



Afterschool & Summer Learning
VIRTUAL SUMMIT SERIES 

Back to the Basics: How to Effectively Lead an Afterschool and Summer Learning Program

Tuesday, April 10, 2018
3:00 – 4:00 p.m. (EST)

*Download Presentation/Recording
at www.naesp.org/webinars*





Summit Introduction/Overview



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Principal MAGAZINE PRESENTS

AFTER-SCHOOL LEARNING

IMPLEMENTING A PROGRAM FOR SUCCESS

CONNECTING THE DOTS

MAKING THE MOST OF AFTER-SCHOOL AND SUMMER LEARNING PROGRAMS

A RESOURCE GUIDE FOR PRINCIPALS

SERVING UNDERSERVED COMMUNITIES

THE CHALLENGES FACED BY RURAL AND URBAN SCHOOL DISTRICTS

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National Association of
Elementary School
Principals

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- [Afterschool Resources](#)
- [Leading Afterschool Programs](#)
- [Summer Learning Resources](#)





School-Afterschool Partnerships: Macro Trends



Dr. Helen Janc Malone
Institute for Educational Leadership

Editor-in-Chief, Current Issues in Out-of-School Time Book Series, Information Age Publishing



José Muñoz
Institute for Educational Leadership

Director, Coalition for Community Schools

Visit: <http://www.infoagepub.com/series/Current-Issues-in-Out-of-School-Time>

The Growing Out-of-School Time Field: Past, Present, and Future



The Information Age Publishing new series', Current Issues in Out-of-School Time, first book offers an analysis of the progress made since the 2000s. 39 experts explore latest knowledge and propose new areas of inquiry within:

- ❖ OST as a vehicle for young people's development
- ❖ Socio-cultural dimensions of OST
- ❖ Professional development within OST
- ❖ Research- and evaluation-informed field
- ❖ OST advocacy
- ❖ Future directions for the OST field

