developmental supports, it is critical that nonprofits get help in becoming better at networking with each other and with others who are also providing services to children and youth (such as schools, health agencies, etc.).

In their grantmaking, foundations can play a role in shifting this mindset in at least four ways.

1. First, they can *encourage joint grant proposals* that demonstrate strong partnerships between at least two OST nonprofits, or an OST nonprofit and another sector which supports children's learning and development. They can also create incentives for increasing partners and networks.

2. Second, they can *convene grantees, in person and virtually, to share best practices and knowledge development.* Many foundations already do this through annual grantee meetings, but it should be incorporated as business as usual any time a foundation provides grants to a cohort of grantees. Further, foundations could do a better job of supporting networking throughout the life of the grant cycle, not just at yearly convenings. Supporting grantee listservs, blogs, and other forms of virtual communication helps grantees stay networked.

3. Third, as described above, networking takes leadership; thus, a requisite component of any OST *leadership training* needs to be a focus on how to develop networks and partnerships to support the provision of a range of developmental supports and opportunities in a community.

4. Finally, foundations can play a more pro-active role in encouraging *the integration of direct service with advocacy* so that coalitions of OST nonprofits can be mobilized to have greater policy/advocacy impact. While many foundations cannot directly fund lobbying, they can support the knowledge creation, policy forums, and other activities that support advocacy efforts.

Investing in networking will help OST nonprofits in a number of ways as described above, but investing in *intentional networks of OST nonprofits* is a strategy that could enable them to achieve economies of scale on basic business functions like benefits, as well as to learn and improve their direct services through shared data systems which can "feed" the nonprofits information for staff and program improvements. The need for networks of OST nonprofits is particularly critical in cities and communities which do not have a systems-level organization, or that operate in cities so large that the system is already strained to support the direct service component of the nonprofits. **Considering the ecological model, we suggest that foundations can invest in creating another rim of the model – networks of OST nonprofits – which sit between the individual OST nonprofits and the city-level systems.**

A related investment centers on the direct service programs themselves. While most of this paper describes efforts to build capacities from the nonprofits outward in their ecology, at the center of the model are children and families participating in quality direct service programs. **In communities which lack any OST nonprofits, there is an opportunity for funders to create networks for direct service programs which could essentially operate like an OST nonprofit**, thus maximizing individual direct service investments to support basic organizational capacities across the programs. This form of direct service program network is probably best funded by local and regional foundations who are most likely already funding cohorts of direct service programs.

Option 3: Develop Effective Workforce Systems

Developing an effective workforce, as described above, requires more than the development of competent staff. An effective workforce is one that is well-trained, has good human resource supports, and is sustainable. While some OST nonprofits have their own training departments, many do not. By resource necessity, these need an external system of professional development supported by an OST intermediary like Baltimore's Safe and Sound Campaign. Relying on a city-level intermediary to develop a system of professional development supports is cost effective and promotes a more unified approach to training, thus ensuring some consistency in service delivery across the sector.

Further, while investing in OST nonprofit leadership may yield an organization with a "learning mindset" that enables professional development to stick (e.g., providing release time to attend trainings, offering on-site coaching, dedicating staff meetings to reflect on staff performance), no amount of training will offset the real need for a livable wage and career advancement. The recruitment and retention issues that plague the OST sector in general cannot be addressed through improving organizational capacity alone. They require investments in state and national policy advocacy work to improve compensation and develop career lattices that will enable OST leaders and providers alike to enter and stay in the OST workforce.

Thus, **an investment strategy for improving the capacity of OST nonprofits to support an effective workforce should integrate investments across many sectors within the OST arena, using the ecological model to diagnose and identify the key entry points for workforce development across the OST nonprofit ecology.** Specifically, such a strategy would include investing in OST nonprofit leadership capacity as described above, coupled with investments in a city or community level intermediary who can support a system of professional development. It would also include investments in groups such as CBASS, the Mott Statewide Afterschool Networks, and the Afterschool Alliance, all working to improve local, state, and federal policies for after school, including policies which affect wages and compensation.

To make investments in workforce capacity, foundations need to consider the questions posed earlier about strategic investments choices. A local funder may decide to work with a city-level system to develop and implement system-wide professional development trainings and related supports. A regional funder may decide to target investments toward improving the capacity of a set of OST nonprofit network leaders to use evaluation information to improve professional development efforts. A national funder may opt to target resources toward groups working on macro-issues of compensation and accreditation.

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section resources

Option 4: Build Capacity to Benchmark for Learning and Adaptation

One of the challenges of the OST nonprofits is the capacity to benchmark and use information for learning and adaptation. The learning cycle (Figure 3 above) proposes a process for OST nonprofits to use to conduct the benchmarking that we and others argue is critical to a nonprofit's ability to have impact. Like the capacity to deliver effective professional development, some OST nonprofits (like Citizen Schools and Boys and Girls Clubs of America) have well-funded evaluation units which can perform a benchmarking function using balanced score cards and other well-established means to track and compare performance.

However, in *Shaping the Future of After-School* it is noted that "gathering, analyzing, and comparing performance and outcome data can be costly and technically demanding responsibilities that are often beyond the fiscal and technical ability of individual providers."[21] Thus, funders are left with the option of attempting to shore up benchmarking capacity one nonprofit at a time, or investing in more systemic efforts to track performance of sets of nonprofits within a system.

The advantages of thinking more systemically about benchmarking are threefold:

1. Benchmarking sets of programs enables greater diversity of the sample for comparative purposes.

2. As *Shaping the Future* points out "intermediaries can perform [benchmarking] tasks efficiently, and with a degree of independence that is valuable to providers, funders, policymakers, schools, and parents."[22]

3. Thinking systemically about benchmarking and accountability helps address the need to think about levels of accountability and who is responsible for which level. In a previous section of the paper we argue that nonprofits should be accountable for what they are doing directly and that they should use the cycle of learning and adaptation (Figure 3) to inform and improve programs and services. Considering benchmarking from a systems perspective moves accountability to a community-wide level, where setting and monitoring the overall indicators of how children and youth in the community are faring on community-wide indicators is the responsibility of an entire system of learning supports, not any individual OST nonprofit.

A recommendation of this paper, then, is to invest at the city/community level in developing a system for benchmarking *both* within the OST nonprofit sector *and* across the other sectors which support learning and development (schools, parks and recreation departments, health agencies, etc.). This investment option requires **funding a collaborative at the city level** to convene OST stakeholders (direct service programs, OST nonprofits, schools, city agencies, other local funders, etc.) to develop a set of benchmarks for which all parties responsible for the well-being of the children and youth in the community could agree. It also requires **providing support to create a data collection system** to track the benchmarks over time, analyze the results, and use the information to make improvements across the various sectors.

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[21] Collaborative for Building After-School Systems, p. 3.
[22] Ibid, p. 3

Option 5: Fund a Study on the Costs of Developing Organizational Capacity

Some progress is being made on understanding the cost of delivering quality direct service, but what does it take to provide the organizational capacities necessary to support direct service? No one really knows. Thus, **a promising investment strategy is one that includes a well-funded study of the costs of organizational capacities.** Are certain capacities less costly than others? Are there sets of capacities that can be developed simultaneously to reduce costs? Considering the ecological framework, where is the best strategic "home" for organizational capacity building investments? – At the nonprofit level? The city or state systems level? And does the answer differ according to which capacity one is trying to impact?

In addition to conducting new studies, much can be learned from current efforts to invest in large-scale organizations. Several foundations have invested in building capacities of OST nonprofits (like Edna McConnell Clark and The Atlantic Philanthropies), but these investments have not been tied to understanding the true costs of capacity building. Harvesting knowledge from these investments could provide valuable information to help understand the real costs of supporting organizational development.

Option 6: Establish a Capacity-Building Innovation Fund

The previous five options take a "top down" approach to organizational capacity building. They all suggest that a foundation knows what the ecology of the OST nonprofit sector needs. However, our sixth option is more "grassroots." **We propose that, rather than invest in a specific organizational capacity building area such as leadership or networking, foundations establish a capacity building innovation fund to help nonprofits build capacities in the areas of their own choosing.** We propose that criteria for receipt of funding include the application of some of the basic principles laid out in this paper:

- That organizations are interested in improving an *inter-related* set of capacities; for example, using data from benchmarking to improve the workforce, or building the capacity of leaders to do more policy/advocacy work.

- That organizations must *partner* with other nonprofits to receive the funding, thus promoting networking.

- That organizations must reach *across levels*, to consider how the capacity-building effort connects with and impacts at least one other level of the ecology; for example, investing in adaptive leadership capacity in order to improve a nonprofit's capacity to conduct policy advocacy activities, which would focus on ensuring more funding for the direct service programs.

- That the capacity building effort be tailored to how it positions the OST nonprofit to be effective in a *new learning context*; for example, investing in improving networking across OST nonprofits and city-level systems to ensure that children and families have choices among a network of quality learning and developmental supports.

Recipients of the innovation grants awards will receive technical assistance from the foundation, and consultants as necessary, to implement their capacity

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building proposals. They will also convene periodically as a learning cohort to share ideas and challenges and learn from each other.

This nonprofit-led approach to capacity building could be supported by local, regional, or national funders, and should **include a commitment on the part of the foundation to document and track the effort so that others may learn from it.**

Option 7: Convene to Position OST Nonprofits to be "Forces for Good" in the New Learning Context

This paper has laid out a set of challenges facing individual OST nonprofits as well as the ecology in which they operate, and has developed a dynamic model to use as a framework for strategic investments to build their capacity. If the vision laid out in the opening quotation of this paper becomes reality, the OST nonprofit of tomorrow will look very different from the one of today. It will be operating in a new learning context, with blurry borders between all the places where young people learn and develop – after school programs, summer programs, schools, health organizations, etc. Further, if the vision of a network of quality learning and developmental supports becomes a reality – if OST nonprofits work with each other and with schools, families, and health organizations to create an array of accessible, developmentally appropriate, and effective after school and summer learning choices for all children across the day and year, particularly those who are economically or otherwise disadvantaged – then the notion of a specific OST nonprofit sector may become obsolete.

Therefore, **foundations must show leadership in helping OST nonprofits develop and adapt their capacities** to ensure their necessary and critical presence across their ecology, outward toward the national landscape, and inward toward providing quality direct services. This paper has laid out a set of investment options for such leadership. But foundation leadership and investment alone will not be sufficient to position the OST nonprofits in the new learning context. As the ecological model underscores, the survival of OST nonprofits does not rest solely within their own sector; it depends upon interactions between the multitudinous direct service programs, city and state-level systems, and national organizations that support them.

Thus, our final recommendation is that **funders of OST, education, child health, and family convene a working group of national, state, and local experts on youth development and education, including representatives from the OST nonprofit sector.** The working group's charge is to **help to reframe the role of nonprofits to ensure that in every community, children, youth, and their families have a network of good developmental choices to support learning across the day, across the year, and from birth through adolescence, and that the nonprofits that emerge from this effort truly are "forces for good."**

Acknowledgements
The authors are grateful to The Wallace Foundation for giving us the opportunity to write this paper, which we hope will help position OST nonprofits to flourish for years to come. We also want to thank our reviewers, particularly the Wallace Foundation staff; Dale Blyth from the University of Minnesota; An-Me Chung of the C.S. Mott Foundation; and Julia Coffman, Senior Consultant for Harvard Family Research Project (HFRP). Finally, we thank Naomi Stephen and Helen Westmoreland, both from HFRP, for their editorial and graphic support.

Author Contact Information
Heather B. Weiss, Director
Priscilla M. D. Little, Associate Director
Harvard Family Research Project
3 Garden Street
Cambridge, MA 02138
617-495-9108
weisshe@gse.harvard.edu
littlepr@gse.harvard.edu

Staffing and Volunteer Considerations

Recruiting high quality staff is key to your program's success. You will want to seek out, hire, train, support, and retain individuals who have the passion for working with youth but also the motivation to improve themselves. This section includes some food for thought on the steps you will want to take to bring those individuals into your program.

Staff Recruitment

Many programs find that recruitment of high quality staff goes much more smoothly when you start with a high quality source. Consider the following when hiring staff for your program:

- Your local elementary, middle or high school. Many para-educators or associates look for ways to supplement their income.
- Local colleges and universities including students in the early childhood, education or human services fields as well as the work-study program.
- Job fairs.
- Businesses in your community in which employees work in shifts. Many of these workers are often looking for secondary positions.
- Parents.
- Current program volunteers.
- Service Organizations such as Kiwanis, Lions Club, or Rotary.
- Consider participating in an AmeriCorps or VISTA program. For a fraction of the cost, you can find an individual who will commit a designated number of hours to your program.

- Senior members of your community. There are often groups that work with engaging retired members of the community and matching them to programs that need help. Some of the names these programs use include RSVP (Retired Senior Volunteer Program), 55+ Initiative, Foster Grandparents, and others that may be connected to a church or service organizations.

Background Checks

When making your employee decisions, don't forget that background checks are best practice, and should be required for anyone working with children. There are many companies that you can contract with to provide background checks. Remember to incorporate these fees into your budget! Regardless of which company you choose, you will want to be able to check a potential hire for past criminal activity as well as the child abuse and sexual offender registry. Your organization will also need to consider internal policy for what happens when a check returns an issue. For example, if a person is applying for a job but had an incident that popped up on their background check, you will want to consider the severity of the crime, the penalty that person received and whether or not it was successfully completed, and how long ago it occurred. Your organization will also want to consider what your "deal-breakers" are. For example, anyone on the child abuse or sexual offender registry or anyone with a driving under the influence charge when a part of their job will be to transport youth.

Retaining Staff

After you hire great staff, the next step is to keep them! Retaining staff can be key to not only your program's success, but the success of the youth enrolled. Research says that when a child feels connected to just one adult who is not an immediate member of their family, great things happen. Consider the following to help guide you in retaining your staff:

- One of the most common reasons employees leave a job is a feeling that there is a breakdown in the sense of team. To build a high quality team you'll need to put in the time to learn about your staff. Schedule meet and greets, lunches, coffees, and other informal gatherings. Take an interest in your staff and they will treat your program well. In other words, make your program a fun place for kids, but also for the staff.
- A well-run program has the supports in place to make employees feel taken care of, safe, and valued. Make sure you review your procedures and protocols and have discussions about boundaries that are in place to protect youth and staff.
- Develop a high quality on-boarding system. When you start an employee off on the right foot, you are more likely to have a better experience.
- Out-of-school time programs often run lean budgets which means that you might not be able to pay your staff what you would like, but make sure your staff feel valued in other ways. Give shout-outs at staff meetings, consider potlucks for birthdays, and give other incentives that fit with the dynamics of your team.
- Build in opportunities for your staff to develop their skills, interests, and education if possible.

Included in this section:

Click on the document title below to jump to that resource.

- Staffing and Volunteer Considerations for After School
- Recruiting Staff and Attracting High-Quality Staff to Hard-to-Staff Schools
- Sample Job Description
- Sample Volunteer Job Description

Staffing and Volunteer Considerations for After School

The skills, abilities, and attitudes of the staff will directly affect the quality of the afterschool program. Recruit and hire qualified individuals, because your preparations and hard work depend on those you hire. It will be impossible to have a successful, quality program without training and managing quality staff.

1. **Recruiting and Hiring:** The first step in recruiting and hiring a quality staff is to analyze your program's needs. The following are some common staff positions in afterschool programs:
   - Afterschool director: responsible for staff supervision and administrative operation of the program.
   - Site coordinator: responsible for supervising the day-to-day operations of the programs.
   - Group worker: supervises children, plans the curriculum, and has certain administrative responsibilities.
   - Staff assistant leader: works under the group leader in planning and carrying out activities with the children.

   Meet with your planning committee and decide what positions need to be filled. Once you have a basic framework for your future staff, develop a selection process. Decide if you will require applications, cover letters or resumes and who will review the submitted information. Next, choose a person to select applicants to interview and another to conduct the interviews. It is helpful to have more than one person involved in the interview process; you will be less likely to overlook key information.

2. **Creating Job Descriptions:** Creating job descriptions will help define the roles and responsibilities of staff members. Keep in mind that rarely is any one individual perfect for a particular job. Thus, it is important to prioritize the qualifications for the positions. Start with the minimum requirements, and then add the preferred qualifications. Through effective training, on-the-job experience, and managing, an individual who initially meets the minimum requirements can exceed the preferred qualifications. It is also important to allow some flexibility. Once your program is up and running, you might find a need to shuffle or change certain positions, duties, and responsibilities.

3. **Recruit applicants:** Be clear and concise when writing the actual job announcement. List the title and the major duties, responsibilities, and qualifications desired. Provide instructions regarding how to apply for the position, starting date, schedule of shifts, pay, and the closing date. The most important role of a job announcement is to notify and persuade qualified applicants to apply. Keep the announcement positive and enticing. Once you have a good job announcement, the next step is to post it.

4. **Posting Job Announcements:** There are a variety of places to post job announcements or advertise the job. Try to place your announcements where they are most likely to be seen by your target audience. You want to reach the best potential applicants and avoid those that are not qualified. The most effective method of finding good help is not through posting an announcement, but through referrals and word of mouth. Other resources for finding employees include government employment agencies, universities, vocational schools, flyers and local newspapers. With well-placed announcements, you should soon start receiving inquiries. Review applications with those who have been selected to assist in the hiring process, and decide which applicants to interview, keeping all resumes on file for future reference.

5. **Interviewing:** Effective interviewing is essential in recruiting the best possible staff. The first step in making your interview process effective is pre-interview preparation. Checking professional references and consulting with applicants' previous employers can be very useful. Stay open-minded during the review process and prepare questions you want to ask applicants during the interview. The same interview team should complete all interviews. Prepare a variety of well-thought-out questions for the interview, such as questions to determine the applicant's overall interest in the position, and broad questions to test general knowledge and understanding regarding working with children. You may also include hypothetical scenario questions to measure skills and aptitude regarding the position, and questions related to goals and future plans.

Make sure you take notes on their answers so you can compare them later with answers given by other applicants. Encourage the interviewees to ask questions as well; it will benefit them and allow you to further assess their interests and ability.

6. **Make final decision:** The interview team will make recommendations to the hiring committee and select well-balanced staff that represents a variety of backgrounds, cultures, and ethnicities. Consider a trial period in which a potential candidate would work for a day or more, allowing both the employer and applicant to assess the potential position.

7. **New Staff Training:** There are essentially two categories of training to consider: new staff training and ongoing training. Once you've hired your staff, the first step is to familiarize them with their new positions and the program. Topics you need to include in your new employee orientation include specific job responsibilities and expectations, as well as a general overview of the program. Include the program missions, goals, philosophy and history in the new staff training. Make sure the handbook includes policies and procedures such as safety measures and accident reporting. You may also want to add demonstrations of program equipment.

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No employee will remember everything right away, and you should allow the employees appropriate time to learn and adjust to their new positions. Having specific job responsibilities written down in a staff handbook will help facilitate quick and effective learning of responsibilities and expectations.

8. **Ongoing Training:** Your staff will continue to grow and improve on their own as they gain valuable on-the-job experience. However, the extent to which your staff improves over time will be largely affected by ongoing training. In order to develop a quality staff, you need to provide quality training through supervision, staff meetings, and in-service training.

9. **Supervision:** The main purpose of supervising staff is to monitor and evaluate performance. Remember to be fair, consistent, and courteous, as you will have a much better response. Make expectations clear, and provide positive, constructive feedback. Your staff needs to know what they do well and where they need improvement. Don't assume that they will know for themselves. Supervising requires special skills, talents, and tact. Don't be afraid to ask for help from knowledgeable professionals and feedback from your staff.

10. **Staff Meetings:** Staff meetings are a crucial element of communication for a quality staff. They provide an opportunity for you and your staff to connect, communicate, and discuss issues. Take the opportunity to inform and be informed regarding problems, ideas, and new items of importance. Effective staff meetings are planned ahead of time with a clear purpose and written agenda but should also include an element of free discussion. Always allow time for your staff to discuss ideas and concerns. Be sure to take minutes, assign responsibilities, and follow up, otherwise you'll be more likely to talk about great ideas, but never act on any of them. Adding some food and fun is helpful.

