

Readiness Survey for Increasing Communication and Coordination Between Schools and Afterschool and Out-of- School Time Programs (ASOST Programs)

Research indicates that we can improve youth outcomes by increasing communication and coordination between the school and afterschool parts of a child's day. Increasing the connection is a developmental process and involves the following stages:

- Stage 1: Self-contained** – programs make little or no attempt to collaborate perhaps due to differing missions or philosophies
- Stage 2: Associated** – a healthy connection is part of the program's mission but success is limited due to time constraints, school climate, etc
- Stage 3: Coordinated** – consistent communication is present but only through the efforts of one assigned liason
- Stage 4: Integrated** – linkages exist with regards to curriculum, personal relationships, and space or staff may even be shared

This is a tool to help school and afterschool leaders assess their readiness and willingness to increase the connection, using the tips in the Bridging stages (as defined in Afterschool Education, Noam, Biancarosa, Dechausay, 2003).

It is best to be conservative and honest in your responses to allow yourself the appropriate time and energy to work on the effort of improvement. This tool is used in conjunction with "Strategies to Increase Bridging Between School and Afterschool," which aims to provide recommendations for making better connections between schools and afterschool.

Director of Afterschool Readiness Survey

Name _____ Title _____
 Phone _____ Email _____

GENERAL READINESS

Please reflect on the time and resources you have to commit to the effort of increasing communication and coordination with schools.

1. I do not have any additional time or money	2. I have 4-10 hours per month	3. I have 10-20 hours per month	4. I am able to hire a person to integrate our efforts
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Place a check-mark to estimate how many of these changes may apply to you this year.

- _____ We expect a change in program leadership.
- _____ We plan to expand enrollment and/or number of hours open by more than 25%.
- _____ We expect to have more than 30% turnover of line staff.
- _____ Our program has to find a new space OR we will add another program site.
- _____ We are facing budget uncertainty.
- _____ Our agency is re-organizing in structure, staff and/or programs.

Total the number of check marks above, and mark the appropriate box below:

1. We expect 4-6 of these changes this year	2. We expect 2-3 of these changes this year	3. We expect 1 of these changes this year	4. We expect no changes this year
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Programs that are expecting a lot of changes or growth may find it difficult to add connections to schools. Program stability is key for success in increasing communication and coordination. In addition, it also takes time to increase connections.

The following questions use a box format. An answer in box 2 corresponds to the strategies listed in Stage 2 in the Strategy Key for that section (relationships, communication, coordination, or curriculum.) The Strategy Key will give you tips on how to increase communication and coordination at that level. In addition, it is helpful to look at the subsequent stage to see the steps you may want to work towards taking in the future, if your program design allows.

RELATIONSHIPS

Which statement best describes your situation?

1. I am struggling to keep up with basic tasks and our program's purpose does not overlap with the academic purpose of the school	2. I feel that increased communication with schools will ease challenges we have around homework support, transportation, etc	3. I feel that increased coordination with schools is a priority and essential to reaching our program goals	4. I feel that increased coordination with schools is one of my highest priorities this year
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What is the level of school(s) interest and ability to commit time to increasing communication and coordination?

1. The principal (or superintendent or designee of OST issues) does not answer phone calls	2. The principal knows we need to increase our effort to connect and will commit 2 hours per month to meet	3. The principal and other school leaders understand that the school must work together with community organizations	4. The principal, school committee, and school staff have a vision of integrating the school and afterschool day
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STRATEGY KEY: Relationships

Which section (1, 2, 3, or 4) did most of your answers fall under? Look at the attached key to get an idea of where you currently are with regards to relationships and how you can improve in the future.

COMMUNICATION

Which best describes the level of communication between your program and school(s)?

1. We have ongoing contact with the school through the principal or other school leader	2. Some communication systems are in place (e.g. meetings, discussions about individual children)	3. We have a school-afterschool liason	4. School and afterschool coordinate on the outcomes each are working on and staff are in frequent communication
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How would you describe your program's ability to spread awareness?

1. We do not have informational materials and the school is not aware of our services	2. We have informational materials that give an overview and key school personnel have seen them	3. We have informational materials and have met with the school to make our case	4. We have informational materials and have met with the school using data to argue our program's influence
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STRATEGY KEY: Communication

Which section (1, 2, 3, or 4) did most of your answers fall under? Look at the attached key to get an idea of where you currently are with regards to communication and how you can improve in the future.