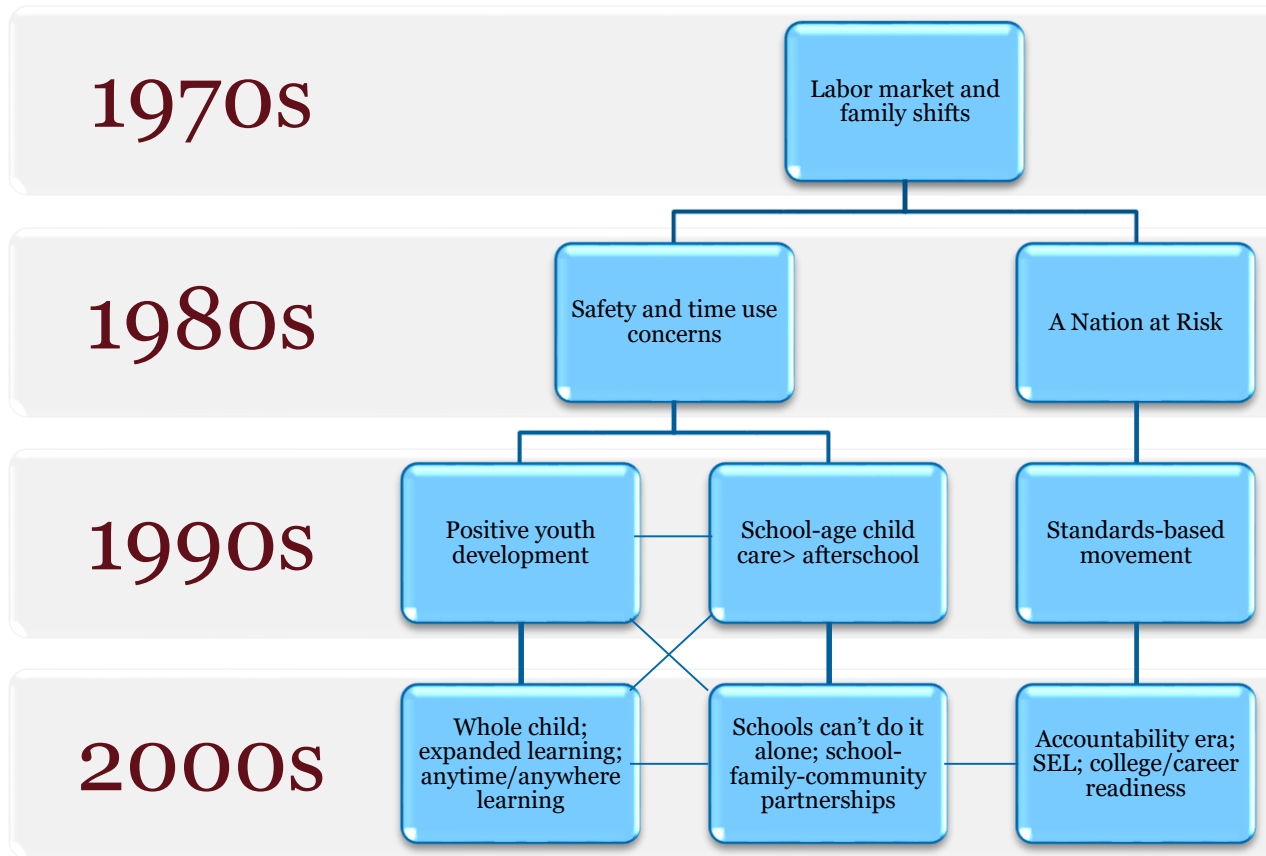


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- ❖ Karen Pittman
- ❖ Tara Donahue
In the chapter
order

The Growing Out-of-School Time Field: Past

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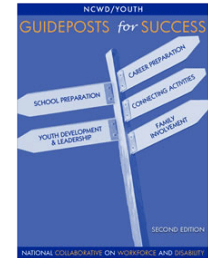


Malone, H. J. (2013). *Building a broader learning agenda: The evolution of child and youth programs toward the education sector* (Doctoral dissertation). Harvard University.

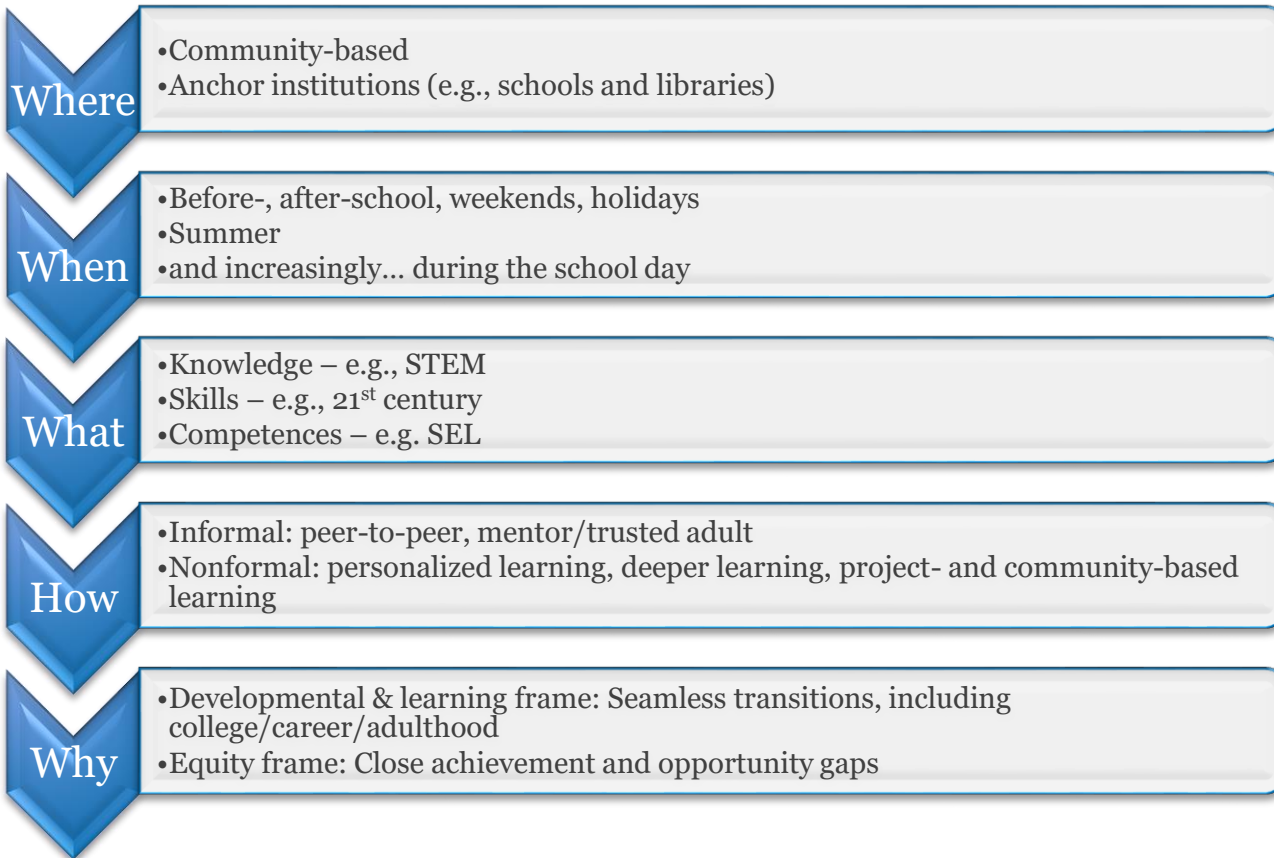
The Growing Out-of-School Time Field: Present