11. **In-Service Training:** Staff in-service training is an excellent opportunity to train staff regarding essential skills and knowledge. Through in-service, the staff has the opportunity to learn and practice important techniques and skills with each other. When selecting training material for an in-service session, be sure to ask the staff for topics on which they would like more training. You may want to include topics such as building positive relationships, resolving conflicts among children, discipline, modeling respect and care, sharing among children, and connections with families. You may want to dedicate a whole session to one topic at a time. Always consider the needs of your staff and plan accordingly.

12. **Staff Evaluation:** Evaluations should be based on expectations which are clearly defined in job descriptions, personnel policies, and individual goal statements, and should take place at regularly scheduled intervals. Your evaluation process will help staff learn where they need to improve and to make those changes. Staff should also have an opportunity to evaluate the program.

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Recruiting Staff and Attracting High-Quality Staff to Hard-to-Staff Schools

National Comprehensive Center for Teacher Quality

Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural and urban schools and for certain subject areas (e.g., mathematics, science, foreign languages, and special education). These subject- and geographic-specific recruitment problems result in less rigorous educational experiences for all students affected. These shortages also contribute to an inequitable distribution of teachers between high- and low-need student populations; research consistently finds that students from poor and minority backgrounds have less access to highly qualified and experienced teachers than do their peers from low-poverty, non-minority backgrounds (Imazeki & Goe, 2009).

To more successfully recruit effective educators for all students, districts must actively and strategically market their strengths (e.g., attractive compensation packages or working conditions), develop high and unyielding standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions (Guarino, Santibanez, & Daley, 2006; Simmons et al., 2007; Spradlin & Prendergast, 2006). Districts must address some of the hidden costs of teaching in hard-to-staff areas; for example, although the cost of living in rural areas tends to be comparatively low, the lack of public transportation, suitable housing, and other services may require teachers to spend more than they would otherwise have to on an automobile, home ownership, and other expenses. In addition, the recruitment and hiring phases should be information-rich. An information-rich recruitment and hiring process allows employers and applicants to collect detailed information over time through interviews and exchanges, so as to form accurate impressions of one another. This enhance the likelihood that both the employer and teachers' expectations will be met, thereby minimizing the risk of premature attrition (Liu & Johnson, 2003).

Action Principles

For District

1. Identify the characteristics of the district and its schools that are attractive to teachers and seek to both market and build upon them to recruit new staff.
2. Identify schools within the district that have challenges in teacher recruitment.
3. Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.
4. Establish recruitment goals in terms of teacher quality and quantity for high poverty and high minority schools to ensure that students in those schools do not have unequal access to high-quality teachers.
5. Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners.
6. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
7. Establish "grow-your-own" programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members.
8. Provide financial incentives (e.g., salary increases, bonuses, housing assistance, etc.) for educators willing to work in high-need schools or subject areas. This strategy might include incentives for general education teachers to switch to special education, teaching English language learners, or becoming certified in other high-need subjects.
9. Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere.

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AFTER SCHOOL PROGRAM SITE FACILITATOR

Clinton Community School District (learn more)
Clinton, IA (map)

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Job Details

Job ID: 3410952
Application Deadline: Posted until Filled
Posted : December 8, 2020

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Job Description

Clinton Iowa is a beautifully historic town located along the banks of the Mississippi River. The community of approximately 25,000 offers beautiful scenery, endless recreation, and a variety of cultural activities. Only a short distance from the Quad Cities and 2 hours from the Chicago suburbs, you can always find all you need without straying too far from home.

Clinton Community School District has an enrollment of approximately 3,625 students within our award winning schools. Our district offers unique programs to address the educational, social, and emotional needs of our diverse student population. Some of the district highlights include:

- Teacher student loan assistance
- All of our schools are newly built or renovated – the high school is currently under construction for a total rebuild
- Capturing Kid's Hearts
- PK-12, plus Project SEARCH
- On-Site Licensed Therapists in all schools
- Ranked top 40 on annual AP Index
- Offer over 30 college-credit courses
- Fine Arts Programs: Orchestra (beginning in 4th Grade), Band (Beginning in 5th Grade), HS Marching Band, Theatre, Choir, Show Choir
- Home to 48 State Championship teams

Position Type: Full-time
- Job Category : Athletics & Activities > After School Programs

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Contact Information

Theresa Williams
1401 12th Ave N
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VOLUNTEER JOB DESCRIPTION

After School Program Helper

Term: September to June
Hours: Monday-Friday, 4-5:30pm (7.5 hours/week)

Reports to: Manager of Language, Child & Youth Programs

Position Summary: The After-School Program Helper assists the Lead Youth Workers & Program Assistants in helping deliver the After-School Programs, especially in the areas of snack preparation and cleaning. Supervision on occasional field trips may also be required and weekend work for special events.

Main Responsibilities:

- Reminding participants to sign-in and out of the program
- Preparing and serving healthy snacks for program participants (menu is pre-determined and food is supplied)
- Cleaning snack and table areas with approved disinfectant
- General area cleanliness and safety
- Making phone calls to families to notify them if children are absent from the program
- Completing monthly sheet of volunteer hours and submitting to Program Manager
- Reports any safety or other concerns immediately to the After-School Program Lead Youth Worker
- Must be able to take direction from the After-School Program Lead Youth Worker
- Adhering to Caldwell Family Centre Policies & Procedures

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Qualifications:

- Successful completion of a criminal reference check for the vulnerable sector is needed
- A minimum of 1 years' experience with children and youth is needed
- Excellent English language skills are needed
- Knowledge of other languages is considered an asset
- Food Handler Safety Training Certificate is desirable
- WHMIS Certificate is desirable
- Current First Aid/CPR Certificate is needed

Please contact Kathy: 613-728-1800 extension 332 if you have the qualifications that are needed, above, to arrange an interview.

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The Value of Community Partnerships

By establishing partnerships in your community, you are paving the way for a highway of positive communication, financial support, in-kind support, program opportunities, and other ways to improve your community. When partnerships are made with individuals, agencies, organizations, faith-based institutions, governmental entities, and other public service sectors, good things happen for youth.

Considering your Partnerships

As you are thinking about your potential partners, consider this list of options:

- **School district(s)** – Superintendents, building principals, guidance counselors, at-risk coordinators, home-school coordinators, etc. are great champions for your program. However, don't overlook support staff as well. Sometimes the school's custodial staff or food service staff can be a program's best resource.
- **Business leaders** – Think about your community's employers and businesses that benefit from having a safe place for their employees' children to be when they are at work. Businesses also benefit from investments in the community's future workforce. Your work with youth could be the future of their company!
- **Local non-profit organizations** – Non-profit organizations often look for ways to expand their network of support for children and families in the community. Your program could potentially partner with a non-profit to address unmet needs such as food, transportation, clothing, mental health supports, and so on.
- **Local human service agencies** – Some of these may also be non-profit organizations, but be sure to check out how you can partner with other providers. A local women's shelter might be a great resource for conflict resolution training or the local United Way may have available funding.

- **Faith-based institutions** – These institutions make serving the community their mission and could possibly help out by providing you with space for programming or events, supplies or materials, volunteers, or even cash donations.
- **Governmental entities** – A partnership with your Chamber of Commerce could open the doors to employment for your program participants and their families! Want to teach your youth about the outdoors? Look to your county's Conservation Department. Are your program participants' families seeking housing assistance? The local Housing Authority might be a great partner for you. These might also lead to financial support for your program through block grants.
- **Public Service providers** – Nothing motivates youth to serve their community like seeing police, firefighters, and health care providers in action!
- **Individuals** – a stakeholder in the community with no direct ties to businesses, agencies or organizations can be just as valuable to your organization. These individuals volunteer, they donate to your program, and they offer their talents in other ways.

If you are going to enter into a relationship with any of these entities or individuals, sometimes it may be in your best interest to secure an MOU – Memorandum of Understanding. These documents are quite common in grant applications and simply lends a level of formal agreement to your partnership. MOUs detail who is responsible for providing what service(s) and how the partnership can continue to thrive. See this section for a sample MOU as well as a template you can use to meet your program needs.

Included in this section:

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MEMORANDUM OF UNDERSTANDING (MOU)

TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) *between*

__________________________________*[insert name of Program]*

and

___________________________________*[insert name of Partner]*

This is an agreement between "Program", hereinafter called _________________ and "Partner", hereinafter called ______________________.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to….

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment
- Share data related to the academic and social-emotional success of youth in your program
- Provide meals
- Provide transportation to and from program/field trips
- Evaluate the program

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II. BACKGROUND

Brief description of the parties involved in the MOU with mention of any current/historical ties to this project.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

[Program] shall undertake the following activities:

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities:

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification
2. Termination

VI. FUNDING

This MOU does (does not) include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date)_____ to (date) _____.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

[insert name of Program]	[insert name of Partner]
________________________________	________________________________
__________ Date	_________ Date

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SAMPLE MEMORANDUM OF UNDERSTANDING (MOU)

STEM MENTORS TOOLKIT

PARTIES

Insert name & address of STEM program and parent youth serving non-profit

and

Insert name & address of school where youth and adult interactions will be held

CONTRACT TERM:
Insert the start and end date of this agreement.

RECITALS:

1. The parties have established a partnership in order to implement STEM programming at ***(insert the specific school site(s), i.e. Alder Elementary)*** after school during the months of (insert months, i.e October to April).
2. *(Insert name of youth serving non-profit)* will operate starting on a specified date in October thru a specified date in April with the exception of non-school days. ***(Insert name of non-profit)*** programming will operate during a time period when regularly scheduled afterschool programming operates.

DESCRIPTION OF PROGRAM:

Program Model
(Insert the STEM program description below including)

- Who the program is designed to serve (describe youth eligibility)
- The duration and frequency of programming including the start and end date, length of sessions, frequency of sessions, and the number of hours of programming per week
- A brief description of the structure of each session
- The intended youth outcomes

What *(Insert name of youth serving organization)* Provides:

- As part of the *(insert name of STEM program) (insert name of youth serving organization)* provides the following things to help ensure a successful and fun experience
- Training for program coordinators
- Training materials & curriculum for STEM volunteers
- STEM curriculum and/or activities
- Relationship development support for coordinators, youth and volunteers
- Volunteer management, and transition oversight
- Insert additional areas or items of support provided by the youth serving organization, i.e. transportation, t-shirts, etc.

Equipment
(Insert name of youth serving organization) will provide the following equipment for STEM program activities.

- Any technology resources, or supplies i.e. tablets, computers, 3D printing resources, etc.
- Other resources to facilitate programming (poster paper, markers, snacks etc.)
- Books for the school library, etc.

Events
Participants in *(insert name of STEM program)* receive free entrance to all *(insert name of youth STEM program)* sponsored events. Insert name of youth program currently hosts the following events.

- E.g. Science Fair
- E.g. End of the Year Celebration

(Insert name of STEM program) will provide snacks to students at the following events:

- Insert names, dates and locations of events.

SCHOOL EXPECTATIONS

- The school (and/or principal) is responsible for finding a program coordinator which has undergone district policies of fingerprinting and required background checks.
- The *(insert name of STEM program)* is sponsored by *(insert name of youth serving non-profit)* – no fees or donations are required, nor should be requested by the school or another program to participate
- *(Insert name of STEM program)* will run from *(insert start date)* to *(insert end date)*. Programming will run up to winter break, and start immediately following winter break.
- Inclusion is not based on academics or behavior outside of *(insert name of STEM program)*, but on interest
- Children stay in the program for the entire length of the program, if they desire, and should not be rotated to other programs
- *(Insert name of STEM program)* shall be listed on the school website and the (insert name of parent organization's) website as a community partner and after-school provider.
- The school shall place *(insert name of STEM program)* logo and promotional material provided by *(insert name of STEM program)*, in the school in a prominent location.

(Insert name of STEM program) provides volunteers with a program manual that includes a volunteer position description, program overview, program guidelines, sample meeting outline, icebreakers, contact information and tips to working with kids.

To ensure quality programming the *(insert name of STEM program)* manager closely monitors each participating school and provides technical assistance to school coordinators on a regular basis.

TIMELINE

September
- *Training for School Site Coordinators*

October
- *Programming Begins*

Mid-November
- *First data due*

Mid-April
- *Programming ends*

AGREED BY BOTH PARTIES:
1. The *(insert name of STEM program)* Coordinator will be a staff of *(insert name of school).*
2. *(Insert name of youth serving organization)* requests that all students participating in STEM programming do so for the entire length of the program. Afterschool Staff and *(insert name of youth serving organization)* staff will work together to support student retention in the program. Both parties will make their best efforts to see that this happens, but it is understood that there may be circumstances in which this expectation cannot be met (if a student must enter an academic support program during afterschool, moves, changes in home life situation, etc.)
3. *(Insert name of STEM program)* will run continuously while school is in session.
4. All communication regarding *(insert name of STEM program)* should be responded to within in 2 working days.
5. This partnership agreement may be revised at any time with joint approval from both parties. It is understood that either party may end this partnership with one month notice if it is determined that the partnership is no longer mutually beneficial. Both parties agree to make reasonable attempts to problem solve before ending the agreement.

AGREED BY *(INSERT NAME OF YOUTH SERVING ORGANIZATION)*

1. Provide programming as described above.
2. All volunteers in *(insert name of STEM program)* must have cleared the volunteer screening process outlined in the school site responsibilities listed in the following section.
3. *(Insert name of STEM program)* Coordinator will provide monthly communication and supervision of volunteers to ensure adequate program participation and continued child safety.
4. *(Insert name of STEM program)* will instruct the Coordinator on how to communicate program expectations to volunteers, parents.
5. *(Insert name of youth serving organization)* will pay quarterly invoices submitted by agency within 30 days of receiving invoices. *(Insert name of youth serving organization)* will reimburse *(Insert name of school)* for up to 50 hours of coordinator time at the agreed upon rate of $20 per hour.
6. *(Insert name of STEM program)* will post all relevant information about programming and events on the *(Insert name of STEM program)* Google Drive, which is shared with the school site program coordinators and *(insert name of youth serving organization)* program manager. All relevant announcements will automatically be sent to all coordinators and managers.

AGREED BY ***(INSERT NAME OF SCHOOL SITE)***

1. If the regular *(insert name of STEM program)* coordinator is unable to work on a designated program day due to illness or other reasons *(insert name of school site)* staff will make all reasonable efforts to find a substitute for the program. If a substitute is unattainable or the substitute is unable to oversee STEM program activities, student activities for that day may be re-directed.
2. All volunteers in *(insert name of STEM program)* must have passed the following volunteer screening process through *(insert name of school site)* to ensure child safety:

- **Application**
- **FBI Fingerprint-based background check**
- **2 reference checks completed by phone by school staff –not volunteers.**
- **Interview**
- **Internet/ Social Media Search**
- **Volunteer Training**
- **Commitment Statement**

3. Final Decision supported by all *(insert name of school)* staff involved in volunteer screening
4. Evidence of all *(insert name of STEM program's)* volunteers' successful completion of the above listed screening process will be documented in *(insert name of school's)* volunteer management system.
5. *(Insert name of school)* will collect written consent from volunteers to share the results of the agency volunteer screening process and the volunteer's contact information including phone and email with *(insert name of youth serving organization)*.
6. When volunteers participating in *(insert name of STEM program)* receive volunteer training through *(insert name of school site)* they will be provided written materials produced by *(insert name of STEM program)* that cover program guidelines, and expectations.
7. When volunteers are approved to participate in *(Insert name of STEM program)* *(Insert name of school)* will notify *(insert name of youth serving organization)* using the *(insert name of STEM program)* Google Drive.
8. School staff will make their best effort to have students stay after school to participate in *(insert name of STEM program)* on days when regular afterschool programming is not running, but reserve the right to cancel session on non-afterschool days if less than seven students are able to stay (due to lack of bussing availability or other factors).
9. *(Insert name of school)* is responsible for the administration of the stipend payment for the program coordinator. *(Insert name of school)* will pay the coordinator and invoice *(insert name of youth serving organization)* quarterly.
10. *(Insert name of school*) will provide data on students participating in *(insert name of STEM program)* on a monthly basis, as long as the parents/guardians of the students signed the appropriate release of information. The shared data will include:

- **Name, Grade, Gender, Ethnicity, Attendance by date**

11. As practicable, *(insert name of school)* will assist in collecting stories and quotes about students whose lives have been impacted by *(insert name of STEM program)* and responses to surveys asking questions about the implementation of *(insert name of STEM program)* in the school.

In witness whereof, the parties hereto have executed and delivered this Agreement effective on the date stated below.

(Insert name of youth serving organization)

By: ____

Name: ____

Title: ____

Date: ____

(Insert name of school(s)

By: ____

Name: ____

Title: ____

Date: ____

Recruiting and Enrolling Youth into Your Program

Now that you have some logistics in place, you need youth! One of the best tactics you can use to enroll youth in your program is to make your program as attractive as possible. If your program is engaging and fun, it will be attractive to youth. Even better, if your program meets the needs of the parents of your community by not only being engaging and fun, but by also being a safe place for kids to be, a way to provide out-of-school time care for their children, and by being affordable, then you have a winner!

Read on for more examples and ideas for recruiting and enrolling youth into your program.

The Iowa Afterschool Alliance believes that when a program implements quality standards, then programming is better and kids are happier and can achieve better outcomes. Quality standards include:

Positive Relationships

Examples of ways programs build positive relationship include:

- Establishing a respectful environment for all involved in the program – adults, youth, parents, administrators, support staff, etc. that is also respectful of all cultures and is inclusive on all levels.
- Positive interactions between participants and the creation of an environment in which youth know adults care about and for them. This can be established through a personalized approach to working with all youth.
- Positive problem solving practices
- Identifying and meeting youth needs
- Appropriate ratios

Appropriate Indoor and Outdoor Learning Environments

When building or evaluating your program spaces, consider the following:

- A suitable environment – clean, safe, hazard free, room to move. Is your space friendly for all students including those with special needs?
- Is there adequate supervision of all areas of the program space?
- Are the materials to be used appropriate and accessible? If your space is “look, don’t touch” you might have a problem.

Effective Programming

When programming is effective, you should be able to note characteristics of the following:

- Youth should have choices in how they want to be creative and explore their interests (both academic and non-academic). However, this independence should be balanced with responsibility.
- All program offerings should in some way be able to identify how youth grow and develop through participation. This means intentional planning – let kids have fun, but can that fun also be life changing? Sure!
- Empowering staff through strong professional development and program structure support but also building in a level of flexibility.
- Nutritional snacks and/or meals should be provided
- Recognition of youth accomplishments. Youth displays of work, art, projects, etc. are strongly encouraged.

Strong Partnerships

The benefits of strong partnerships positively enhance programming by:

- Increasing family communication through high quality family engagement events.
- Making connections between families in need and the agencies or resources that can support them.
- Providing opportunities for youth to be involved in the community.
- Building a strong network of people who can advocate with and for you and your program.
- Providing financial or in-kind support.

Effective Administration

Programs that are administered effectively demonstrate:

- High-quality planning techniques for all administrative levels of program support (program planning, budgeting, sustainability, outreach, policies and procedures, quality improvement, etc.). This means that plans are created, executed, and reviewed in a thoughtful way and that changes are implemented with little to no disruption.
- New staff are appropriately onboarded into the organization and to the program.
- Existing staff are supported through quality professional development and are given opportunities to provide feedback for administrative level planning and evaluation.
- All documentation is collected, stored, and utilized in compliance.
- Programs are advocated for to the fullness potential.

Insights from the Field or Suggestions from Providers

Existing sites have also shared tips or hints regarding what they have done to recruit and retain youth. Read their insights here:

From Clinton:

We have early out Wednesday each week where we take a couple field trips a month. Offering a "variety" of expanded learning opportunities for kids can be very beneficial. Our recent evaluation praised us saying specifically that "variety" of field trips and activities keeps kids coming back.