COORDINATION

How would you describe your program's level of coordination with the school(s)?

1. Afterschool staff has visited the school and school staff has visited the afterschool	2. We have a formal agreement about shared work and optimal use of shared resources	3. We meet regularly and work together on plans for youth, family involvement, etc	4. We meet regularly and share resources as well as advocacy efforts
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STRATEGY KEY: Coordination

Which section (1, 2, 3, or 4) did your answer fall under? Look at the attached key to get an idea of where you currently are with regards to coordination and how you can improve in the future.

CURRICULUM

What is the level of curriculum coordination between your program and the school(s)?

1. We provide homework supports	2. We visit the school to observe and align to teaching and curriculum approaches	3. We work with the school to identify learning gaps and ways to support them	4. We use the same social-emotional curriculum and collaborate during the year and summer months
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STRATEGY KEY: Curriculum

Which section (1, 2, 3, or 4) did your answer fall under? Look at the attached key to get an idea of where you currently are with regards to curriculum and how you can improve in the future.

Principal Readiness Survey

Superintendent Readiness Survey if the Program/s Connect to Multiple Schools

Name _____ School _____
 Phone _____ Email _____

GENERAL READINESS

Please reflect on the time and resources you have to commit to the effort of increasing communication and coordination with afterschool programs.

1. I do not have any additional time or money	2. I have 4-6 hours per month	3. I have 6-10 hours per month	4. I have 10 hours per month as well as money to put towards a school-program liason
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The following questions use a box format. An answer in box 2 corresponds to the strategies listed in Stage 2 in the Strategy Key for that section (relationships, communication, coordination, or curriculum.) The Strategy Key will give you tips on how to increase communication and coordination at that level. In addition, it is helpful to look at the subsequent stage to see the steps you may want to work towards taking in the future, if your program design allows.

RELATIONSHIPS

Which statement best describes your situation?

1. I feel I must keep my focus on the direct role of the school to improve school outcomes	2. I feel that increased communication with ASOST programs will ease challenges (e.g. transitions, homework support)	3. I feel that increased coordination with ASOST programs is a priority and essential to reaching school goals	4. I feel that increased coordination is one of my highest priorities and will contribute to youth development
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What is the level of school interest and ability to commit time to increasing communication and coordination?

1. Programs in my community don't seem to have the time or the capacity	2. Program leaders can commit 4-10 hours per month	3. Program leaders can commit 10-20 hours per month	4. The principal and school committee approve of a school-program liason committing 10 hours per week
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STRATEGY KEY: Relationships

Which section (1, 2, 3, or 4) did most of your answers fall under? Look at the attached key to get an idea of where you currently are with regards to relationships and how you can improve in the future.

COMMUNICATION

Which best describes the level of communication between your school and afterschool program?

1. We have ongoing contact with the afterschool director or other leader	2. Some communication systems are in place (e.g. meetings, discussions about individual children)	3. We have a school-afterschool liaison assigned to communication	4. School and afterschool coordinate on the outcomes each are working on and staff are in frequent communication
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STRATEGY KEY: Communication

Which section (1, 2, 3, or 4) did your answer fall under? Look at the attached key to get an idea of where you currently are with regards to communication and how you can improve in the future.

COORDINATION

How would you describe your school's level of coordination with afterschool programs?

1. Afterschool staff have visited the school and school staff have visited the afterschool	2. We have a formal agreement about shared work and optimal use of shared resources	3. We work together on developing plans for youth, family involvement, etc	4. We meet regularly and share resources as well as advocacy efforts
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STRATEGY KEY: Coordination

Which section (1, 2, 3, or 4) did your answer fall under? Look at the attached key to get an idea of where you currently are with regards to coordination and how you can improve in the future.

CURRICULUM

What is the level of curriculum coordination between your school and afterschool programs?

1. The afterschool program provides homework supports	2. Afterschool staff visit our school to observe curriculum approaches	3. We work together to identify learning gaps and to build new supports	4. We collaborate on creating school-year and summer curriculum that is complementary
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STRATEGY KEY: Curriculum

Which section (1, 2, 3, or 4) did your answer fall under? Look at the attached key to get an idea of where you currently are with regards to curriculum and how you can improve in the future.