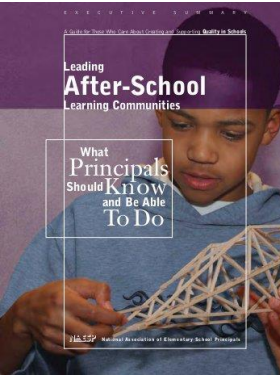
All Young People Need



- ❖ Access to high quality standards-based education regardless of the setting
- ❖ Information about career options and exposure to the world of work, including structured internships
- ❖ Opportunities to develop social, civic, and leadership skills
- ❖ Strong connections to caring adults
- ❖ Access to safe places to interact with their peers, and
- ❖ Support services to allow them to become independent adults.

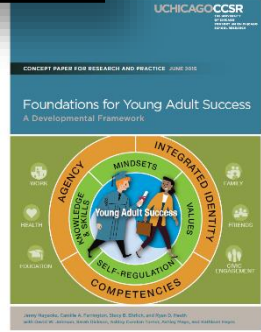
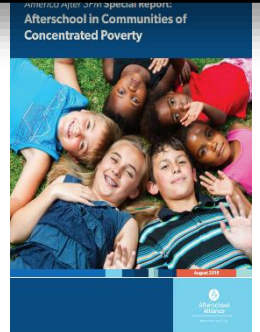






UCI Afterschool Outcome Measures Online Toolbox

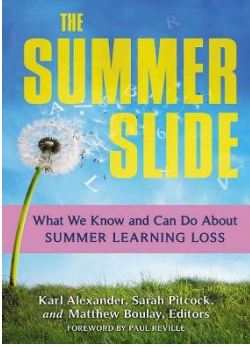
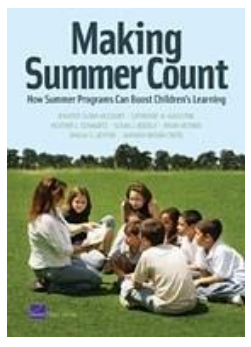
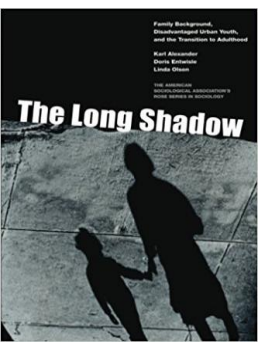
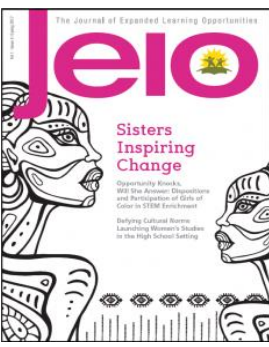
Toolkit for Expanding Learning