From Storm Lake:

Mailing **Good News** postcards to parents/guardians with something the child had accomplished, succeeded at or is proud of. Also include a mention on how much you enjoy seeing him/her every day. **** I had kids tell me that because of the postcard their parents told them they had to attend the program everyday.***

Attend the Parent Teacher Conference and stand at the front doors to GREET families as they enter and walk them to the classrooms. Make small talk, say something good about their children. Also have a table by the front door with your program information, teachers' contact information, school calendars with events/ early dismissal/special grade level activities, and information for Family Literacy; Adult ELL, skill/job training programs, classes to help study for citizenship, and information on expanded library hours for families with children in the before & after school programs.

At the school's Family Fun Night have the same table with everything but also include local resources for child care, dental, mental care, etc. 'Recruit' those local agencies and businesses to have tables to hand out needed information, giveaways, or fun family hands on activities.

Publish pictures of their children doing great things in program and hang on the walls or publish a program newsletter and send it out.

Mostly- Let them know they may contact you with any concerns because you truly care about their child/ children.

From Sioux City: SHIP/Beyond the Bell

My biggest advice for recruiting and retaining youth is building relationships with the students, the parents, the school day staff, and school administration. That really is the key for having your program to stay at full capacity. Then set some guidelines and rules around attendance. If you are allowing the students to attend a wonderful program for free, they need some accountability to show up. It's not been easy, but over the years we've incorporated an attendance policy, and if they don't adhere we fill their spot on the roster with another student waiting to attend. We communicate all of this in our parent handbook, in a contract they sign upon registration, we call and check in them multiple times before kicking them out. It's working well to meet the needs of those students and families who we feel truly need these services!

From Council Bluffs:

Our tips & tricks for recruiting and retaining youth in programming include:

- Student-driven program offerings
- Selection of activities
- Familiar staff (school para educators, custodians, nutrition services, teachers, etc.)
- Snack time (reimbursement through district nutrition department)
- Over communication with parents/families/students (we do this through (1) personalized emails and phone calls to families about program opportunities, (2) send home paper registration and reminders for events/changes, (3) send personalized program reminders with detailed info via email to secondary students about their club schedule each day)
- Recruit engaging community partners
- Make the program relative to real life (career academies - art, fire, police, medical, esthetician, etc.)
- Students (or teachers) share about programs in home rooms or on the school news station, reviews in the school paper, etc.

We do have leadership kids in clubs make signs advertising clubs to put around the school too. And we definitely use Facebook and the school websites to post registration and updates!

From Burlington:

As a school district we have an advantage because our students are already in the building where our afterschool programming takes place. That makes recruiting and retaining much easier than an off-site program. Our strategies have included: sending flyers home, a table at Parent Teacher Conferences, newsletters that are attached to school social media pages, tables and recruitment at school registration, and notices on the District social media and District website.

Retaining students comes down to the type of program you offer, staffing, and youth voice. I have been successful in having youth focus groups over pizza to gather their own input for their building's programming. When the students are older (5th+) it is easier to gain input and have them lead their own "clubs" during programming hours. When they are younger, talking over pizza during their lunch time is an effective method of gathering input. Then make sure that staff is treating program as an enrichment program and not an extension of school. That requires a good PD schedule to know your staff's needs, evaluation of their needs, and strategy.

From Oakridge (Des Moines):

Getting churches to help with snacks, activities, and tutoring would definitely be a big help. Working with the city's Parks and Rec. Dept. to see what they have to offer regarding field trips. Libraries would be another great resource for hands on activities.

From YouthPort (Cedar Rapids):

- Staff who are involved and know the families.
- Dinner is offered every night.
- Programing that interests the kids.
- Word of mouth from current students, we are always adding to our waitlists.

Included in this section:

Click on the document title below to jump to that resource.

Planner for Brainstorming

Use this checklist to plan brainstorming sessions and to follow up later on which elements need improvement or revision. If students are leading the sessions, share the checklist and techniques with them ahead of time to help them build their leadership and facilitation skills.

Date: ______________________

Topic for Brainstorming Session: ____

Getting Ready

- ☐ Places are provided for writing responses (board, easel/pad, paper) that all can see.
- ☐ Goals for the brainstorming session are clear.
- ☐ Roles and responsibilities of staff and/or student leaders of the brainstorming session have been shared in advance.
- ☐ The length of the session is adequate for the goals to be accomplished.
- ☐ Select timekeeper, recorder and facilitator in advance.

During Brainstorming

- ☐ Guidelines are clear and have been explained to the group:
    - Participants can say whatever response comes to mind.
    - Responses are recorded without judgment. There are no right, wrong or silly responses.
    - The more responses, the better.
- ☐ Timekeeper keeps group on track.
- ☐ Recorder writes down responses.
- ☐ Facilitator makes sure all responses are heard.

Looking Back

- ☐ Time limit:
    ☐ Reasonable ☐ Needed more time ☐ Too much time
- ☐ Participants responded well, providing lots of responses.
- ☐ The atmosphere was relaxed and comfortable.
- ☐ Responses were limited and participants were too quiet.
- ☐ Participants were shy and needed encouragement.
- ☐ More conversation was needed beforehand.
- ☐ Responses were out-of-control; participants were shouting and facilitation should have been better.
- ☐ Responses were useful.
- ☐ Everyone could see the response list.
- ☐ The session led to next steps.
- ☐ Participants seemed to find the process interesting, helpful and/or useful.

Comments:

Revision notes:

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Group Discussion Guidelines

Many aspects of projects involve small or large group discussions, such as choosing a project theme, finalizing a driving question, research and investigation, and planning a culminating event. Use these guidelines during group discussions to ensure the group stays on track and everyone has a chance to participate. Consider sharing them with the facilitator (may be staff or a student leader) and participants before a discussion begins as a way to build consensus around group norms. Ask for input around additional guidelines that could be added to this list.

Participants:

- Listen, even if you do not agree
- Allow all speakers to finish what they're saying
- Agree or disagree with ideas, without making it personal
- Allow for silence; let people think
- Use "I" statements (speak only for yourself)
- Stay on topic and task
- Give everyone a chance; don't hog time
- Be brief
- Appreciate people for participating, even if you don't agree with their ideas

Facilitator:

- Ask for clarification, examples, or illustrations of points
- Reframe participants' points to ensure proper understanding
- Summarize occasionally and ask what more needs to be addressed
- Don't force participation – allow opportunities for small group sharing

Understanding Program Families

Ask families to complete this form as part of registration for your program. Be sure to translate this into families' native languages, if applicable.

Child's Name: ______________________________

Other children's names and ages: ______________________________

I. Contact Information

Name of Parent of Guardian: ______________________________

Contact Information:

Home Phone: ______________________________

Cell Phone: ______________________________

Work Phone: ______________________________

Email: ______________________________

The best time of day to contact me is usually: __________ to __________

The best way to reach me is (*circle all that apply*):

- cell phone (text)
- cell phone (call)
- home phone
- work phone
- email
- other: ______________________________

II. About My Child

Which of your child's qualities or abilities are you most proud of?______________________________

____

What quality or ability (or lack thereof) are you most concerned about?______________________________

____

[*Continue to the next page*]

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Understanding Program Families

If I could teach my child or help my child learn just three things, they would be:

1)

2)

3)

What are your child's strongest subjects in school? Where does he or she struggle?

Rate the following items from 1 to 5. One meaning I don't like doing this type of activity with my child and five meaning I love doing this type of activity with my child.

Activity	**Rating (1-5)**
Playing games	
Doing homework	
Doing crafts	
Organizing projects	
Taking trips	
Shopping	
Doing hair and nails	
Reading	
Doing sports	
Cooking	
Watching movies or plays	
Talking	
Listening to music/dancing	
Fixing/building things at home	
Gardening	
Working	

[*Continue to the next page*]

Understanding Program Families

In the chart, list a few activities above that you gave 4's or 5's. Think about how these activities could help your child learn new skills.

Activity (playing games, reading, doing homework, etc.)	**What can my child learn from this activity? (basic math, following directions, vocabulary, etc.)**

What skills or special knowledge (how to sew, speaking a different language, organizing events, connection with a local community college, etc.) that you have would you be willing to offer to the program and/or share with program youth?

Other thoughts, ideas, or questions:

How to Tell Your Story

The following document was obtained from the Utah Afterschool Network. The Iowa Afterschool Alliance would like to thank Utah for their work in this field and would like to note that the word "parent" can be replaced with "caretakers" or other adults in a child's life.

Given that parents are the primary teachers in the life of a child, connecting with the parents is an important aspect of operating a successful afterschool program. However, it can be very challenging. While you see the child for several hours a day depending on the set-up of your program, you might not see the parent on a daily basis. You will deal with a diverse group of parents, so be prepared to see and understand a variety of parenting techniques. If you see the parents on a daily basis, take advantage of this opportunity to build relationships of trust. Always focus on the positive when speaking with parents. Remember, as parents are dropping-off or picking up their children, they are often rushed, stressed, or tired after a long day of work, so be sensitive to their circumstances.

If you do not have daily personal contact with parents, there are still things you can do to facilitate parental involvement. Plan activities such as cooperative learning workshops, game nights, or a special Saturday activity where families bond with one another and with the program staff. Focus on creating a strong open line of communication, such as establishing a parent bulletin board, or sending newsletters, memos and reminders for parents. Ask for feedback and establish convenient methods for parents to contact and speak with program staff with such as an answering machine during the night.

Remember that you will deal with all different types of parent backgrounds and cultures. Whatever the situation, always support the family unit and if you find yourself in a difficult situation, do the best you can to encourage and support parents. Involve them in the program as much as possible, and when appropriate, refer them to parenting groups or community resources. Let them know that you are there to help and support their efforts as parents. As relationships with parents are developed, and parental involvement increases, your program will be more successful, and you'll have a more profound effect in the lives of those you serve.

Courtesy of the Utah After School Network

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Survey of Student Needs

Part I: Survey of Student Needs

Directions: Use this survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills. Then ask them to assign a priority level — low, medium, or high — to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences and parent feedback. After collecting the forms, compile the information in ***Part II: Summary of Student Needs***.

School-Day Teacher Name: ______________________________

Grade Level (s): ______________________________

Subject/Topic Area	Specific Skills	Priority Level
		___ High ___ Medium ___ Low
		___ High ___ Medium ___ Low
		___ High ___ Medium ___ Low
		___ High ___ Medium ___ Low
		___ High ___ Medium ___ Low

Survey of Student Needs

Part II: Summary of Student Needs

Directions: Make copies of ***Part I: Survey of Student Needs*** tool and compile all the needs identified. To aid in the decision-making process, you can sort the information by grade level, subject/topic area or priority level. An example appears below. Use the blank form on the following page for your program.

Sample:

Lincoln School – School-Day Teacher Programming Needs

School-Day Teacher Name and Grade Level	Subject/Topic Area	Specific Skills	Priority Level
Ms. Meier, Grade 4	Math concepts	• Long division • Fractions	Medium
Ms. Davisson, Grade 4	Interacting with students with special needs	• Understanding disabilities • Communicating respectfully	High
Ms. Smythe, Grade 5	Life science labs and experiments	• Life stages of insects • Plant structures and functions	Low

Survey of Student Needs

School-Day Teacher Name and Grade Level	Subject/Topic Area	Specific Skills	Priority Level
			___ High ___ Medium ___ Low
			___ High ___ Medium ___ Low
			___ High ___ Medium ___ Low
			___ High ___ Medium ___ Low
			___ High ___ Medium ___ Low

Elementary Student Interest Survey

____________________'s After School Program

Name

You're in charge of the after school program! Think about what you would do and **mark up to three choices in each category.**

In my after school program, we will learn about/do…

Math (choose up to three)

- ☐ Puzzles/Games
- ☐ Measuring
- ☐ Earning Money
- ☐ Spending Money
- ☐ Saving Money
- ☐ Shopping/Comparing Prices
- ☐ Time
- ☐ Math Arts and Crafts
- ☐ Fractions
- ☐ Origami
- ☐ Guessing/Estimating

- ☐ Shapes
- ☐ Magic
- ☐ Math in Nature
- ☐ Sports Math
- ☐ Cooking/Restaurant Math
- ☐ Math Computer Games
- ☐ Dice/Card Games
- ☐ Coin Games/Probability
- ☐ Surveys/Statistics
- ☐ Patterns/Jewelry Making
- ☐ Math in Music

Science (choose up to three)

- ☐ Gardening
- ☐ Cooking
- ☐ Animals
- ☐ Health and Nutrition
- ☐ The Human Body
- ☐ Video Games/Coding
- ☐ Marshmallow Engineering

- ☐ Building
- ☐ Space
- ☐ Weather and Natural Disasters
- ☐ Experiments
- ☐ Sports Science
- ☐ Computers
- ☐ Paper Airplane Design

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Elementary Student Interest Survey

Language Arts (choose up to three)

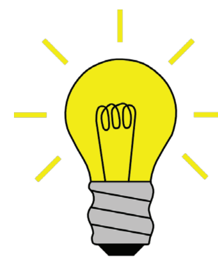
- ☐ Comic Books
- ☐ Theater Arts
- ☐ Creative Writing
- ☐ Movies

- ☐ Book Club
- ☐ World Languages
- ☐ Advertising
- ☐ Reporting/Newspaper

Social Studies (choose up to three)

- ☐ Geography
- ☐ Holidays
- ☐ Our Town
- ☐ Other Countries
- ☐ World Religions

- ☐ Inventors
- ☐ Explorers
- ☐ Wars
- ☐ The Government
- ☐ World Leaders



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Secondary Student Interest Survey

Name: ____

Grade: ____________

We want to hear about your interests so that we can offer activities and projects that are meaningful to you. Please answer each of the following questions as thoughtfully as you can. Your voice matters and can help shape our program!

1. What are your favorite subjects/topics in school? Choose your top three.

Science
- ☐ Earth science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Health science
- ☐ Computer science

English/Language Arts
- ☐ Creative writing
- ☐ Literature
- ☐ Plays
- ☐ Poetry
- ☐ Film

Math
- ☐ Algebra
- ☐ Geometry
- ☐ Trigonometry
- ☐ Statistics
- ☐ Calculus
- ☐ Finance

Social Studies
- ☐ Geography
- ☐ Local history
- ☐ World history
- ☐ Culture
- ☐ World leaders
- ☐ Wars
- ☐ World religions

2. What classes/topics would you like to see offered? Choose your top five.

Science
- ☐ Cooking
- ☐ Engineering
- ☐ Fashion Design
- ☐ Coding
- ☐ Health and Nutrition
- ☐ Climate Studies
- ☐ Space Exploration
- ☐ Physics of Billiards
- ☐ Gardening
- ☐ Robotics
- ☐ Video Game Design
- ☐ Forensics
- ☐ Sports Science
- ☐ Disease/Public Health
- ☐ Alternative Energy Solutions
- ☐ Technology/Invention

Math
- ☐ Sports Statistics
- ☐ Architecture/Design
- ☐ Energy Efficiency
- ☐ Math in Music
- ☐ Math Art
- ☐ Roller Coaster Calculus
- ☐ Optical Illusions
- ☐ Game Probability

Secondary Student Interest Survey

Financial Literacy

- ☐ Employment and Income
- ☐ Smart Consumerism
- ☐ Budgeting and Saving
- ☐ Credit and Debt
- ☐ Insurance and Risk Management
- ☐ Understanding Taxes
- ☐ Stock Market/Investing
- ☐ Banking Methods
- ☐ Planning for College
- ☐ Starting a Business
- ☐ Financial Decision-Making
- ☐ Cryptocurrency

Language Arts

- ☐ Sign Language
- ☐ Slam Poetry
- ☐ Debate
- ☐ Media Studies
- ☐ Podcasting
- ☐ Comic Books/Graphic Novels
- ☐ Spanish
- ☐ French
- ☐ Reporting/Newspaper
- ☐ World Folktales
- ☐ Mythology
- ☐ Blogging

Social Studies

- ☐ Model United Nations
- ☐ Social Networking
- ☐ Healthcare Policy
- ☐ My Ancestry
- ☐ Justice Studies
- ☐ Cultural Studies
- ☐ Global Humanitarian Issues
- ☐ Immigration

Creative Arts

- ☐ Graphic Design
- ☐ Advertising/Marketing
- ☐ Film
- ☐ Photography
- ☐ Band
- ☐ Animation
- ☐ Theater
- ☐ Painting

Sports/Athletics

- ☐ Martial Arts
- ☐ Boxing
- ☐ Basketball
- ☐ Soccer
- ☐ Step Dance
- ☐ Yoga
- ☐ Baseball
- ☐ Swimming

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Secondary Student Interest Survey

3. What issues/causes do you care about? Choose all that apply.

- ☐ The environment
- ☐ Health/disease
- ☐ Homelessness
- ☐ World hunger
- ☐ Animal welfare
- ☐ Civil rights
- ☐ International relations
- ☐ Cyber security
- ☐ Space exploration
- ☐ Other: ______________________________

Summer Learning Family Survey

Program leaders should use surveys at the start of a program and at the end of a program to measure changes and impact. Because young children may not fully understand surveys, it is easier and often more reliable to use surveys with students in third grade and above. You can also consider putting surveys into a digital format that automatically tabulates results and provides options to create graphs and tables you can use in reports and presentations.

Summer Learning Family Survey

Thank you for being part of our summer learning program. We want to make improvements to our program, and we need your feedback. Please complete this survey and return it to the program as soon as possible.

What is your child's name? ____

What grade will your child be in next school year?

- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7

What school does the child attend during the school year?

- ☐ ABC Elementary
- ☐ DEF Middle School

Where would your child be if not in the summer learning program?

- ☐ Alone, without adult supervision
- ☐ With siblings, without adult supervision
- ☐ With adult supervision sometimes
- ☐ With adult supervision always

Do you work outside the home or go to school during the summer months?

- ☐ Yes
- ☐ No

 This resource was funded by the U.S. Department of Education in 2016 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at https://y4y.ed.gov.

Summer Learning Family Survey

Perception

Check one response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Without the summer program, I believe that my child would stay out of trouble.					
Without the summer program, I believe my child would have fun things to do during the summer.					
Without the summer program, I believe my child would practice reading or doing math.					
Without the summer program, I believe my child would be exposed to positive influences.					

Impact

Check one response in each row to indicate how you believe the summer program impacted your child.

Statement	N/A 0	No Impact 2	Some Impact 3	Significant Impact 4
My child developed positive relationships with teachers.				
My child is more enthusiastic about school.				
My child did more reading as a result of the program.				
My child exercised more as a result of the program.				
My child is getting along with peers better.				
My child made new friends.				
My child learned new skills.				
My child was more active.				
My child is more prepared to return to school in the fall because of this program.				
My child experienced new places as a result of field trips.				
The at-home family activities showed me what my child was learning in the program.				

How would you rate the impact of the **program** overall? *Check one.*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

Summer Learning Family Survey

Structure

Check one response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
The facility was appropriate for this program.					
The number of weeks was appropriate for this program.					
The length of each week was appropriate for this program.					
The drop-off time was convenient for me.					
The pick-up time was convenient for me.					
The drop-off procedures were easy to follow.					
The pick-up procedures were easy to follow.					
My child knew where to go when dropped off.					
I knew where to find my child at the end of the day.					
Staff members were available to answer my questions at the beginning and end of the day.					
I knew the daily and weekly schedules.					
The adult/family programs were scheduled at convenient times.					

How would you rate overall logistics of the program? Consider program start and end times, transportation arrangements, and program facility. *Check one.*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

Summer Learning Family Survey

Staff

Check one response in each row to express your opinion.

Statement	Never **1**	Rarely **2**	Sometimes **3**	Often **4**	Always **5**
Staff members were kind and supportive.					
Staff members treated me and my child with respect.					
Staff members understood the needs of my family.					
Staff members provided consistent structure for my child.					
Staff members seemed qualified to work with my child.					
Staff members notified with me with information or progress reports.					

How would you rate the quality of the **staff** overall? *Check one.*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

What did you like best about the summer learning program?

____
____
____
____
____
____
____

What would you suggest for improvements next year?