NYSAN NEW YORK STATE AFTERSCHOOL NETWORK

PROGRAM QUALITY Self-Assessment Tool

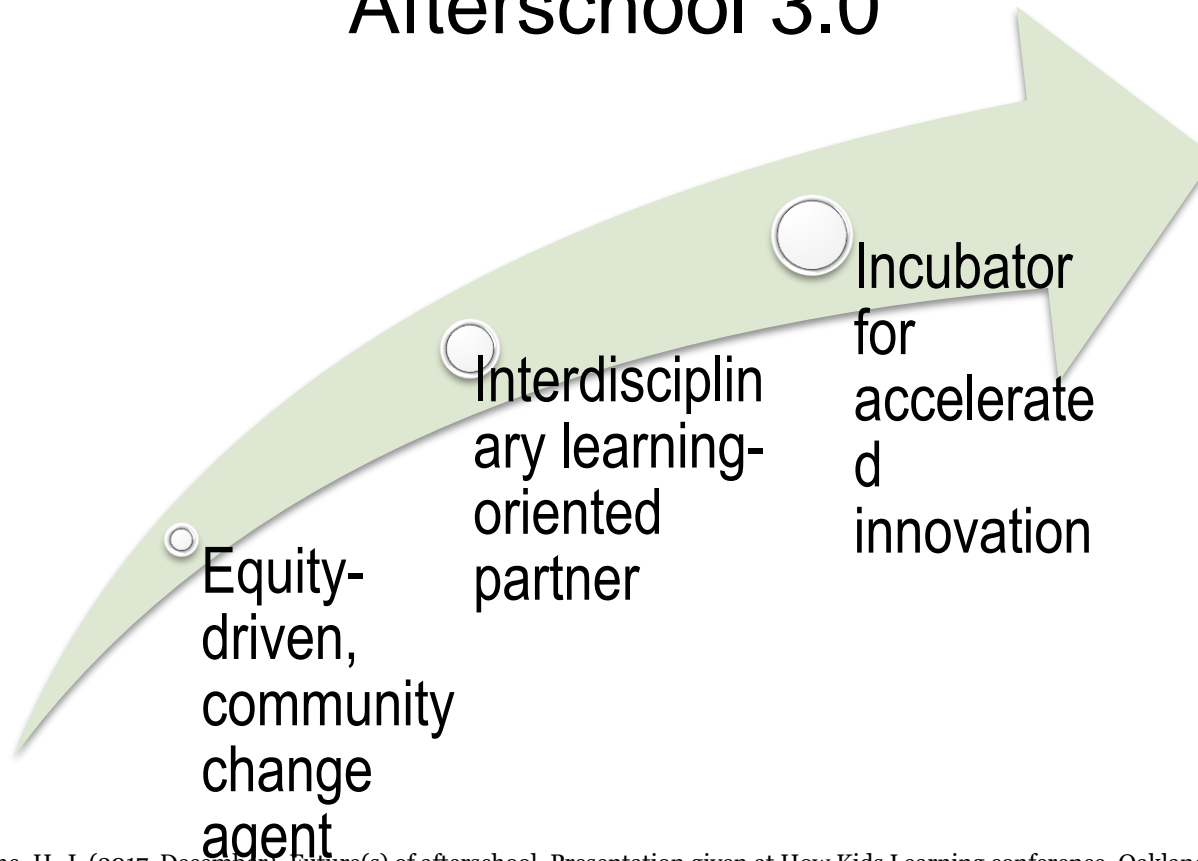
USER'S GUIDE 2ND EDITION



The Growing Out-of-School Time Field: Future

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Afterschool 3.0



Malone, H. J. (2017, December). Future(s) of afterschool. Presentation given at How Kids Learning conference, Oakland, California.

Challenges

- ❖ Increase voice and power as a sub-sector in dominant sector(s)
- ❖ Navigate messaging through the evolving concept(s) of 'learning'
- ❖ Close the opportunity gap
- ❖ Leverage and sustain diverse funding streams
- ❖ Use data to inform practice and policy
- ❖ Drive innovation to prepare diverse young people for a rapidly changing future
- ❖ Evolve across when/where/what/how/why dimensions

Opportunities: Young People

- ❖ Balance a developmental lens while also broadening a learning frame
- ❖ Understand the interplay among demographic dimensions
- ❖ Mitigate issues associated with disengagement
- ❖ Align data systems to be responsive to the needs of young people and practitioners
- ❖ Elevate equity and inclusion to make OST accessible to *all* young people

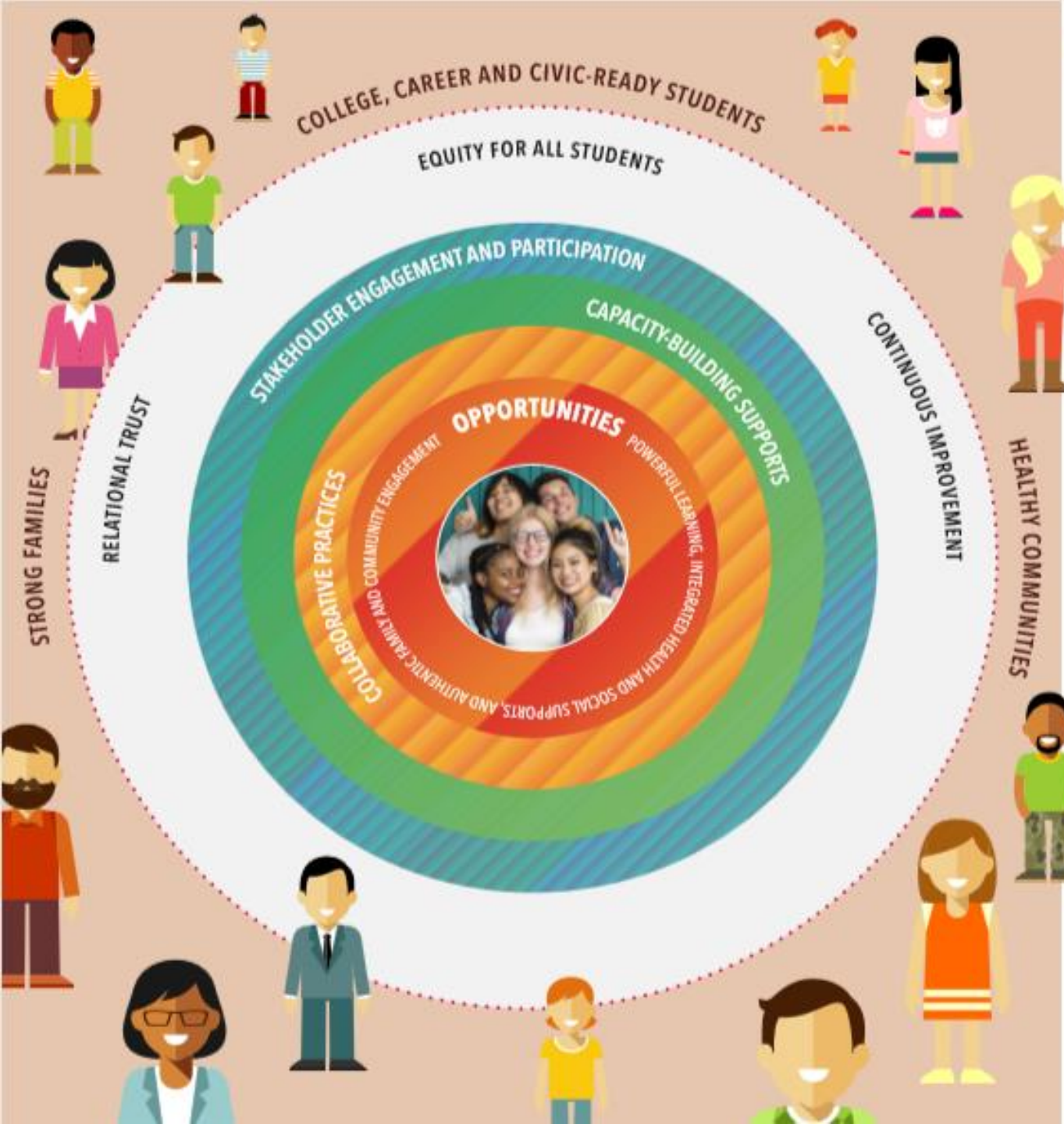
Opportunities: Practitioners

- ❖ Design incentive structures for entry and advancement in the field
- ❖ Elevate leadership opportunities to support staff
- ❖ Develop culturally-responsive practitioners
- ❖ Invest in practitioners of color
- ❖ Expand, broaden, and deepen partnerships for collective action

Opportunities: Research

- ❖ Create research-practice partnerships to effectively share knowledge
- ❖ Build intentional outcomes-driven, research-based learning opportunities
- ❖ Identify and incorporate effective international strategies

COMMUNITY SCHOOLS FRAMEWORK



KEY

The community school framework puts students at the center.

- Supporting students are key opportunities: powerful learning, integrated health and social supports, and authentic family and community engagement.
- Undergirding these opportunities are a set of collaborative practices: shared ownership for results, strategic community partnerships, resource coordination, data-driven planning, and inclusive leadership.
- Capacity-building supports nurture these collaborative practices: coaching for continuous improvement, all-stakeholder leadership development, and professional learning.
- All of these gears are driven by stakeholder engagement and participation.
- Community schools are nurtured by relational trust among stakeholders, a sharp focus on equity for all students, and a continuous improvement process designed to enhance performance and improve results.
- Results: college, career and civic-ready students; strong families; and healthy communities.