____
____
____
____
____
____
____

Camp Fire Heart of Iowa

Colfax Elementary

Before and After School Program 2019-2020

Session	1st Child Rate	2nd/3rd Child Rate
Before & After Care (includes scheduled late starts &	$65.00	$62.50
Mornings only & Early Out (Includes scheduled late starts)	$45.00	$42.50
Afternoons only & Late Start (Includes scheduled afternoon	$50.00	$47.50
Late Start morning ONLY	$15.00	$12.50
Single Session (1 session before OR after school)	$15.00	$12.50

Program Hours:

Before School 6:30AM– 8:00AM

After School 3:15PM– 6:00PM

Registration Fee: $15.00/child

Every School Day, In-service, or Vacation Day (Pre-Registered)

For more information:

Scarlett Craig: Site Director

campfirecm@campfireiowa.org

Danielle Walter: Program Dir.

campfire@campfireiowa.org

Registration fee: $15.00/child

Inclement Weather Late Start and/ or Early Out: $5.00, not included in session fee

Half day rate: $10.00, not figured with session registration

Forms needed: Registration & Health form before attending

Return this form with **$15.00/per child** Registration Fee to the Child Care Site or Elementary School Office.

Advance payment is required to ensure proper staffing and supplies. Payments are due the Friday before your child attends program. You may decide to register for multiple sessions. Credits will be given if your child misses a session or program is cancelled due to weather.

Please Notify Staff if you anticipate any absentees. Additional Forms are required to complete registrations.

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United Way

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Program Registration Form

Child 1: ______________________________ Grade__________ Gender: ______

Child 2: ______________________________ Grade__________ Gender: ______

Child 3: ______________________________ Grade__________ Gender: ______

Parent/Guardian Information

Name: ______________________________ Relationship: ____________________

Address: ______________________________ Email:____________________

City: ______________________________ State: _____ Zip Code: __________

Phone Number: Home: ___________Work: ___________ Cell: ______________

Parent/Guardian Information

Name: ______________________________ Relationship: ____________________

Address: ______________________________ Email:____________________

City: ______________________________ State: _____ Zip Code: __________

Phone Number: Home: ___________Work: ___________ Cell: ______________

Emergency Contact Information (Not Parent/Guardian)

Name: ______________________________ Relationship: ____________________

Address: ______________________________ Email:____________________

City: ______________________________ State: _____ Zip Code: __________

Phone Number: Home: ___________Work: ___________ Cell: ______________

Please circle the session your child/children will be attending

Before & After ($65.00)	Mornings ONLY & Early Out ($45.00)	Afternoons ONLY & Late Start ($50.00)	Late Start Days ONLY ($15.00)	Single Session ($15.00)

Program Hours:

Before School 6:30AM– 8:00AM

After School 3:15PM– 6:00PM

Every School Day, In-service, or Vacation Day

(Pre-Registered)

This form, along with a health form & the $15.00 registration fee must be turned in before attending the program.

***Payments are due the Friday before your child attends the Camp Fire Program.**

For more information, contact Scarlett Craig

campfirecm@campfireiowa.org

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Effective Program Components

You have support, you have a solid framework, you have happy parents and happily enrolled kids, but how do you KNOW that your program is effective? The Iowa Afterschool Alliance's Quality Standards have been referenced numerous times throughout this toolkit, and we agree that these are the best way for you to think about strong program components. However, additional documentation can be very helpful as you capitalize on program effectiveness.

The Iowa Afterschool Alliance also recognizes that there are several other components that make a program effective. Several of these and links to places you can find great articles or supporting documents are below:

Free Program Activities

» Mizzen by Mott: https://www.mizzen.org/

Mentoring

» The Iowa Mentoring Partnership: https://www.iowamentoring.org/

» Afterschool Alliance: https://www.afterschoolalliance.org/Issue-Mentoring-Afterschool.cfm

» You 4 Youth: https://y4y.ed.gov/blog/the-two-way-street-called-mentor-way

Conflict Resolution

» Conscious Discipline: https://consciousdiscipline.com/

» Search Institute: https://www.search-institute.org/happens-parents-preteens-learn-share-power-ask-parents-whove-tried/

Safety

- You 4 Youth: https://y4y.ed.gov/webinars/an-artfully-formed-positive-environment-four-part-series/webinar-3-safety-measures
- You 4 Youth: https://y4y.ed.gov/webinars/21st-cclc-sea-technical-assistance-webinars/student-safety-in-21st-cclc-afterschool-programs

Youth Voice

- David P. Weikert Youth Center for Program Quality: http://www.cypq.org/products_and_services/training/YWM
- You 4 Youth: https://y4y.ed.gov/tools/incorporating-student-voice-training-to-go

Equity, Diversity, and Inclusion:

- Afterschool Alliance: http://www.afterschoolalliance.org/afterschoolsnack/Anti-racism-equity-education-youth-voice-tools-you-can-use_06-08-2020.cfm

Family Engagement

- You 4 Youth: https://y4y.ed.gov/blog/tuning-up-family-activities
- Iowa Department of Education: 21st Century Community Learning Centers: https://8b37b3c5-0681-4dfb-a4c8-69308a9da11a.filesusr.com/ugd/1b1b6d_9fad8eff609149ac8ba966d4579f7b54.pdf
- Search Institute: https://www.search-institute.org/six-shifts-better-family-engagement/

Service Learning

- Volunteer Iowa: https://volunteeriowa.org/
- Youth Serve America: https://ysa.org/

STEM

- Iowa STEM Advisory Council: https://iowastem.gov/
- Active Learning Community Partnership: https://www.stemforiowa.org/
- Iowa State University Extension and Outreach 4-H Program: https://www.extension.iastate.edu/4h/stem

Included in this section:

Click on the document title below to jump to that resource.

- A Case Study on the Effectiveness of a Program in Northern Iowa

Case Study: Holmes Jr. High School, Cedar Falls, Iowa (Credit to Holmes Jr. High, Cedar Falls, Iowa)

The ECHOES program at Holmes Junior High School offers a wide variety of programs and builds many positive adult-child relationships. Many students are at risk and need positive adult role models and a safe environment after school. The ECHOES program helps make connections with those students and influences students' academic performance by offering additional support.

Our Mission at Holmes Jr. High is to provide a positive and safe environment for the empowerment of youth, the encouragement of academic success, and the collaboration of peers, adult, and community.

Our Goals are to offer activities, experiences, and relationships that promote growth in a student's developmental level, enhance academic performance, and deter harmful behaviors.

A significant part of the Holmes Jr. High Comprehensive School Improvement Plan (CSIP) addresses providing enrichment opportunities for students through the After School ECHOES program, within “Tiger Time” during the school day, as well as during the summer. A portion of that enrichment includes the introduction and instruction of the “Mindset” concept developed by Dr. Carol Dweck. We have been monitoring the effect our after school programs (academic and recreational) have on our students in the areas of attendance, academic proficiency, and assignment completion and behavior referrals. By infusing Dr. Dweck’s Growth Mindset strategies into these programs, it has helped allow staff to connect with and support students who may not otherwise be motivated to be successful in those areas. We attempt to create real-world learning opportunities as well as a variety of collaborating partners within our learning community and have documented the successes these students have had in all these areas as part of our school improvement plan.

Dr. Carol Dweck, a world-renowned Stanford University Psychologist has identified two sets of beliefs that people can have about students’ intelligence (and that students can have about their own intelligence). They may have a fixed mindset, in which they believe that intelligence is a static trait: some students are smart and some are not, and that’s that. Or they may have a growth mindset, in which they believe that intelligence, can be developed by various means—for example, through effort and instruction.

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A growth mindset doesn't imply that everyone is the same or that anyone could be Einstein, but it does imply that everyone's intellectual ability can grow—and that even Einstein wasn't Einstein before he put in years of passionate, relentless effort.

Recent research has shown that students' mindsets have a direct influence on their grades and that teaching students to have a growth mindset raises their grades and achievement test scores significantly.

In addition, studies demonstrate that having a growth mindset is especially important for students who are laboring under a negative stereotype about their abilities. The students with the growth mindset (those who believed that intelligence could be developed) significantly outperformed their classmates who held a fixed mindset.

Because students believed that their intellect could be developed, students with a growth mindset focused on learning, believed in effort, and were resilient in the face of setbacks. Students in a fixed mindset however, worried more about looking smart and not making mistakes, and became discouraged or defensive in the face of setbacks. After receiving a poor grade on a test, they said that they would consider cheating on the next test.

In other words, their logic was that if you don't have ability, you have to find another way to succeed. It is no wonder that having a growth mindset, with its emphasis on hard work in the service of learning, led to higher grades than having a fixed mindset, with all of the worries and defenses that deflect students from applying themselves.

Dr. Dweck Promotes 3 Basic Principles…

1. Students perform better in school when they and their teachers believe that intelligence is not fixed, but can be developed.

2. Teaching students that intelligence can be "grown" is especially powerful for students who belong to typically stereotyped groups.

3. Growth mindsets focus on effort and motivate students to overcome challenging work.

…On the basis of those findings, we have designed a model to teach students a growth mindset at Holmes Jr. High.

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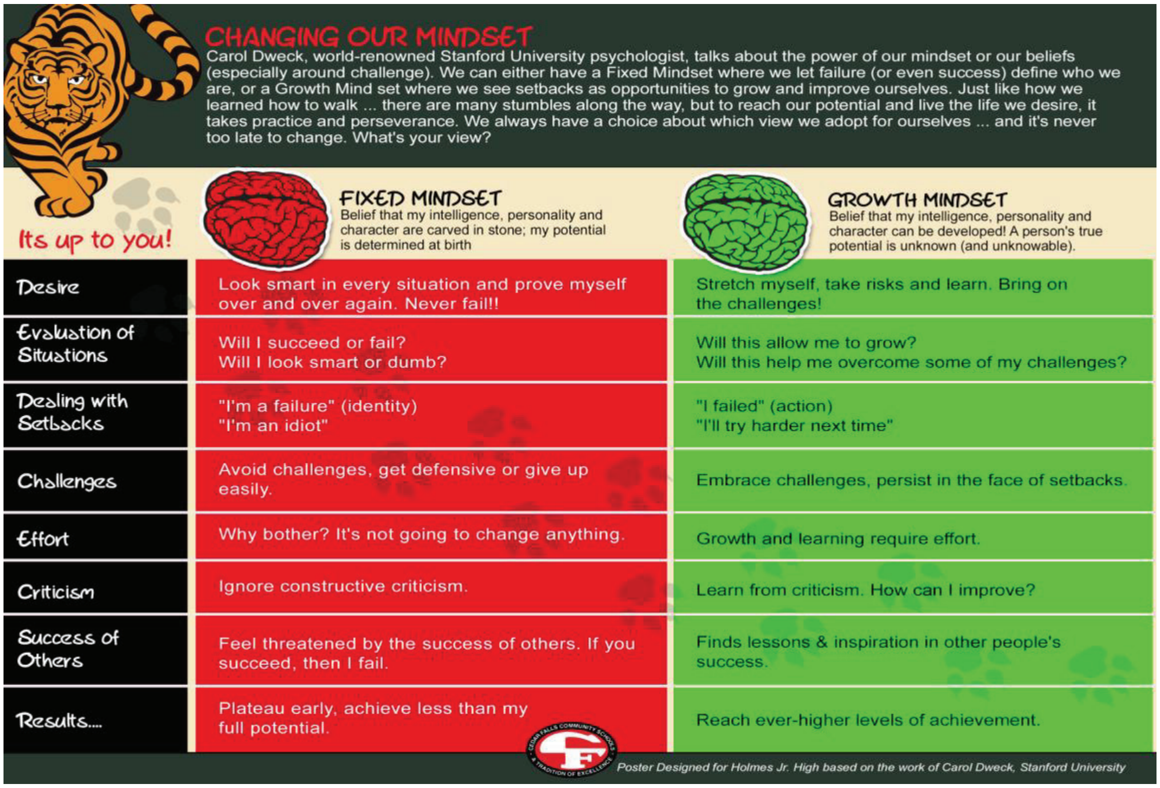

Teachers, students and parents with a growth mindset don't just mouth the belief that every student can learn; they are committed to finding a way to make that happen.

If students have a growth mindset—even if they grant that their group may have underperformed historically— they believe that through their effort and the support of educators, they can develop their abilities. In that case, students may expect to struggle and not experience difficulty as insurmountable.

Developing a Growth Mindset in our youth is a key skill that will help young people in school, their future careers and life! By implementing this concept in afterschool and summer programming, as well as the instructional setting during the school day, we can help ensure that all Iowa children, youth and families have both the opportunity and the "mindset" to be successful!

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How to Effectively Evaluate Your Program

Evaluation – people either love it or hate it, but you cannot argue that it is a vital program component. You will want, and probably need, to PROVE that your program is effective and that the lives of youth are better for participating in your program. Evaluation is accomplished through two main sources: quantitative and qualitative data sets.

Quantitative simply means numbers. How many youth did you serve, how many experiences did you provide, how much growth happened as a result of your programming?

Qualitative means the story behind the numbers. What behaviors have changed because of your programming? For example, are kids turning in their school work because you made time for homework completion in your programming? Are parents employed at a higher rate because you made a community connection that led to more jobs?

Evaluation is something that needs to be built into all programming in some way as it is a natural mechanism for growth. The methods of evaluations can be flexible based on your individual program needs, the needs of your funders or supporters, and the needs of the youth and families served.

Internal evaluations can be very valuable as you work towards continuous quality improvement. Four examples or resources of internal evaluation that are included in this section are:

» The Iowa Afterschool Alliance Internal Program Quality Standard Rubric for Self-Assessment https://www.iowaafterschoolalliance.org/quality
» The David P. Weikert Center's Youth Program Quality Assessment. http://www.cypq.org/
» The PEAR Institute's Dimensions of Success. https://www.pearinc.org/dimensions-of-success
» Iowa Quality Rating System. (IQ4K) https://dhs.iowa.gov/iqrs

The IAA's Rubric is designed to be truly used as a self-assessment. The Weikert Center's Youth PQA tool requires additional steps to be used, including a training and online certification but a sample from the document is provided for your viewing. Harvard University's PEAR Institute's Dimensions of Success looks to better align your STEM programming with quality, and the Iowa Afterschool Alliance is certified to evaluate programs according to this framework if that is of interest to you. The Quality Rating System Quality Rating System now known as IQ4K is Iowa's answer to ensuring youth are well cared for.

Included in this section:

Click on the document title below to jump to that resource.

Iowa Afterschool Alliance Quality Standards Out of School Time Self-Assessment Rubric

Goal: Build and sustain the orginizational and staff capacity of OST programs to provide high quality learning activities before school, after school, and during the summer.

Note: Please refer to the IAA Quality Standards tab in this workbook for examples of evidence to the Indicator of Quality.

Click Here to Download Template

Positive Human Relationships

Indicator of Quality	Not Applicable	Limited	Developing	Proficient	Advanced	Notes
The program promotes and maintains a positive environment.						
The program utilizes positive conflict resolution techniques.						
Individualized conversations and interactions occur between adults and youth.						
Youth needs are identified and provided for by a diverse team of stakeholders.						
Ratios are appropriate to the needs and purposes of the program.						
A safe, supportive environment is prioritized and maintained.						

Appropriate Indoor and Outdoor Environments

Indicator of Quality	Not Applicable	Limited	Developing	Proficient	Advanced	Notes
Program space is suitable for the program offered.						
Program space is adequately supervised during program hours.						
Adequate developmentally appropriate materials are accessible to youth.						
All program space is accommodating of children with special needs.						

Effective Programming

Indicator of Quality	Not Applicable	Limited	Developing	Proficient	Advanced	Notes
Choice, creativity, independence, and responsibility are practiced.						
Opportunities for growth and development, learning and reflection, and exploring interests exist.						
Intentional planning and consistent execution of program activities occurs while allowing for flexibility as needed.						
Nutritional snacks and meals are offered.						
Youth contributions and accomplishments are recognized and showcased.						

Strong Partnerships

Indicator of Quality	Not Applicable	Limited	Developing	Proficient	Advanced	Notes
Frequent and positive family communications occur.						
Opportunities for family involvement/engagement exist.						
Community resource lists are available to families in need.						
Families serve as advocates for the program.						
Youth are actively involved in the community.						
Program information is effectively communicated to multiple stakeholders in support of youth development and of the program and to foster collaboration.						

Effective Administration

Indicator of Quality	Not Applicable	Limited	Developing	Proficient	Advanced	Notes
Plans are created, executed, and reviewed for all aspects of program planning, budgeting, and sustainability by a diverse group of stakeholders.						
Program offerings, policies, and procedures are based on research and/or evidence-based practices and are effectively communicated with a variety of stakeholders.						
The program is committed to continuous quality improvement.						
Adults are adequately oriented to the program before working/volunteering and are also offered ongoing professional development.						
Appropriate documentation is obtained and kept to ensure health and safety as well as minimize any potential liability.						
Program evaluation is conducted on regular basis with a variety of stakeholders. Changes made are reflective of the feedback given and are communicated with all stakeholders.						
Program stakeholders are advocates on behalf of the program and youth at large.						

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David P. Weikart
Center for Youth
Program Quality

SCHOOL-AGE PQA

Form A - Program Offerings
Children - Grades K-6

Organization name:	
Site/Program name:	
Name(s) of program offering(s) observed:	
Name of staff member(s) observed:	
Date scored:	
Name of rater (External Assessment only):	
Email for rater (External Assessment only):	

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A division of the Forum for Youth Investment
301 W. Michigan Ave, Suite 200
Ypsilanti, MI, 48197
734.961.6900
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INTRODUCTION

PURPOSE

The School-Age Program Quality Assessment (School-Age PQA) is based on the validated Youth PQA and is designed to evaluate the quality of children's programs and identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where children have fun, work and learn with adults. The School-Age PQA is designed to empower people and organizations to envision optimal-quality programming for children by providing a shared language for practice and decision-making and by producing scores that can be used for comparison and assessment of progress over time. The School-Age PQA measures the quality of children's experiences and promotes the creation of environments that tap the most important resource available to any child-serving organization: a young person's motivation to engage critically with the world.

THE 2012 REVISION

The School-Age PQA is an assessment tool for best practices for any child-serving program**.** For this edition of the tool, each scale was given a short label or name to focus the user's attention on the intent and purpose of the scale. This edition also contains some minor changes that should make the items easier to interpret and score. When an item was substantively rewritten to clarify scoring, the original intent of the item was preserved wherever possible. We added three items to Skill-Building to better assess this important scale. Minor changes were also made to increase consistency in wording across the School-Age PQA and the Youth PQA. Items that are in the School-Age PQA, but not in the Youth PQA, are identified by (SA) after the item number.

A few items moved from one scale to another. For example, items related to Child-Centered Space were designed with a particular type of program in mind, so these items were grouped into a single scale. For external assessment, if the administrator has determined the design and purpose of the program you are observing is not compatible with the Child-Centered Space scale, do not score it. Instead, mark an "X" in all of the score boxes.

BENEFITS

The School-Age PQA offers several important attributes:

- *Experience-tested approach* – The standards for best practices that make up the School-Age PQA are grounded in extensive experience working with young people. Together, the scales in the instrument represent a child development approach that works.
- *Research-based rubrics* – The School-Age PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.
- *Opportunities to observe practice* – Staff using the School-Age PQA must spend time watching what happens in their program.
- *Flexibility* – The School-Age PQA is designed to meet a range of accountability and improvement needs, from self assessment to research and evaluation.

TERMINOLOGY

- *Form* refers to the entire group of scales used for assessment. For example: Form A – Program Offerings and Form B – Organization Practices & Policies.
- *Domain* refers to the group of scales falling under one of the sections I–VII. For example, in Form A – Program Offerings, a domain is "I. Safe Environment," which contains scales that pertain to that domain. *Domain score* is the average of scale scores for each domain I–VII. For example, the domain "I. Safe Environment" contains five scale scores to be averaged for a domain score.
- *Scale score* refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale, has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- *Item or item row* refers to a single row on the School-Age PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.

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DEFINITIONS

- *Organization* refers to the agency that operates services for young people. An organization may be a community-based nonprofit agency, a church or temple, a private center, a neighborhood association or a school.
- *Site* refers to the physical location of the activities being observed. For example, Middleton School or Bay Area Country Club.
- *Program offerings* refer to structured activities that are led by regular staff with the same children over time. This includes the range of scheduled services available to children at an organization, such as classes, workshops, meetings, special events, homework help or discussion groups.
- *Session* is one scheduled period of a program offering. For example, a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- *Staff* refers to the person or persons facilitating a session. Staff may include paid workers, volunteers or peer leaders.
- *Activities* are the planned interactions led by staff within a program offering. For example, the activities in an art club might include making a collage, learning different painting techniques and making sculptures with found objects.
- *Program hours* are the normal hours that the full range of program offerings are in session.

INTRODUCTION TO ITEMS AND SCORING

The School-Age PQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. The bulk of these are in domain "I. Safe Environment." Some items measure whether staff exhibit specific behaviors or best practice methods, or how frequently the staff carries out the practice. Some items distinguish between child-initiated behaviors that occur informally or spontaneously and those that have been set up intentionally by staff. Others measure *how many* children have certain opportunities. It is important to note that items generally capture either staff practices or child behaviors/opportunities, but not both. Both are indicators of a quality program, although the School-Age PQA and the continuous improvement approach focus on staff behaviors because that is where staff can directly make changes or improvements.

In observing and scoring, it is helpful to keep the following things in mind:

- Think about the intent of the item when scoring. Consult the handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., child behavior, staff response, child response).
- If the item assesses children's opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some children do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members carry out a certain practice. Otherwise, focus on the primary staff member.
- *Structured* refers to the quality of being intentional, planned, prompted, initiated and/or named by the staff; it does not refer to children's informal conversation or actions.

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CONDUCTING A PROGRAM SELF ASSESSMENT

Team-based program self assessment using the School-Age PQA is a highly effective, low stakes strategy for building a quality-focused culture. Program self assessment can help managers and staff co-create meaningful improvement objectives for the quality of their programming and ultimately the outcomes for their young participants.

Throughout the process, keep in mind these three aspects of a constructive program self assessment process:

- work as a team
- base scores on observational evidence
- focus on conversations about quality

1. SELECT AND TRAIN A SELF ASSESSMENT TEAM

The program self assessment team should consist of the site leader and at least two program staff, volunteers or parents. The site leader attends PQA Basics training. Team members can prepare to be a part of the program self assessment process by completing the PQA Basics training online. The site lead should also conduct a meeting or mini-training for team members using the materials shared at PQA Basics.

2. PREPARE FOR DATA COLLECTION

Team members collect data by taking turns observing their programs in action. Sometimes, schedules need to be rearranged, or a program manager needs to arrange coverage in order to provide the opportunity for staff to observe each other. Plan time as soon as possible following the observations for discussion and scoring.

The site teams should observe *program offerings*: structured activities that are led by regular staff with the same children over time. Enrichment classes or afterschool clubs that get together at the same time each week for the entire school semester are a great example. Avoid homework help, open gym, unstructured computer lab time, drop-in, etc. Always notify program staff of scheduled observations ahead of time. This is not a test!

If timing and staff schedules do not allow for full observations, then try to observe at least one hour of programming, divided among self assessment team members (e.g., three people each observe for 20 minutes, four people each observe for 15 minutes). Vary observation times so that your observations include the beginning, middle and end of different sessions.

3. OBSERVE AND TAKE NOTES

When conducting an observation, find a place to sit that allows you to see and hear as much as possible without getting in the way. Take notes by hand or using a laptop. Bring a copy of the back page of the School-Age PQA. You can bring the full School-Age PQA to your observation, but do not write notes onto the form or try to score the form while observing.

Take notes throughout the offering on factual information; include quotes, actions, etc. As a general rule, expect to take 3–4 or more handwritten pages (1–2 typed) of notes per 30 minutes of observation.

Your notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Your notes should include:

- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, ask the session leader(s) any follow-up questions, as listed on the back of the PQA. After the observation, you will not score the PQA, but save your notes to use during the scoring meeting.

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4. HOLD A TEAM-BASED SCORING MEETING

After all data has been collected, the site leader guides the team in scoring a single, program-wide School-Age PQA Form A. This scoring process can last three hours or more and may be divided among several shorter meetings. During the scoring meetings, the team will pool and review all anecdotal records and go through the School-Age PQA item by item, selecting an anecdote and agreeing on a score for each. It is important that the team rely on the anecdotes rather than their memories to produce scores.

The most important outcome of the scoring meeting is the conversation that occurs while discussing scores and arriving at agreement. The scores can provide a reliable indication of the quality of staff interactions with children, so it is important to be accurate.

5. Enter Scores

The School-Age PQA produces scores at the item, scale and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in Form A of the School-Age PQA, you can enter the scores into the online Scores Reporter. You can access the online Scores Reporter through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.

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CONDUCTING AN EXTERNAL ASSESSMENT

For an external assessment, a trained, reliable external assessor visits a site to observe a single program offering and score a PQA based on the observation.

1. ATTEND AN EXTERNAL ASSESSOR RELIABILITY TRAINING

External assessors attend an External Assessment Reliability Training to practice skills and complete a reliability check. All assessors must pass the reliability check to be endorsed as external assessors prior to conducting any site visits.

2. PREPARE FOR DATA COLLECTION

The network leader will often coordinate schedules and assign assessors to sites. External assessors should confirm the date and time of observation with the site leader and ask him or her to inform the relevant staff that they will be visiting to conduct an observation.

3. OBSERVE AND TAKE NOTES

When travelling to the assigned children's program, assessors should arrive at least 15 minutes before the scheduled observation time. Assessors will view program offerings in their entirety (usually 45-90 minutes long).

Assessors take objective observational notes which describe only observable behaviors, language and materials. They focus on the behaviors of the staff and children with whom the staff is interacting and record as many quotations as possible.

Notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Notes should include:

- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, the assessor asks the session leader(s) any follow-up questions, as listed on the back of the PQA. Also at the end of the session, the assessor should ask the staff who led the session the questions on the Staff Information page.

4. SCORING THE PQA

After the visit, assessors fit and score using their notes, making sure to fill out all evidence boxes and program description information.
The assessor uses the answers to the follow-up questions as evidence to score the items as applicable.

Some evidence can be cross-referenced against multiple items. In fact, items with a score of 5 may provide a full listing of relevant evidence.
If an item is not applicable, assessors should place an "X" in the box for that item.

5. ENTER SCORES

The School-Age PQA produces scores at the item, scale and domain levels. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in the School-Age PQA, the assessor can enter the scores into the online Scores Reporter. The online Scores Reporter can be accessed through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.

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SCHOOL-AGE PQA OBSERVATION GUIDE

Program Offerings Children – Grades K-6

Summary of Scales

I. **Safe Environment**
   - Emotional Safety
   - Healthy Environment
   - Emergency Preparedness
   - Accommodating Environment
   - Nourishment

II. **Supportive Environment**
   - Warm Welcome
   - Session Flow
   - Active Engagement
   - Skill-Building
   - Encouragement
   - Child-Centered Space

III. **Interaction**
   - Managing Feelings
   - Belonging
   - School-Age Leadership
   - Interaction with Adults

IV. **Engagement**
   - School-Age Planning
   - School-Age Choice
   - Reflection
   - Responsibility

Follow-Up Questions

- ☐ Where are the emergency procedures posted?
- ☐ Is there an accessible fire extinguisher?
- ☐ Is there an accessible first-aid kit?
- ☐ Does site have any special safety or emergency equipment?
- ☐ Are entrances to the indoor program space supervised?
- ☐ Is access to the outdoor program space supervised?
- ☐ Can the furniture be moved around?
- ☐ Who made and/or selected what is displayed on the walls? (Ask only if scoring the Child-Centered Space scale.)

Scheduled starting time: ____________ **Actual starting time:** ___________

Scheduled end time: ____________ **Actual end time:** ___________

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END USER LICENSE AGREEMENT: Program Quality Assessment

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     - a. Youth PQA. A validated observational assessment for programs that serve youth in grades 4 - 12.
     - b. School-Age PQA. A PQA designed for programs that serve children in grades K - 6.
     - c. Health & Wellness PQA. A PQA designed for health and wellness-related programming.
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   - B. Governing Law and Jurisdiction. The rights of the Parties and provisions of this Agreement shall be interpreted and governed in accordance with the laws of the District of Columbia and you agree that proper jurisdiction and venue shall be in the general courts of the District of Columbia.
   - C. Waiver. The failure of either Party to enforce, at any time or for any period of time, any provision of this Agreement shall not be a waiver of such provision or of the right of such Party thereafter to enforce such provision.
   - D. Amendment. This Agreement may be amended only by written instrument signed by representatives of both Parties.
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EMOTIONAL SAFETY | Psychological and emotional safety is promoted.

	ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures or other such actions are not mediated by either children or staff.	**3** The emotional climate of the session is neutral or characterized by both positive and negative behaviors.	**5** The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.	☐	
2.	**1** Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).	**3** There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.	**5** There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.	☐	

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EMERGENCY PREPAREDNESS | Appropriate emergency procedures and supplies are present.

Note: Local fire codes govern the number and location of fire extinguishers.

ITEMS					SUPPORTING EVIDENCE/ANECDOTES
1.	**1** There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	**3** Written emergency procedures are not posted, but staff is able to locate them.	**5** Written emergency procedures are posted in plain view.	☐	Where are the emergency procedures posted?
2.	**1** There is no charged fire extinguisher accessible from the program space.	**3** At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	**5** At least one charged fire extinguisher is accessible and visible from the program space.	☐	Is there an accessible fire extinguisher?
3.	**1** A complete first-aid kit is not accessible from the program space.	**3** At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	**5** At least one complete first-aid kit is accessible and visible from the program space.	☐	Is there an accessible first-aid kit?
4.	**1** Other safety or emergency equipment appropriate to the activities is not available to the program offering.	**3** Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	**5** Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports or repairs) is available to the program offering as needed, can be located by staff and is maintained in full-service condition.	☐	Does the site have any special safety or emergency equipment? If other equipment is not needed, do not rate. Write an "X" in the box at the left.
5.	**1** Entrances to the indoor program space are unsupervised during program hours.	**3** At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	**5** All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.)	☐	Are entrances to the indoor program space supervised? If there is no indoor program space, do not rate. Write an "X" in the box at the left.
6.	**1** Access to outdoor program space is unsupervised during program hours.	**3** Access to outdoor program space is sometimes supervised during program hours.	**5** Access to outdoor program space is supervised during program hours.	☐	Is access to the outdoor program space supervised? If there is no outdoor program space, do not rate. Write an "X" in the box at the left.

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NOURISHMENT | Healthy food and drinks are provided.

ITEMS					SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Drinking water is not available.	**3** Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	**5** Drinking water is available and easily accessible to all children.	☐	
2.	**1** Food or drinks are not available to children during the session.	**3** Food and drinks are available at appropriate times, but there is not enough for every child to receive a serving.	**5** Food and drinks are plentiful and available at appropriate times for all children during the session.	☐	If a meal or snack is not necessary because of structure of program offering, do not rate. Write an “X” in the box at the left.
3.	**1** Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	**3** Some available food or drink is not nutritious and some is healthy.	**5** Available food and drink is healthy (e.g., vegetables, fresh fruit, real juices).	☐	If no food or drink is served, do not rate. Write an “X” in the box at the left.

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II. SUPPORTIVE ENVIRONMENT SUPPLEMENT

CHILD-CENTERED SPACE | The physical environment is flexible and child-centered (continued).

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

ITEMS					SUPPORTING EVIDENCE/ANECDOTES
5. (SA)	**1** Most materials lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys).	**3** Some open-ended materials are available.	**5** Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).	☐	
6. (SA)	**1** Learning materials cannot easily be reached by children or are typically brought out by staff.	**3** Some learning materials are accessible to children.	**5** Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).	☐	
7. (SA)	**1** No time is provided for activities based on children's interests.	**3** Some time is provided for activities based on children's interests, but it is not regularly scheduled or it is less than thirty minutes.	**5** Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.	☐	

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SCHOOL-AGE CHOICE | Children have opportunities to make choices based on their interests.

*Note: **Authentic choices** refer to real, meaningful choices, as opposed to token or false choices.*

ITEMS					SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	**1** Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, “You can choose to be here or not”; children are allowed to choose only the color of marker to use, but all draw an owl).	**3** Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they’d like, while another group has to copy invitation wording verbatim).	**5** Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice).	☐	
2. (SA)	**1** Staff does not provide opportunities for children to make choices within activities.	**3** Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).	**5** Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).	☐	

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REFLECTION | Children have opportunities to reflect.

*Note: **Reflect** means to review, summarize and/or evaluate recent events or activities. **Reflections** are usually expressed by talking with others and/or in writing (a journal or report, for example).*

	ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Staff does not engage children in an intentional process of reflecting on what they have done during the program session.	**3** Staff engages some children in an intentional process of reflecting on what they have done during the program session.	**5** Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience).	☐	
2.	**1** Staff does not encourage children to share what they have done with others or to reflect on their experiences.	**3** Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences (e.g., staff asks children, "What did you do today?").	**5** Staff uses two or more strategies to encourage children to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props such as puppets, hula hoops and maps).	☐	
3.	**1** Staff dismisses feedback from children who initiate it, or children have no opportunities to provide feedback on the activities.	**3** Staff is receptive to feedback initiated by children on the activities but does not solicit it.	**5** Staff initiates structured opportunities for children to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations).	☐	

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RESPONSIBILITY | Children are encouraged to exercise independence and take on responsibilities.

ITEMS					SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	**1** Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.	**3** Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.	**5** Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).	☐	
2. (SA)	**1** More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	**3** Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	**5** Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.	☐	If item above is scored a 1, do not score this item. Write an “X” in the box at the left.

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An Introductory Guide to the Dimensions of Success (DoS) Observation Tool

What is DoS?

The Dimensions of Success observation tool, or DoS, pinpoints twelve indicators of STEM program quality in out-of-school time. It was developed and studied with funding from the National Science Foundation (NSF) by The PEAR Institute: Partnerships in Education and Resiliency (PEAR), along with partners at Educational Testing Service (ETS) and Project Liftoff. The DoS tool focuses on understanding the quality of a STEM activity in an out-of-school time learning environment and includes an explanation of each dimension and its key indicators, as well as a 4-level rubric with descriptions of increasing quality (see p.4 for sample rubric).

How can you use DoS?

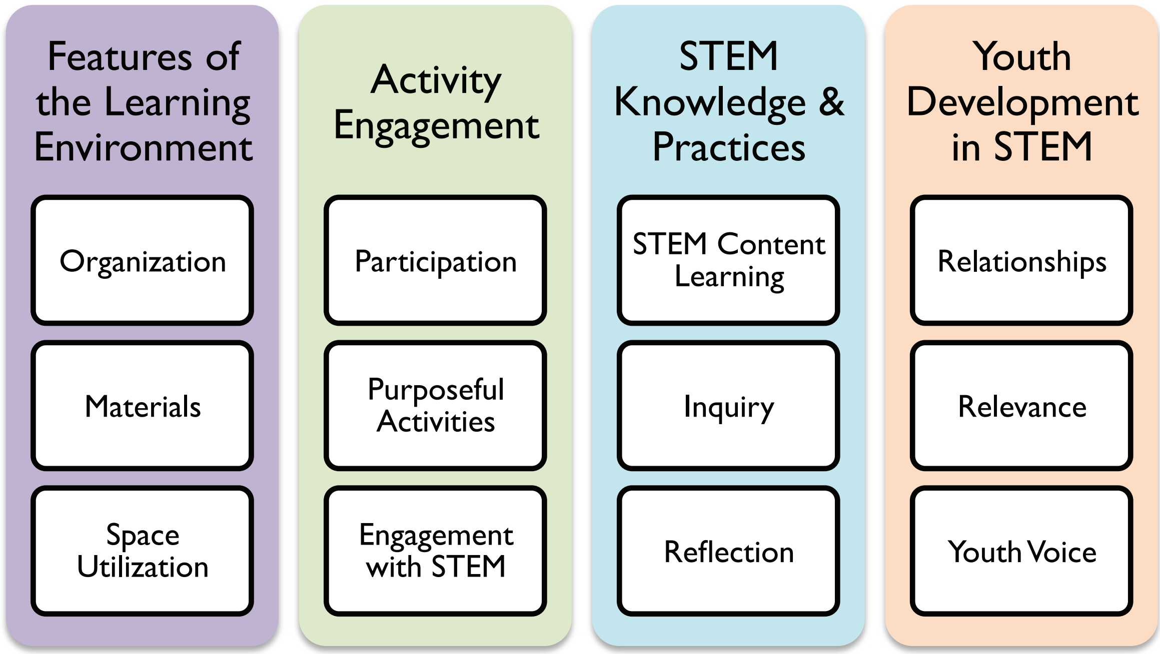
DoS was designed to be a self-assessment observation tool for STEM program administrators and staff. It can also be used by external evaluators or funders to track quality in programs over time or quality across a city or a state.

To use DoS, you must be trained and certified (see section below). After certification, you can use the tool as often as you would like to measure the quality of STEM activities.

Observation notes and scores are entered online, and PEAR provides reports that show trends over time and across particular dimensions.

When used for program quality improvement, we suggest debriefing the activities or lessons with your ratings with staff, and having them join in the process of pinpointing strengths, weaknesses, and next steps for improving quality.

What are the dimensions?



DoS measures twelve dimensions that fall in 4 broad domains: *Features of the Learning Environment, Activity Engagement, STEM Knowledge and Practices,* and *Youth Development in STEM.*

The first three dimensions look at features of the learning environment that make it suitable for STEM programming (e.g., do kids have room to explore and move freely, are the materials exciting and appropriate for the topic, is time used wisely and is everything prepared ahead of time?).

The second three dimensions look at how the activity engages students: for example, they measure whether or not all students are getting opportunities to participate, whether they are doing activities that are engaging them with STEM concepts or something unrelated, and whether or not the activities are hands-on, and designed to support students to think for themselves versus being given the answer.

The next domain looks at how the informal STEM activities are helping students understand STEM concepts, make connections, and participate in the inquiry practices that STEM professionals use (e.g., collecting data, using scientific models, building explanations, etc.).

Finally, the last domain assesses the student-facilitator and student-student interactions and how they encourage or discourage participation in STEM activities, whether or not the activities make STEM relevant and meaningful to students' everyday lives, and the experiences. Together, these twelve dimensions capture key components of a STEM activity in an informal afterschool or summer program.

Planning to use DoS

Step 1: What are your goals for assessment/evaluation?

- Do you want to help individual afterschool science program sites pinpoint their strengths and weaknesses?
- Do you want data about entire programs (e.g., Boys and Girls Clubs or YMCAs)
- Do you want external evaluators to use DoS to report quality across the state?

Step 2: Who will be using DoS and how often?

- The staff at each site will observe each other's lessons
- The staff leaders at each site will observe each unit twice
- The program leaders will observe each site twice
- State representatives from STEM board will visit each site in Fall and Winter

Step 3: What will you do with the data?