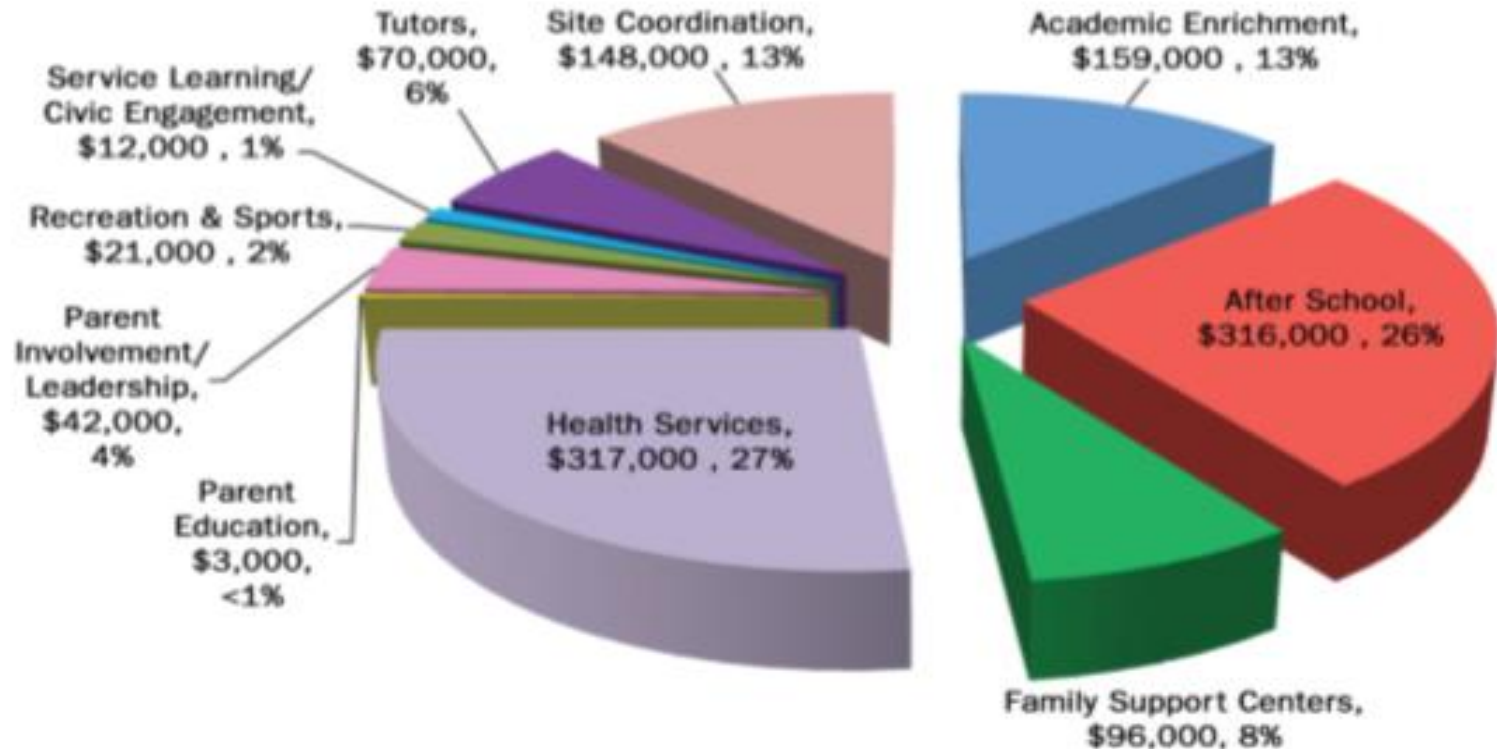
#CommunitySchools Advantage

- Provides learning opportunities that develop both academic and non-academic competencies
- Builds social capital that create opportunities for young people while strengthening their communities
- Garneres additional resources that directly support school and community development