- Ratings will be discussed internally with staff and then next steps will be outlined
- Quarterly Reports (created by PEAR) will be distributed to stakeholders; these reports show a site or program's scores on each dimension four times a year.
- By Module Reports—show scores on each dimension for each type of module or curricular unit (can be aggregated across sites or just for a single site)
- Regional or Statewide Trend Report—aggregates data across all programs and shows scores on dimensions over a year; or divided by region; or divided by type of program (e.g., school-based program, museum-sponsored program, community-center program)

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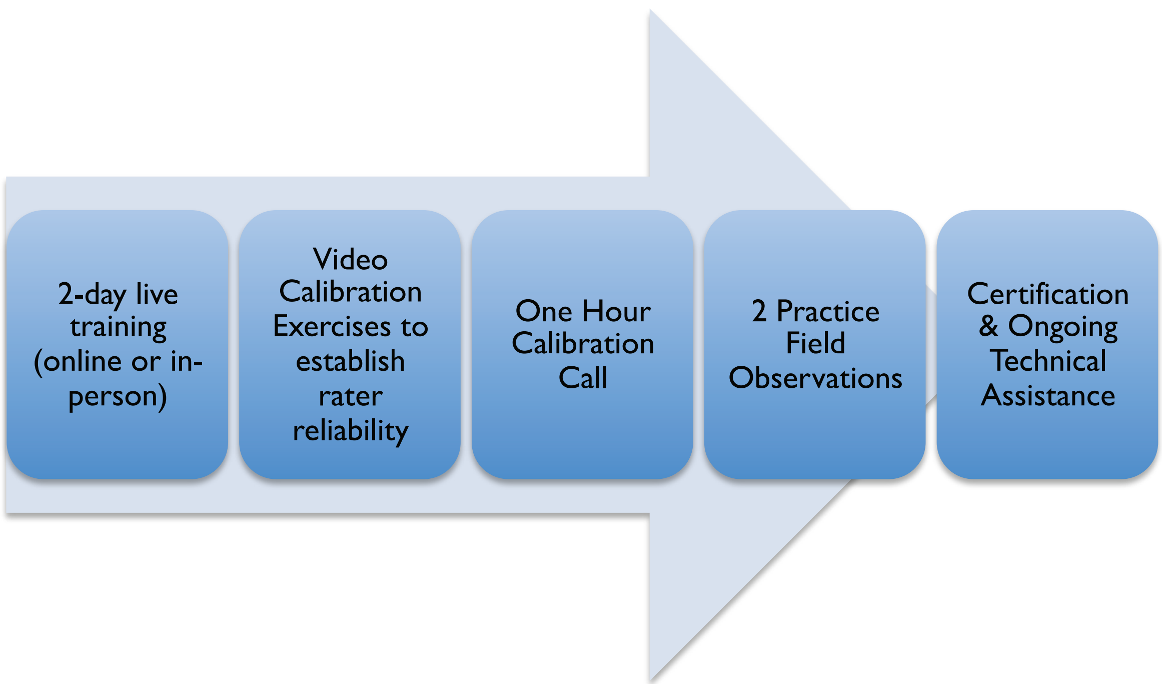
How do you get certified to use DoS?

To use DoS, a potential observer must complete a certification process. First, he/she must attend a 2-day training (in-person or online) to learn how to define and observe quality in each dimension. Next, potential observers must complete a set of video simulation exercises to practice their understanding of the tool. PEAR will then review their ratings and evidence from these exercises, and will provide customized feedback at a one-hour calibration session (phone conference). At this session, PEAR trainers will help to address any questions and to provide additional examples that might be needed to clarify use of the tool. Finally, potential observers will then arrange to practice using DoS in the field at afterschool sites in their local area. This step allows them to use the tool in the field and to incorporate the feedback they received on the video simulations. Upon successful completion of all these requirements, observers will be DoS certified for 2 years and can use the tool as often as they would like during that period. After 2 years, there are opportunities for re-certification if needed.

For pricing and registration for an upcoming training, please contact Rebecca Browne at rkbrowne@mclean.harvard.edu



How long does the certification process take?

We can support trainees to complete the steps as fast or slow as they would like, but we encourage each trainee to commit to completing the steps within 2 months. The longer one waits, the harder it is to remember what is learned in each step of the process. We have had trainees finish all steps in less than 2 weeks—so you can go as fast as you would like—just let us know, so we can support you and make sure you get feedback at the right times. It is up to your own organization and leaders to set and maintain deadlines—we provide guidelines, but can not enforce deadlines as we know many of our trainees have other jobs/commitments.

What if we need help?
Technical Assistance will be provided by the PEAR team during the training and afterwards as you start using the tool. You will also receive updates about possible professional development opportunities or resources you can use to improve particular dimensions where you are identifying weaknesses.

Overall, DoS can empower afterschool and summer STEM program staff to embrace their role in inspiring the next generation to do STEM, be interested in STEM, and understand important STEM ideas that they can take with them throughout their lives. The tool helps to provide the common language that program/state administrators, staff, evaluators, etc. can use to describe their activities and where they excel and where they can improve.

Overview of DoS Dimensions

FEATURES OF THE LEARNING ENVIRONMENT		
Organization •Are the activities delivered in an organized matter? •Are materials available and do transitions flow?	**Materials** •Are the materials appropriate for the students, aligned with the STEM learning goals, and appealing to the students?	**Space Utilization** •Is the space utilized in a way that is conducive to OST learning? •Are there any distractions that impact the learning experience?
ACTIVITY ENGAGEMENT		
Participation •Are student participating in all aspects of activities equally? •Are boys participating more than girls? Are some students dominating group work?	**Purposeful Activities** •Are the activities related to the STEM learning goals?	**Engagement with STEM** •Are students doing the cognitive work while engaging in hands-on activities that help them explore STEM content?
STEM KNOWLEDGE AND PRACTICES		
STEM Content Learning •Is STEM content presented accurately during activities? •Do the students' comments, questions, and performance during activities reflect accurate uptake of STEM content	**Inquiry** •Are students participating in the practices of scientists, mathematicians, engineers, etc.? •Are students observing, collecting data, building explanations, etc.?	**Reflection** •Do students have opportunities to reflect and engage in meaning-making about the activities and related content?
YOUTH DEVELOPMENT IN STEM		
Relationships •Are there positive student-facilitator and student-student interactions?	**Relevance** •Is there evidence that the facilitator and students are making connections between the STEM content and activities and students' everyday lives and experiences.	**Youth Voice** •Are students encouraged to voice their ideas/opinions? •Do students make important and meaningful choices that shape their learning experience?

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Sample Rubrics

Inquiry Rubric

EVIDENCE ABSENT	INCONSISTENT EVIDENCE	REASONABLE EVIDENCE	COMPELLING EVIDENCE
There is minimal evidence that students are engaging in or taught about STEM practices during activities.	Students are taught about STEM practices during activities but are not engaging in STEM practices themselves.	Students are engaging in STEM practices during the activities but the engagement is superficial	There is consistent evidence that students are engaging in STEM practices during the activities.
1	**2**	**3**	**4**
Students do not have any opportunities to engage in STEM practices.	Students observe STEM practices (by the facilitator, a guest presenter, or a peer), but do not have opportunities to engage in them on their own. For example, they may watch the activity leader or a student do an experiment or demonstration, or watch the teacher make and explain a scientific model.	Students use some STEM practices, however, they are used superficially and do not help students deeply engage in the thinking and reasoning of STEM professionals. For example, they may do an investigation, but by following a cookbook-approach, step-by-step set of instructions. Participation in STEM practices is scripted or inauthentic.	Students have opportunities to use STEM practices by pursuing scientific questions, tackling engineering design issues, or create mathematical arguments. They are supported to use the practices in authentic ways, where they are trying to actually solve a problem or gather data to answer a question.

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Engagement with STEM Rubric

EVIDENCE ABSENT	INCONSISTENT EVIDENCE	REASONABLE EVIDENCE	COMPELLING EVIDENCE
There is minimal evidence that the students are engaged with hands-on or interesting activities where they can explore STEM content.	There is weak evidence that the students are engaged with hands-on or interesting activities where they can explore STEM content.	There is clear evidence that the students are engaged with hands-on or interesting activities where they can explore STEM content.	There is consistent and meaningful evidence that students are engaged with hands-on or interesting activities where they can explore STEM content.
1	**2**	**3**	**4**
The activities mostly leave students in a passive role, where they are observing a demonstration or listening to the facilitator talk. (minimal hands-on opportunities)	Students engage in hands-on activities; however, there is limited evidence that the hands-on activities encourage students to engage with STEM content in meaningful ways. ("hands-on, minds-off")	There are some opportunities for students to engage in hands-on activities that allow them to actively explore STEM content. Some parts of the activities still leave students as passive observers while the facilitator does all the cognitive work.	There are consistent opportunities for students to actively explore STEM content by engaging in hands-on activities, where students do the cognitive work themselves and the facilitator maintains the role as facilitator versus teller.

Sample of how an observer scored an activity using this rubric:

Dimension	Evidence	Rating (1-4)
Engagement with STEM	• *Students are <u>engaged in a hands-on activity</u> where they can touch several aquatic organisms.* • *However, the students are only hearing disconnected facts or descriptions about the animals, and are <u>not having a hands-on experience that allows them to explore STEM content</u>.* • *The <u>Activity Leaders are doing all the cognitive work</u> by providing information, they are not asking students to think This is a good example of a very hands-on activity that is unfortunately only designed to be fun and not "mind-on"*	2

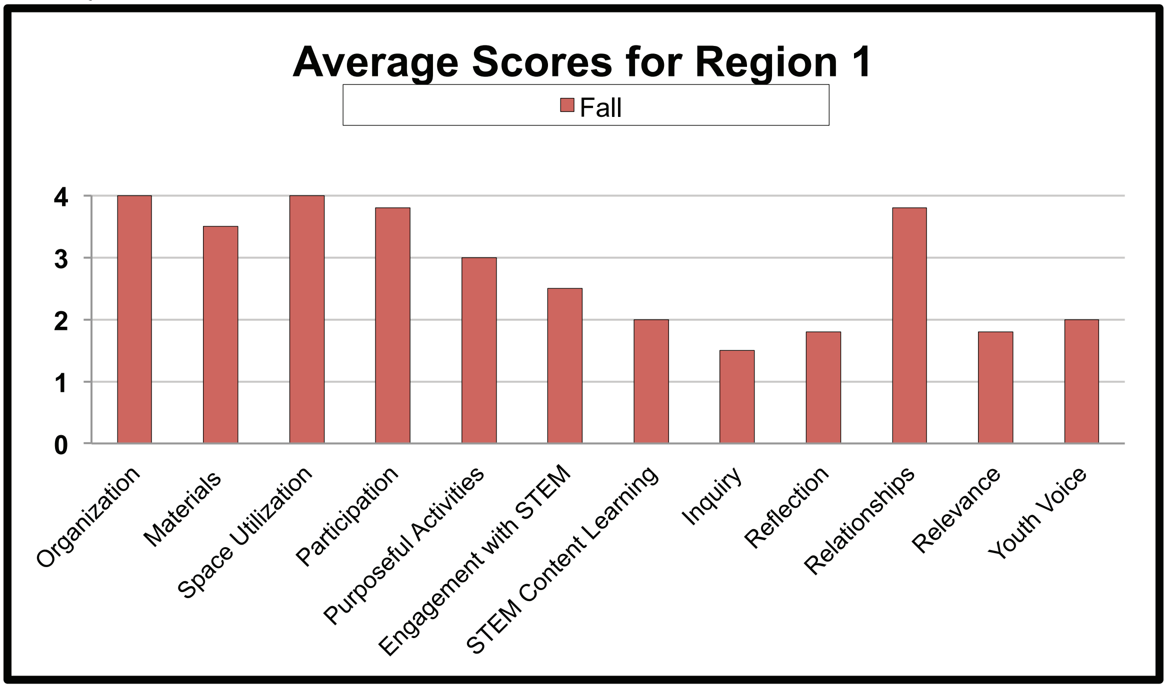
- Feedback to program: Have a few big questions to guide students' observations of the different animal tanks. For example, "what do you observe on these animals that might help them survive under water?" "how are the legs different on this animal from this other animal or how are the legs similar or different from yours and why?"—this way the students are observers with the purpose of gathering information to answer these questions.

Sample Reports

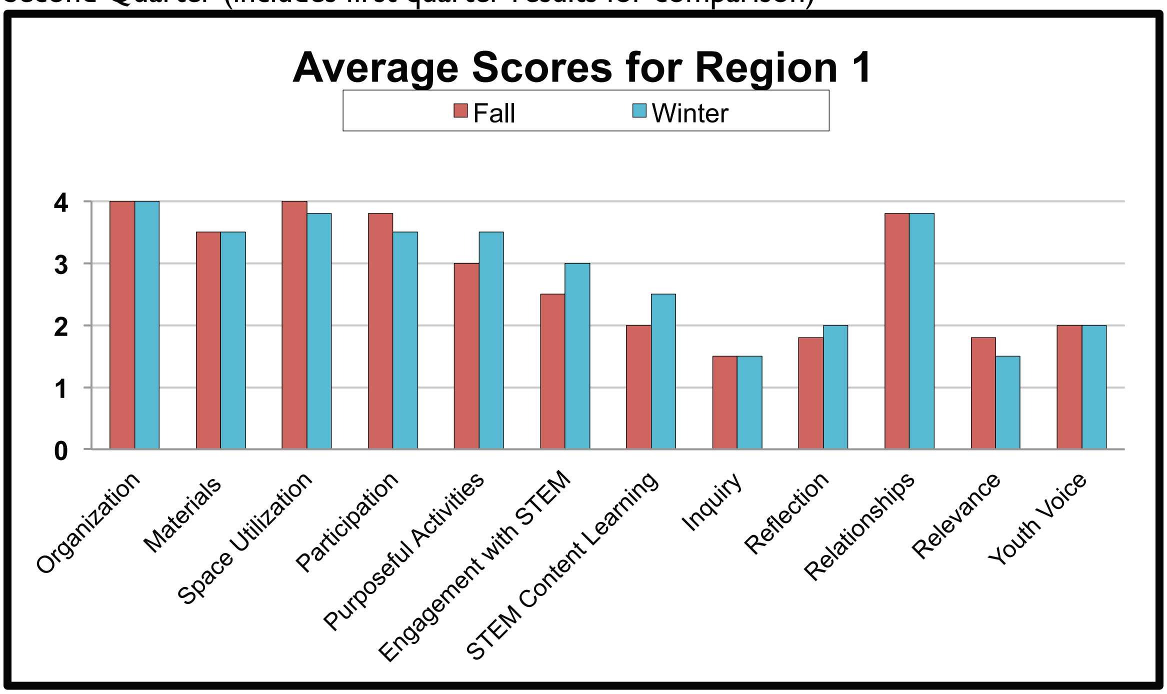
(reports will be customized to the needs of each region/state/network)

Quarterly Report for a Region

First Quarter



Second Quarter (includes first quarter results for comparison)



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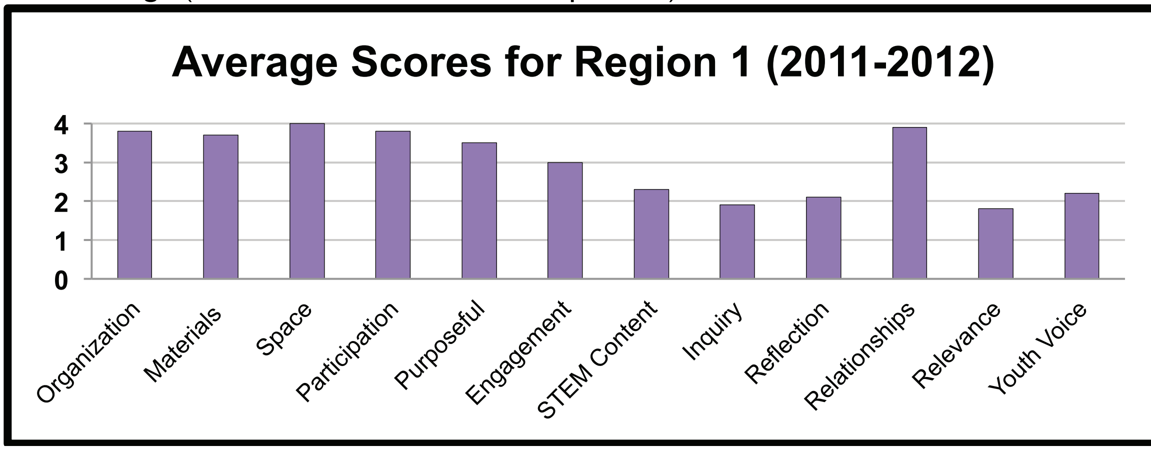
Year Average (includes data across all four quarters)



Summary Table for Region 1 (2011-2012)

Dimension	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	Year Average
Organization	4	4	3.8	3.5	3.8
Materials	3.5	3.5	3.8	3.8	3.7
Space Utilization	4	3.8	4	4	4
Participation	3.8	3.5	4	4	3.8
Purposeful Activities	3	3.5	3.8	3.5	3.5
Engagement with STEM	2.5	3	3	3.5	3
STEM Content Learning	2	2.5	2	2.8	2.3
Inquiry	1.5	1.5	2	2.5	2.1
Reflection	1.8	2	2.5	2	2.1
Relationships	3.8	3.8	3.8	4	3.9
Relevance	1.8	1.5	2	1.8	1.8
Youth Voice	2	2	2.2	2.5	2.2

* Includes data for Boys and Girls Club of Cityville, Cityville Community Center, Science Center of Cityville, and Cityville Afterschool STEM Project

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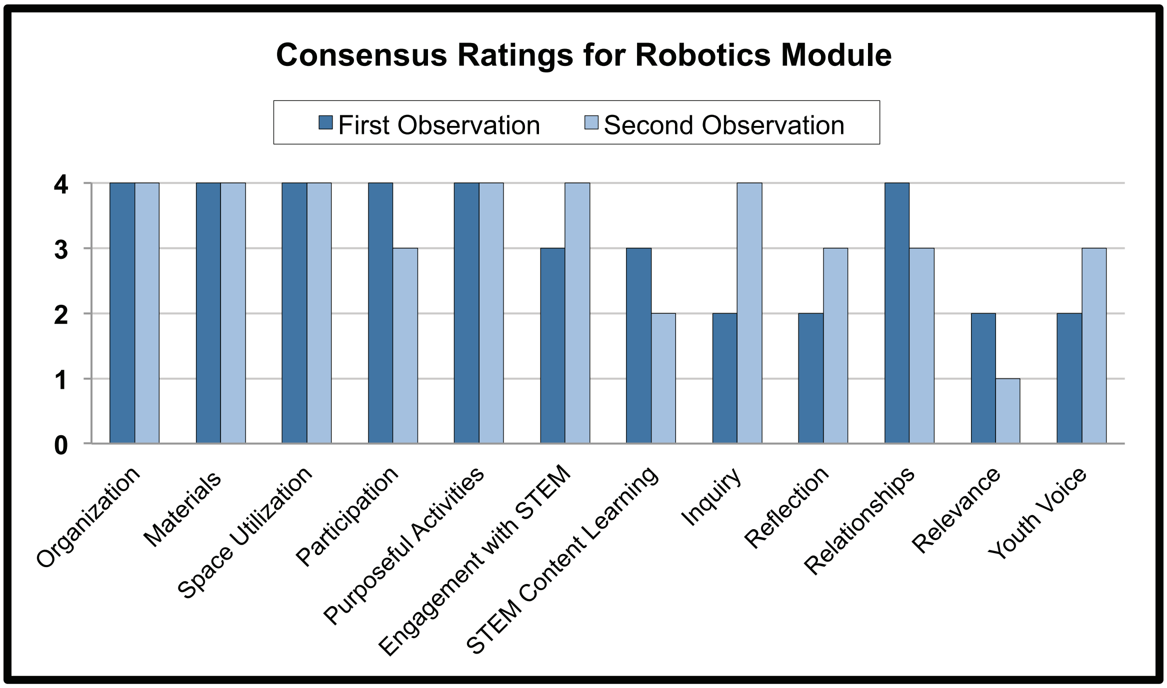
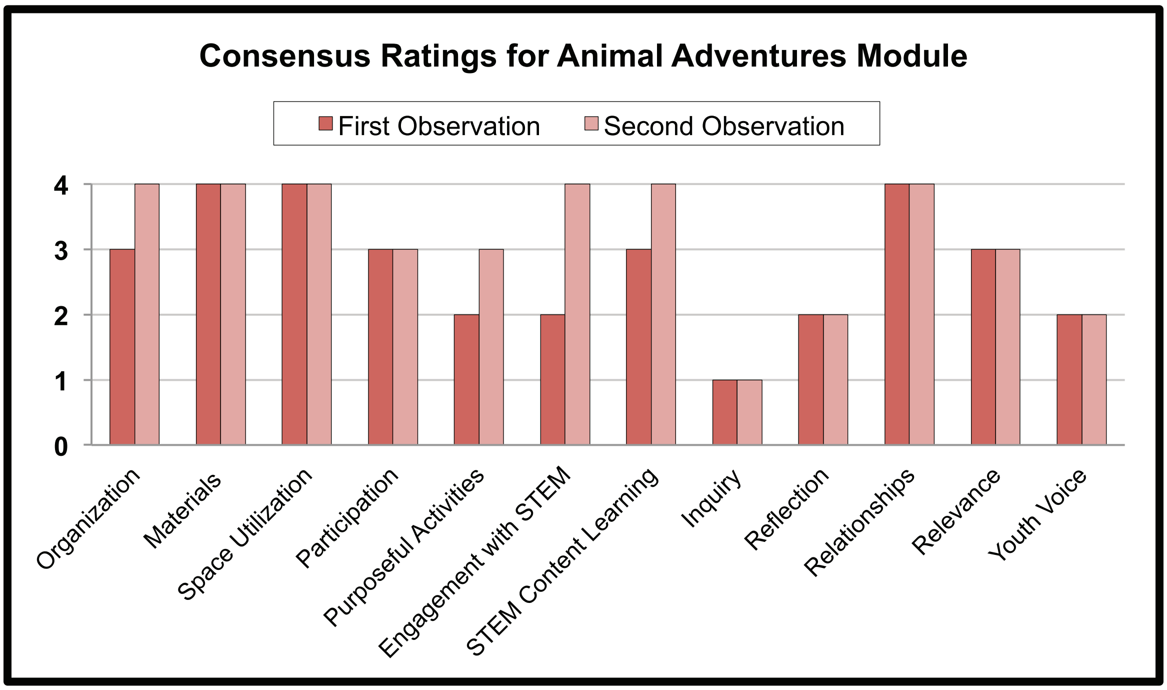
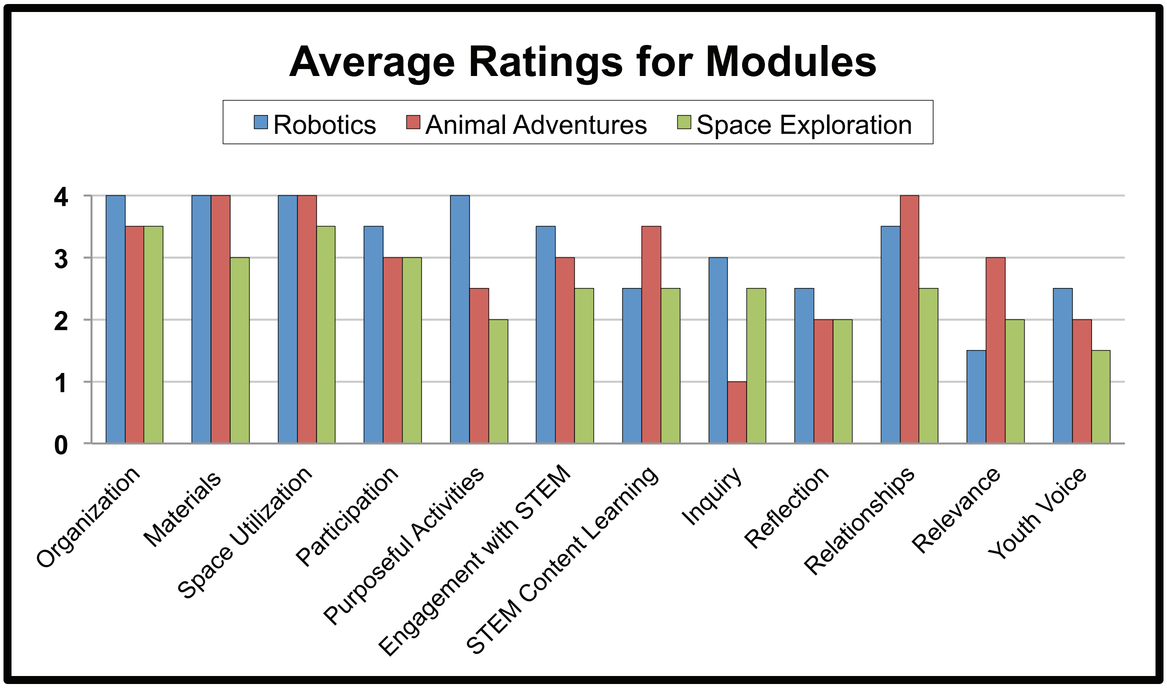
Module Report (allows for comparisons across different science units)







Contact Information:

Dr. Gil Noam
Director of The PEAR Institute: Partnerships in Education and Resilience
gil_noam@harvard.edu

Dr. Ashima Mathur Shah
Manager of STEM Program Quality, Research, and Training
ashah@mclean.harvard.edu

SCHOOL AGE (rev. 12/27/19)	Level 1	Level 2	Level 3	Level 4	Level 5
Nutrition and Physical Activity	1. The program administrator and any staff member who prepares meals completes one of the following food safety trainings (choose ONE): a) Food Safety in Child Care-4 hours (Institute of Child Nutrition online training) OR b) Iowa State University Extension: 4 Food Safety Lessons OR c) Other DHS or IQ4K-approved Food Safety training OR d) ServSafe	1. The program (choose ONE): a) Participates in CACFP or NSLP OR b) Completes all of the following (as applicable to ages served): I. Iowa CACFP Steps to Success Module 2: Menu Planning for Meals that Meet Requirements (staff planning the menu and their supervisor) II. Iowa CACFP Steps to Success Module 4: Recommendations to Promote Wellness III. Implement the following policies regarding beverages: A. Serve only 1%, skim or non-fat milk. B. Make water available throughout the day including at snacks and meals. C. Serve only 100% fruit juice. D. Serve juice no more than one time per day.	1. The program (choose ONE): a) Participates in CACFP or NSLP OR b) If exempt from CACFP, the program identifies and implements two nutrition goals from the completed action plan in Level 1.	1. The program (choose ONE): a) Participates in CACFP or NSLP AND identifies and implements one nutrition goal from the completed action plan in Level 1 OR b) If exempt from CACFP, the program identifies and implements three nutrition goals from the completed action plan in Level 1.	1. The program (choose ONE): a) Participates in CACFP or NSLP AND identifies and implements two nutrition goals from the completed action plan in Level 1 OR b) If exempt from CACFP, the program identifies and implements four nutrition goals from the completed action plan in Level 1.
	2. The program completes a self-assessment and creates an action plan in the area of nutrition.	2. The program identifies and implements one physical activity goal from the completed action plan in Level 1.	2. The program identifies and implements two physical activity goals from the completed action plan in Level 1.	2. The program identifies and implements three physical activity goals from the completed action plan in Level 1.	2. The program identifies and implements four physical activity goals from the completed action plan in Level 1.
	3. The program completes a self-assessment and creates an action plan in the area of physical activity.				
Professional Development	4. All Staff complete a professional development plan within 6 months of employment and the plan is updated annually.	3. All staff who administer medication complete the Medication Administration Skills Competency Course (or other training as approved by DHS) and successfully complete a Competency Skills Evaluation Assessment Checklist (or DHS-approved equivalent). There must be one person who meets this criterion present onsite at all times.	3. All Staff complete 10 annual training hours of professional development.	3. All Staff complete 12 annual training hours of professional development.	3. All Staff complete 12 annual training hours of professional development.
	5. All Staff complete the Iowa State University Extension's orientation for new staff training within 9 months of employment.	4. All Staff complete 10 annual training hours of professional development.		4. 30% or more of all staff have completed 6 hours of DHS or IQ4K-approved training in the area of Social Emotional Behavior Mental Health (SEBMH).	4. 60% or more of all staff have completed 6 hours of DHS or IQ4K-approved training in the area of Social Emotional Behavior Mental Health (SEBMH).
Family and Community Partnerships	6. The progarm provides an orientation for new families.	5. The program offers one conference with each family per year to discuss each child's progress, strengths, and needs in	4. The program promotes culturally-sensitive practices and procedures.	5. The program completes 4 activities annually that promote partnerships (see Family and Community Partnership Activity Options).	5. The program completes 5 activities annually that promote partnerships (see Family and Community Partnership Activity Options).
	7. The program completes 1 activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	6. The program completes 2 activities annually that promote partnerships (see Family and Community Partnership Activity Options).	5. The program completes 3 annually activities that promote partnerships (see Family and Community Partnership Activity Options).		
Teaching and Learning	8. The program provides assistance or access to tutors to support homework or student's learning needs.	6.The program develops and implements a curriculum that includes all of the following opportunities each day: -active physical activity -creative expression -cooperative games -free choice with a variety of materials -academic support.	6. Staff utilizes an appropriate tool throughout the year to gather information about children's stengths, progress, and needs.	6. Staff use information gathered about children and families to make changes in their learning environment and activities.	6. Staff work with families and other experts to implement instructional and/or environmental adaptations that support the learning for each child, including those with diverse needs, identified disabilities, dual language learners, identified behavioral health needs, and/or specialized health needs.
	9. The program develops and implements a comprehensive discipline/behavior policy that promotes positive relationships.	7. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline.	7. The program shares community resources with families as needed, based on the gathered information (example: provide contact information for the local AEA for further evaluation).	7. Staff participate in planning with families and/or outside experts, as needed, for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.	
	10. The program develops and implements a comprehensive and age-appropriate schedule of activities.		8. The program develops and implements policies and procedures for inclusive practices for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.		
Environment	11. The program develops and implements, as applicable to ages served, the following policies aligned to Caring for Our Children: a) Supervision b) Bullying Prevention c) Playground Equipment Stability and Fall Surfacing & Inspection d) Missing child e) Strangulation Prevention f) Sign-in/sign-out tracking system for children and visitors g) Technology	8. The Program Administrator or Assistant Administrator completes the Environment Rating Scale (ERS) Training (SACERS).	9. The onsite director completes the Environment Rating Scale (ERS) Training (SACERS).	8. At least one staff member completes the Environment Rating Scale (ERS) Training series (SACERS).	7. 80% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series (SACERS).
	12.The program submits (choose ONE): a) Interaction and Relationship Self-Assessment (completed annually by all staff) OR b) CLASS assessment for the age-level being served (one per classroom completed by a trained observer)	9. The program provides an environment supportive to, and encouraging of, culture, age, race, ability, special needs, gender diversity, etc,	10. The program completes the Health and Safety Checklist for Early Care and Education Programs.	9. 1/3 of classrooms complete the ERS scoresheet and improvement plan using appropriate scale (a minimum of 1 classroom per scale, if applicable).	8. 1/3 of classrooms receive an overall score of 5 or higher on the ERS assessment (a minimum of 1 classroom per scale, if applicable).
		10. The program develops and implements a Tobacco-Free/Nicotine-Free policy aligned to the Iowa Department of Public Health's policy guidelines (see resource guide).		10. The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.	9. The program scores an average of 2.75 or higher on the Health and Safety Checklist for Early Care and Education Programs.
Leadership and Administration	13 All Staff annually complete the IQ4K Staff Self-Assessment. The Program Administrator annually completes the IQ4K Program Assessment. Self-assessments and reviews are used to improve the professional and the organization, not used as punitive.	11. The Progam Administrator completes and annually updates the Quality Improvement Action Plan.	11. The Program Administrator completes (choose ONE): a) NAC (or other series training as approved by DHS) OR b) 30 training hours in a related field and 10 training hours in leadership, administration, or management.	11. The Program Administrator has 120 training hours in a related field AND 10 training hours in leadership, administration or management	10. The Program Administrator has 9 credit hours in a related field AND 12 training hours in leadership, administration, or management.
	14. Meetings for all staff are conducted at least twice a year.	12. All Staff receive a written evaluation at least once a year.	12. The Program Administrator has at least 3 years of full-time experience working in the field or 1 year of full-time experience as a Program Administrator.	12. The Program Administrator has at least 2 years of full-time experience as a Program Administrator.	11. The Program Administrator has at least 3 years of full-time experience as a Program Administrator.
		13. The Program Administrator has at least 2 years of full-time experience working in the field.	13. The Onsite Supervisor has 30 training hours in a related field and 2 years of full-time experience working in the field.	13. The Onsite Supervisor has 90 training hours in a related field and 1 year of full-time experience as an onsite supervisor.	12. The Onsite Supervisor has 6 credit hours in a related field and 2 years of full-time experience as an onsite supervisor.

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How to Effectively Advocate for Your Program

Advocacy is educating others about all the great things you are doing in an effort to achieve a goal for you and your program. Programs advocate for new or additional funding, to build relationships, and to speak on behalf of others, as well as other things. When you can appropriately advocate for your program, great things can happen. To learn more, read through the Iowa Afterschool Alliance's Advocacy Guide.

Included in this section:

Click on the document title below to jump to that resource.

YOUR ADVOCACY GUIDE

A toolkit to create positive change for kids and families.

IAA
IOWA AFTERSCHOOL ALLIANCE

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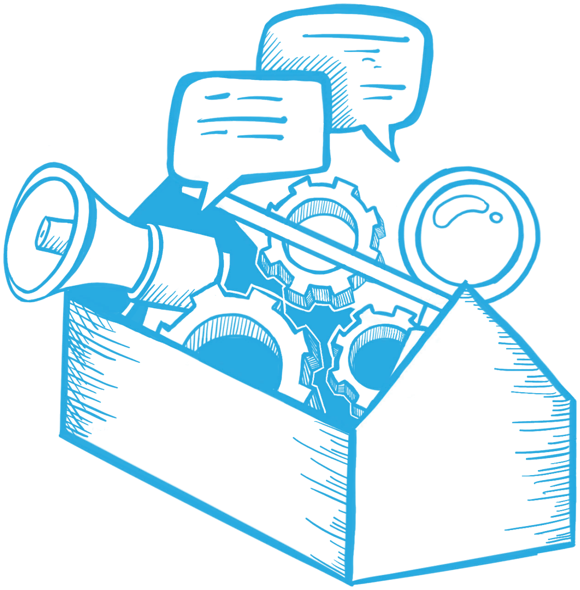
YOUR AFTERSCHOOL ADVOCACY GUIDE



THANK YOU

This advocacy guide is for anyone who believes passionately in the power of education and that afterschool supports every child to reach their full potential. Your support positively impacts the lives of kids and families across Iowa.

In order to make well-informed decisions at the local, state, and national levels, decision-makers need to know what's happening in their communities and need to know the role that afterschool can play in supporting youth and families. In the following pages you'll find tools and resources to help you make a difference.

We hope you find this guide useful in your everyday advocacy. One goal of these tools offered here is to make advocacy easy and to help you integrate advocacy activities into your daily schedule. Please know the Iowa Afterschool Alliance is always here to help. Contact us any time with questions or to update us on what you are doing.

Thank you for all you do each and every day to support Iowa's children and families.

This guide is intended to help you promote your program and the issue of afterschool and focuses on advocacy to legislators. But you can apply anything here to other audiences such as school administrators, the public, or potential funders.

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IN THIS GUIDE

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WHAT IS ADVOCACY?

Advocacy is:

- Educating and raising awareness on a specific issue
- Sharing your story and experiences
- Building relationships
- Writing letters, talking with legislators, and hosting events
- Speaking up for others
- A daily activity
- Fun!

Advocacy is not:

- Influencing specific legislation (this is called lobbying)
- Done just one time
- Only focused on legislators and other elected officials
- Difficult – anyone can do it!

Looking for more? Check out these resources:

Iowa Afterschool Alliance
www.iowaafterschoolalliance.org

Afterschool Alliance
www.afterschoolalliance.org

National Summer Learning Association
www.summerlearning.org

Alliance for Justice
www.afj.org

National Council of Nonprofits
www.councilofnonprofits.org/everyday-advocacy

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Advocacy Activities Checklist

Promoting afterschool doesn't have to take a long time! Here are a few things you can do to become a champion for kids and afterschool whether you have a lot of time or just a few minutes:

Stuff That's Easy To Do

- [x] Pick up a copy of the IAA Advocacy Guide
- [ ] Call or email a decision-maker (a member of Congress, your state legislator, or school principal, for instance) and tell them to support afterschool programs (5 minutes)
- [ ] Invite decision-makers to an event you're hosting at your afterschool program (10 minutes)
- [ ] Write a thank you letter to a decision-maker (5 minutes)
  - » Page 19 has more ways to keep in touch with elected officials
- [ ] Keep your program's social media updated – highlight activities, events, and success stories (10 minutes)

Stuff That Takes a Little More Time

- [ ] Write a letter to a decision-maker asking them to support afterschool programs (15-30 minutes)
  - » Check out page 15 for a template
- [ ] Organize a letter writing or phone calling campaign (30-90 minutes)
  - » Ask others who are involved in afterschool to join you in writing letters or making phone calls to your legislators. The more letters and phone calls a decision-maker gets on an issue, the more they pay attention!
- [ ] Attend legislative and community meetings in your area (60-90 minutes)
  - » Check out page 16 for more information

Stuff That Takes More Time

- [ ] Meet with decision-makers (2 hours)
  - » Set up a meeting with a decision-maker to speak with them about your program and the benefits of afterschool.
- [ ] Coordinate a site visit to your program with a legislator or other decision maker (4 hours)
  - » Flip to page 20 for a step-by-step guide

CRAFTING YOUR MESSAGE

Before you begin advocating for afterschool you have to first decide what you're going to say. Because there are so many positive impacts of afterschool, it can be hard to focus on only one or two messages. But it will be important to do so!

Here's a quick way to craft your message.

brainstorm
all of the benefits of afterschool you can think of

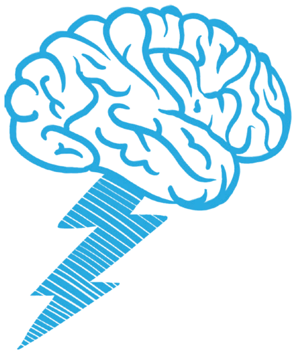
narrow
that list down to one or two key messages with the most impact

expand
your message with data and success stories from your own program

You can use this process any time you're advocating, whether you're meeting with legislators, writing a letter to the editor, or posting on social media about your program.

Step 1: Brainstorm

Begin by writing down all of the positive ways that afterschool impacts students, families, and communities. Below is a list to get you started:



Hands-on experiences

Provides a safe place after school

Positive youth and adult interaction

Supports working families

Community partnerships

Academic support

Provides meals

Complements the school day

Helps kids build skills in conflict resolution and relationship building

Leadership opportunities for students

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Step 2: Narrow

Once you've finished brainstorming, it's time to narrow your message. This next section will walk you through choosing 1 or 2 of these benefits to use for your talking points. While all of the benefits you brainstormed are true and important, your message will be the most effective if you hone in on just a couple of them.

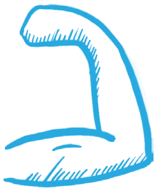
Work through the following questions:

What is your advocacy goal?

What are you trying to accomplish in your advocacy? Choose talking points that support your goal.

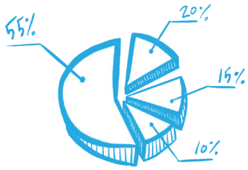
Who is your audience?

Who are you advocating to and what messages will they find most persuasive? Example: a legislator who is a retired police officer would be interested that afterschool provides a safe place for kids, a school administrator would be persuaded by how afterschool supports students' academic success.



What are your program's strengths?

Think about areas in which your program does really well and use one of your talking points to highlight those successes including program data showing positive outcomes, a unique community partnership, or a successful STEM project.



What does your data say?

You'll want to have data and success stories from your program to support your talking points to make them more persuasive. Think about which of the benefits you brainstormed has the most impactful data or stories to back it up.

Why do you care about afterschool?

Oftentimes, an advocate's passion for their issue can be the most persuasive. Pick a talking a point that you especially care about to allow your enthusiasm for afterschool to come through.