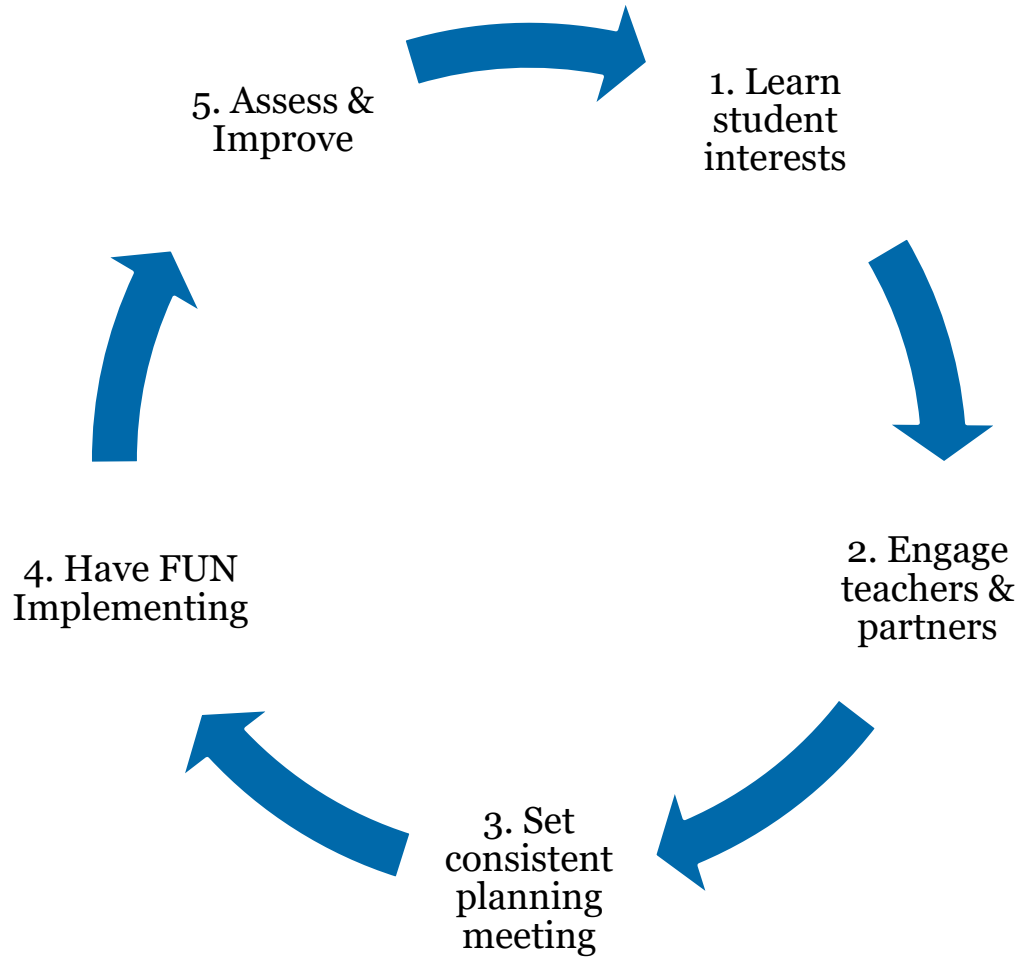
Leveraging After School

PS/IS 50 (East Harlem, NYC) School Year 08-09

Total=\$1,183,000 (by Program Service)



Catalyzing OST





A Voice from the Field



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Materials, Resources, Tools



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Tool #1: Afterschool Works! Know the Research to Make the Case for After-school Programs

Use this brief research summary to make the case as to how after-school programs make a difference for students and the demand by parents.

[Download Tool #1](#)



Tool #2: How Principals Can Promote Afterschool to Support Student Learning

Use this summary to consider strategies as to how principals can use after-school programs to support and strengthen student learning.

[Download Tool #2](#)



Tool #3: Promote A Continuum Of Learning And Opportunity

Use this guide for reflective practice to assess your professional strengths in establishing a vision and strategy for afterschool programs.

[Download Tool #3](#)

Afterschool Resource Tool #1

After-school Works!

Know the Research to Make the Case for After-school Programs

FACT

Students in high-quality after-school programs have **better attendance, behavior, grades and test scores** compared to their non-participating peers.

FACT

Juvenile crime and victimization peaks in the hours after school, yet **1 in 5 kids** are left on their own during these hours.

After-school Supports Students' Success

America's students face many obstacles that can potentially derail their journey to a healthy, rewarding and productive life. Thankfully, after-school programs across the country are helping students make the right decisions by inspiring learning, providing safe and supportive environments, and giving students the essential supports they need to succeed in school and beyond. (Afterschool Alliance)

After-school programs provide safety and supervision, while linking kids with mentors who discourage negative behaviors, such as aggression and drug and alcohol use. For every dollar invested in after-school programs, \$2.50 is saved in crime-related costs. Three out of four parents agree that after-school programs give them peace of mind about their children when they are at work.

America After 3PM: After-school Programs in Demand

The past decade has seen much progress in the number of children who are able to take advantage of the opportunities and activities after-school programs have to offer, transforming the hours between 3 and 6 p.m. from a time of concern for working parents to a time of learning and advancement for students. The 2014 America After 3PM edition—which spans a decade of data chronicling how children spend the hours between 3 and 6 p.m.—has found that overall participation in after-school programs has increased by nearly 60 percent from 2004 to 2014, with nearly 4 million more children in after-school programs today.

In addition to more children participating in after-school programs, parents' satisfaction with specific aspects of after-school programs—such as the quality of care, staff and program activities—has significantly increased over the last five years. Although sizeable gains have been made in after-school program quality and participation, the unmet demand for after-school programs continues to rise.