Got your message? Great!
Write it down and flip the page →

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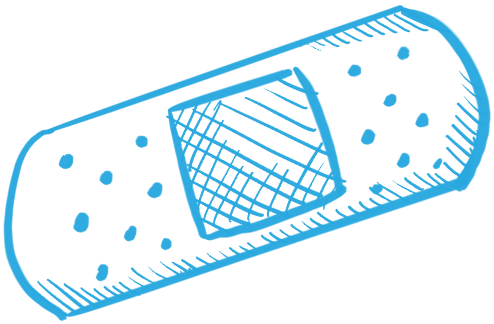
Step 3: Expand

Message Map

Now it's time to expand your one or two talking points. Message maps are an easy way to visually lay out your messages. Challenge yourself to come up with three sub points for each. These sub points will answer the question, "How does your program address the needs of students, families, and communities?" They can be success stories and personal experiences from your program, data from either your program or the state level, or supporting statements. There are a couple of examples of message maps below to give you an idea of what yours may look like.



Afterschool programs

KEEP KIDS SAFE

Kids need a safe and supportive place to go when not in school. Youth are most likely to engage in risky behaviors or be involved in criminal activity between the hours of 3pm and 6pm.

Afterschool offers youth productive ways to engage with the community instead of getting in trouble.

In our program we have seen referrals decrease by...

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Afterschool programs

HELP WORKING FAMILIES

Families often cannot afford to take time off to supervise children left alone after school. They rely on afterschool and summer programming to fill the gap.

76% of Iowa families have both parents working outside of the home. This means a lot of families have gaps between work and school schedules and need afterschool and summer programming.

A parent from our program says...

As compared to the year before, students showed an x% increase in vocabulary/fluency/grades.

Study after study shows that afterschool programs are effective in boosting achievement. Students in afterschool programs have better grades and test scores. They attend school more often, and have better behavior and work habits in class.

Afterschool programs

CULTIVATE STUDENT SUCCESS

STEM Messaging Spotlight

Over the last few years STEM (science, technology, engineering, and math) has become an important topic in education and afterschool. It has become a buzzword among policy makers and many more programs are offering STEM than ever. It's an important topic to talk about. Because of the importance of STEM, we've included STEM-specific messaging points below for you to use any time you're advocating.

Overall message:

Given our complex and changing world, it is essential that the next generation of leaders are critical thinkers and problem-solvers to meet future challenges. Learning in STEM builds the knowledge and skills needed to sift through information, draw reasonable conclusions, make decisions based on evidence, and come up with creative solutions. Experts agree that building students' skills and content knowledge in STEM fields is essential to prepare our future workforce and leaders.

Afterschool programs

GROW OUR FUTURE WORKFORCE

Afterschool STEM sparks interest, builds skills, and puts more students on the path toward majoring in STEM fields and pursuing STEM careers.

Iowa's economy will increasingly depend on a workforce fluent in STEM.

Share a success story of a graduate of your afterschool program who is now pursuing a STEM career.

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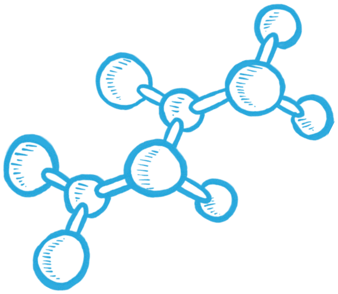

Afterschool programs

CONNECT LEARNING TO INTERESTS

Helps kids connect learning with the activities that most interest them.

Hands-on activities ignite student interest in STEM and support students' excitement to learn.

"After participating in afterschool STEM activities, our kids showed a x% increase in their interest in STEM."

Step 4: Make an Ask

The only way your advocacy will have an impact is if you ask the other person to do something that will help afterschool programs and kids. Here are four asks you can make:

1. **Embrace afterschool in educational planning and policies.**

   For instance, STEM- and education-related committees and initiatives should include representation from afterschool and other informal learning programs.

2. **Equip afterschool program leaders more effectively.**

   For example, the training and resources that are available to classroom teachers should also be accessible to afterschool program providers.

3. **Increase funding for afterschool programs in science, technology, engineering and math.**

   Building on the success of the 21st Century Community Learning Centers initiative, it makes sense to establish competitive grants for afterschool STEM programming.

4. **Visit an afterschool program.**

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Elevator Speech

Often the best way to start a conversation with a decision-maker is to give an elevator speech. This is a brief, persuasive pitch that introduces you and sparks interest in the issue you care about. Your elevator speech should be short, about 30-45 seconds long, or the time it takes to ride an elevator (hence the name).

This is only meant to be the beginning of a conversation; if the decision-maker you're talking to has more time, use the discussion guide on the next page to keep the conversation going.

Components of an elevator speech:

1. Who you are
2. Your connection to afterschool
3. Why afterschool is important
4. Make an ask – tell them what your program needs to be successful (Need ideas? See below)

Example elevator speech

Hi, my name is Jane Doe and I run an afterschool program, Program XYZ, in Little Town, Iowa. I'd like to talk to you today about the impact of summer learning on our students. During the summer months too many children fall further behind academically and this widens the achievement gap. We have a solution for that.

Program XYZ provides hands-on learning opportunities over the summer and data from our program shows that almost all of our students either maintained or improved their literacy rates over the summer. I'd love to have you come visit our program this summer to see the work we're doing.

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Write your own elevator speech

SHARING YOUR STORY

Letters

Afterschool is important to you. Tell them why. Writing letters is a great way to communicate the importance of afterschool. The letters to the editor section is one of the most-read sections of any newspaper and an effective way to tell the public about the importance of afterschool. Legislators, state and federal, are always looking to hear from their constituents on issues that matter to them. Writing letters is an easy way to share your story and let them know what's going on in their district.

Social Media

Posting on social media platforms like Facebook and Twitter is a great way to share the positive impacts of afterschool as well as demonstrate the need for more programs. Start by friending, liking, and following your friends and other afterschool-related organizations. Here are some suggestions for posts:

» Links to articles about afterschool

» Pictures from your program

» Positive feedback/comments you've received from parents

Media

Cultivating relationships with your local newspaper and TV and radio stations will help keep your program and afterschool in the public eye. Local media are always looking for community stories and will appreciate your input. An easy way to start doing this is to invite them to events hosted by your program.

Letter Template

Dear Editor/Legislator,

[Start with an attention grabbing first line. Why are you writing this letter? Are you responding to a previously published article, a proposed bill about afterschool, or a current event?]

[Make your argument. Explain the issue in a concise manner, pick one or two data points that are powerful and really add to your argument. Example: For X amount of dollars, our program can provide X amount of kids with high-quality STEM activities during the school year or summer.]

[Focus on your connection with the issue. What is your personal story? Why does this issue matter to you?]

[Make a call to action. Urge your elected officials to support afterschool or ask readers to reach out to their legislators.]

Sincerely,
[Your name]
[Address]

Tips For Writing Letters

- **Keep it short and to the point.** Limit letters to the editor to 150 – 300 words. A letter to your legislator can be longer.
- **Use powerful language** – make the most of your limited word count.
- **Write about your personal experiences with the issue** – your letter will be more relatable to the reader.
- **Make it timely if possible** – reference a recently published article or current event.
- **Include a call to action** – something the reader can do to make an impact.
- **Proof your letter before submitting!**
- **Include your contact information.**

MEETING WITH LEGISLATORS

How to Find Your Legislators

Find your state senator and representative here: *https://www.legis.iowa.gov/legislators/find*. You can search by city, county, or school district.

At the federal, or national, level you are represented in Congress by one representative and both of Iowa's senators. You can find your representative here: *http://www.house.gov/representatives/find/*.

Where to Go

The State Capitol

The Iowa Afterschool Alliance hosts advocacy events at the State Capitol each year during the legislative session which runs January through April or May. These events provide easy opportunities to meet with your legislators and talk with them about the importance of afterschool. Join the IAA mailing list to receive emails about upcoming events.

Legislative Town Halls

When Congress or the Iowa Legislature is not in session, members generally hold a series of meetings across the state or across their district to meet and talk to their constituents. Meeting locations and times are usually advertised in newspapers beforehand and may also be distributed via email. Once there, sign in and try to ask a question about afterschool during the townhall. If you're unable to ask a question, introduce yourself to the elected official following the event.

Site Visits

Seeing your program firsthand is the most effective tool to advocate for your program. Site visits allow the decision-maker to see the intervention – in this case, your program – in action. The decision-maker can ask children and youth their opinions on the program, and, if timed right, parents on how the program supports them. Check out page 20 for a step-by-step site visit planning guide.

Meeting with Congressional Staff

Each federal legislator has staff in Washington D.C. and regional offices throughout Iowa with staff dedicated to meeting with and listening to constituents. Federal legislators rely on their staff for advice on policies and for constituent feedback. Set up a meeting with a legislator's staff or invite them to visit your program to begin developing these important relationships.

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Discussion Guide

This discussion guide outlines a typical conversation you might have with an elected official about afterschool. Use this guide to practice your conversations ahead of time so you are focused and ready to deliver your message when the time comes.

Be flexible – no two conversations will be the same. For instance, your conversation with a legislator at your site visit will be different from the one you have at a legislative town hall.

Start here!

Introduce yourself using your elevator speech. *Don't have one?* *Turn to page 12.*

Have you visited an afterschool program before? (Ask to gauge their familiarity with afterschool)

No

Explain what afterschool is and share information about your program, how many kids you serve, activities and services you provide, and a success story from your program.

Yes

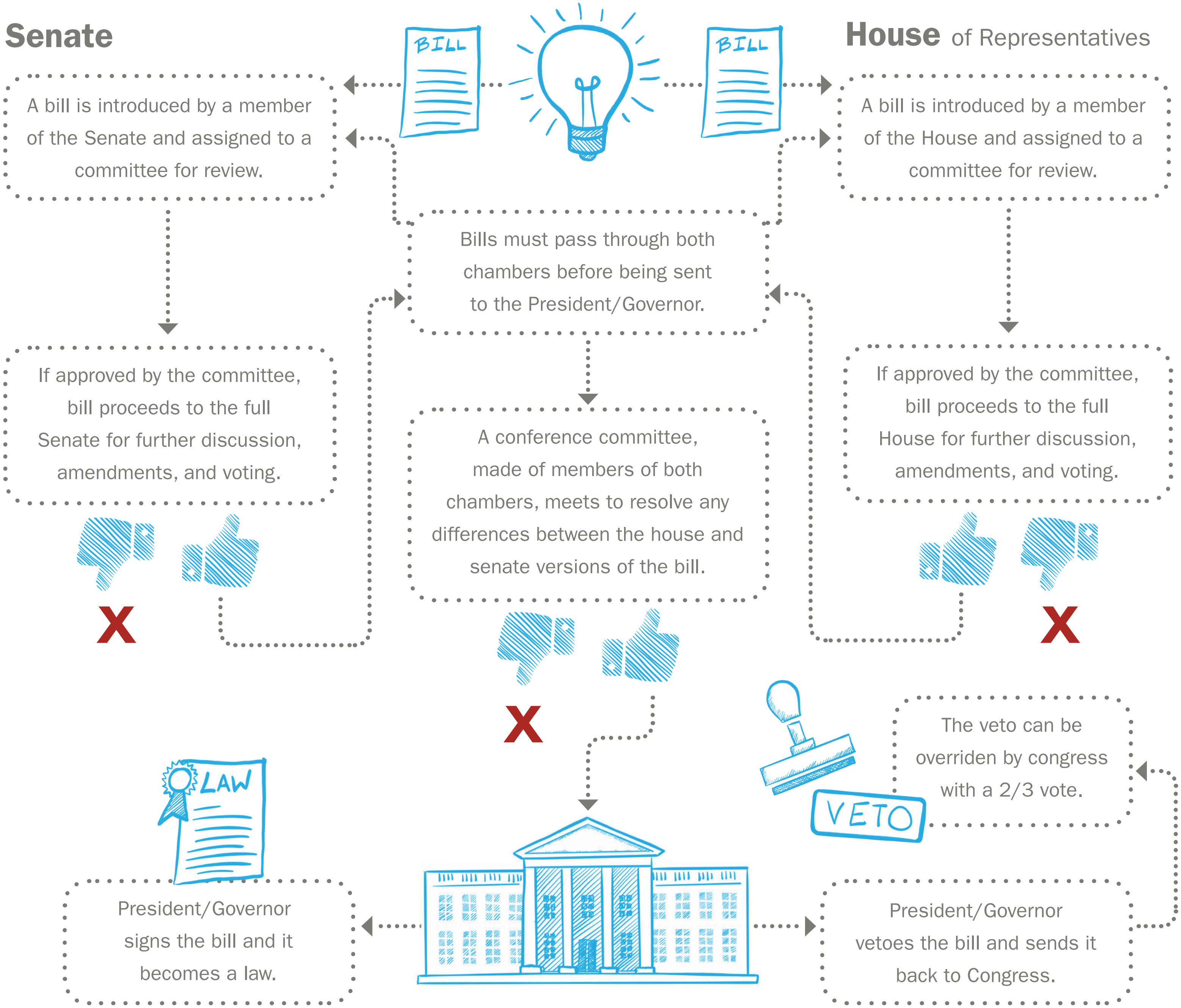
That's great! Ask them about their visit.

Use Message Map (page 8) to elaborate on the talking points you included in your elevator speech.

Ask them if they have any questions or would like more information on anything you talked about.

Thank them for their time and restate your ask.

It starts with an idea...



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KEEP IN TOUCH

The Importance of Follow Up

Advocacy is not designed to be a bunch of one-time meetings. Advocacy is most effective when you build relationships with elected officials based on your credibility, reliability, and passion for afterschool. In order to build these relationships, it is important that you keep in touch with your elected officials. So write, call, and visit often!

Here are a few ways to keep them in the loop:

- Send a follow-up note within a week thanking them for meeting with you and highlighting one or two topics that were discussed, especially if they referred you to another person or resource.
- Sign them up for your agency newsletters (ask them first).
- Invite them to local or state events.
- Get them to your program! Coordinate site visits with the legislator or their staff.
- Attend their events. Many legislators hold regular coffee chats and town halls where the public is welcome.
- Send them:
  - A thank you note
  - Copies of positive media coverage your program receives
  - Invitations to special events at your program
  - A success story of a student at your program
  - A letter offering yourself as a resource to your legislator on issues related to afterschool
  - Data from your program or school district that show the positive impacts of afterschool

Woody Allen said 95% of life is showing up – so show up and be seen!

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SITE VISITS: A STEP-BY-STEP GUIDE

A site visit is the most effective advocacy strategy available to afterschool programs. Inviting a legislator to visit your program allows them to see what goes on in a program and hear from students, parents, and community partners about the positive impact your program has made.

1. **Select the day**
2. **Reach out to your legislator**
3. **Create a schedule**
4. **Invite families, partners, or school administrators**
5. **Reach out to media**
6. **Day of Checklist**
7. **Follow Up**

Ready to set up a site visit?

Continue to Step 1

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1 Select the day

First, select a few potential days to host a site visit. If you are planning a site visit in January through April, keep in mind that state representatives and senators will be in session in Des Moines Monday through Thursday and will have limited availability. If you are asking a federal legislator to attend a site visit, pick a few dates during the next Congressional recess when they will be back in Iowa. (Visit *https://www.congress.gov/days-in-session* for the Congressional calendar)

Check out your schedule and pick a few days with activities that you would like to highlight with legislators. Select a day a few weeks out to give legislators time to schedule the visit and give you time to organize the visit.

2 Reach out to your legislator

The next step is to reach out to your legislator. If you would like to host several legislators at your program it is best to schedule a separate visit for each.

Below is an email template for reaching out to your legislator. You could reach out via a phone call or in-person first and then follow up with an email.

```
Dear [Representative/Senator] [NAME],

[Organization Name] would like to invite you to visit our program at [school or site name
if have multiple sites] and see afterschool in action.

[1-2 sentences providing a summary or background on your program and the services/
activities you offer students]

When you visit, our staff, parents, and students will be on hand to show you our program and
all that we are doing to strengthen student success and support working families.

Are you available the afternoon of [potential date(s)]? If that time does not work for you,
we would be happy to work with you to find one that does. Once we have a date and time set,
I will follow up with more details and a tentative schedule for the visit.

I look forward to hearing from you!

[Name]
[Position and Organization]
```

3 Create a schedule

Plan your visit for 60 minutes. You will want to include a tour of your program, highlight an activity, and provide opportunities for the legislator to meet with families, community partners, students, and other stakeholders. Be sure to take photos and share them after your visit!

Sample schedule:

3:30 p.m. — Legislator arrives. Introduce yourself and staff to your legislator and provide them with a brief overview of your program.

3:35 p.m. — Begin tour of your program. Use this time to introduce your talking points on the impact your program has made on students and the community, and the overall importance of afterschool.

3:45 p.m. — Visit a STEM activity or other engaging activity going on at your program. Allow the legislator to interact with students; ask youth to share their favorite part of the program or what they would do if the program did not exist.

4:00 p.m. — Meet with families in a classroom. Parents will have time to share their experience with the program and ask questions of the legislator. Allow legislator time to speak if they would like.

4:15 p.m. — Meet with school principal who can explain the positive impacts of afterschool on students' school attendance, test scores, and behavior, or any other improvements linked to your program.

4:30 p.m. — Speak with the legislator one-on-one to wrap up the visit. Thank them for visiting your program, reiterate talking points, hand them any materials you have prepared, and make an ask.

4 Invite families, partners, or school administrators

Two weeks out from the site visit reach out to families and partners of your program to invite them to meet your legislator and share their positive experiences with afterschool. Think about what messages you want to deliver to the legislator during the site visit and who the most effective messengers would be. (Ex. have school principal talk about improvements in school attendance due to your program, parents talk about providing safe place for kids and healthy snacks, etc.) Or pick one student or family to share their story of how your program has positively impacted them.

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5 Reach out to media

A week before the visit, reach out to your local tv stations and newspapers. Send them a media advisory with the basic details of the visit as well as a short summary of your program. Let your legislator know that there may be media coverage during the visit so they are not surprised the day of.

6 Day of Checklist

- ☐ Provide the legislator with a brochure of your program and any other relevant materials.
- ☐ Share 1-2 brief success stories that highlight the importance of afterschool.
- ☐ Cover 1-2 talking points from the Message Map on page 8-9.
- ☐ Provide opportunities for your legislator to interact with students and ask questions.
- ☐ If available, provide opportunities for the legislator to meet with parents and community partners.
- ☐ End with an ask of your legislator! (Find some ideas on page 11)

7 Follow Up

Don't forget to follow up with your legislator after the visit. Send a thank you note within one week to your legislator and be sure to:

- ✓ thank them for their time
- ✓ reiterate the talking points you covered during the visit
- ✓ include any additional information they requested during the visit
- ✓ include photos from the visit

Follow up with any media who were at the site visit to track media coverage of the day. If there is media coverage, be sure to share it with your program's families, staff, partners, students, and the IAA.

Let the Iowa Afterschool Alliance know how the site visit went. Your feedback will help us better track statewide advocacy efforts and prioritize legislative targets. We can also help you track media coverage.

Made possible through a grant provided by Overdeck Family Foundation and Afterschool Alliance.

Overdeck Family Foundation

Afterschool Alliance

IOWA AFTERSCHOOL ALLIANCE

2910 Westown Parkway, STE 302
West Des Moines, IA 50266
515-243-2000
www.iowaafterschoolalliance.org

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Resources

Please visit these following sites for more information:

- Iowa Afterschool Alliance: https://www.iowaafterschoolalliance.org/
- Iowa State University Extension and Outreach: https://www.extension.iastate.edu/
- Volunteer Iowa: https://volunteeriowa.org/
- Iowa Women's Foundation: https://iawf.org/
- Child Care Resource and Referral: https://iowaccrr.org/
- Centers for Disease Control: https://www.cdc.gov/healthyschools/ost.htm
- Iowa Department of Education: https://educateiowa.gov/
- Iowa Department of Human Services: https://dhs.iowa.gov/
- Afterschool Alliance: http://www.afterschoolalliance.org/
- The Wallace Foundation: https://www.wallacefoundation.org/pages/default.aspx
- National AfterSchool Association: https://naaweb.org/
- National Institute on Out of School Time: https://www.niost.org/
- Child and Adult Care Food Program: https://www.fns.usda.gov/cacfp
- Mizzen by Mott: https://www.mizzen.org/