In 2004, the parents of 15.3 million children said they would enroll their child in an after-school program if one were available; today that number stands at 19.4 million children. And, while the number of children alone and unsupervised after school has decreased over the last 10 years, there are still 11.3 million children headed for an unsupervised environment after the last school bell rings.

Afterschool Resource Tool #2

LEADERSHIP

How Principals Can Promote After-school to Support Student Learning

Leadership in After-school Learning Strategies for Principals

To build a strong school culture and climate and address the widening achievement and opportunity gaps, principals are increasingly working with after-school and summer learning programs to ensure student success.

Key areas for principal action include:

- **Promote a continuum of learning and opportunity**
- **Champion after-school programs and needed resources**
- **Support quality after-school and summer learning**

STRATEGIES

Expand the vision of learning to include high-quality experiences both in- and out-of-school.

- ▷ Demonstrate the belief that the school's mission, vision and plan encompass learning that occurs during and beyond the traditional school day.
- ▷ Articulate to all stakeholders the value of learning opportunities that occur after school, whether they are school-based, school-linked or community-based.
- ▷ Consider after-school opportunities as added learning time and a complement to, not an extension of, the school day.
- ▷ Offer learning opportunities in after-school that are different from, but connected to, those in the school day.
- ▷ Articulate a continuum of services and supports for students.

Act as a catalyst in the community to develop quality after-school programs.

- ▷ Use the credibility of the principal to advocate for after-school programs for students.
- ▷ Understand after-school funding streams and policy issues.

Afterschool Resource Tool #3

VISION & STRATEGY

Promote A Continuum Of Learning And Opportunity

Expanding a Vision for Learning Beyond Schools Ideas for Principals

To succeed in school and beyond, youth need a wide range of learning opportunities and supports. As community leaders, principals can promote a broad and wide vision for learning for youth both in- and out-of-school and develop strategies for supports.

IDEAS

Principals who expand the vision of learning to include high-quality experiences in after-school:

- Demonstrate the belief that the school's mission, vision and plan encompass learning that occurs during and beyond the traditional school day
- Articulate to all stakeholders the value of learning opportunities that occur after school, whether they are school-based, school-linked or community-based
- Consider after-school opportunities as added learning time and a complement to, not an extension of, the school day
- Extend the school's culture of adult learning to after-school staff

Principals who support linkages, connections and relationships between the school day and after-school learning that ensure program content meets community, school and students needs:

- Ensure that the school's learning and core academic standards are connected to activities in after-school programs
- Offer learning opportunities in after-school that are different from, but connected to, those in the school day
- Provide a continuum of services and supports for students (including homework assistance, enrichment, tutoring, extra-curricular clubs, service and civic development opportunities, mentoring, arts, technology, foreign language and healthy snacks)

VISION & STRATEGY

QUESTIONS FOR FURTHER REFLECTION

Demonstrate the belief that the school's mission, vision and plan encompass learning that occurs during and beyond the traditional school day.

- ▷ Is the importance of after-school learning reflected in our school's mission statement?
- ▷ Is the importance reflected in my vision and plan for the school?
- ▷ How do I demonstrate my commitment to learning both during and after school?
- ▷ Do I share school resources with the after-school program?
- ▷ Do I include school and after-school staff on curriculum planning committees?
- ▷ Is there an after-school representative on our site-based management team?

Articulate to all stakeholders the value of learning opportunities that occur after school, whether they are school-based, school-linked or community-based.

- ▷ Am I familiar with the research on after-school learning?
- ▷ How do I articulate the value of after-school learning opportunities?
- ▷ Do I underscore the importance of after-school learning in meetings I have with parents? Administrators? Students?
- ▷ Do I include references to after-school learning in the school newsletter and Web site?

Consider after-school opportunities as added learning time and a complement to, not an extension of, the school day.

- ▷ What type of activities does our after-school program include?
- ▷ How do those activities complement, yet differ from, activities students participate in during school?
- ▷ Are there a variety of offerings?
- ▷ Do students see after-school as fun?
- ▷ Do they have a voice in helping determine which activities will be offered and how they will be structured?

Offer learning opportunities in after-school that are different from, but connected to, those in the school day.

- ▷ Are after-school and school day programs complementary?
- ▷ How are they different?
- ▷ Do students perceive the after-school program as "more school"?
- ▷ What are some of the ways in which after-school activities are connected to school-day activities?

Wrap Up and Reflection

Questions?



<http://www.naespconference.org/>