

Out-of-School Time (OST) Leadership Guide

First Edition



Produced by the **Leadership in Action (LIA) Cohort I**, a project of the Arkansas Out of School Network and Astate Childhood Services



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Overview of the Guide

Millions of children participate in Out-of-School Time (OST) programs in the United States every day. Research consistently points out that participation in quality driven OST programs renders positive results for children and youth in the areas of social and emotional development, health and wellness, as well as the academic achievement and drive that students exhibit during the regular school day.

Quality programming is driven by quality staff - - staff who build positive relationships with students, understand their development needs and who present them with opportunities to learning in meaningful, fun, exciting and engaging ways.

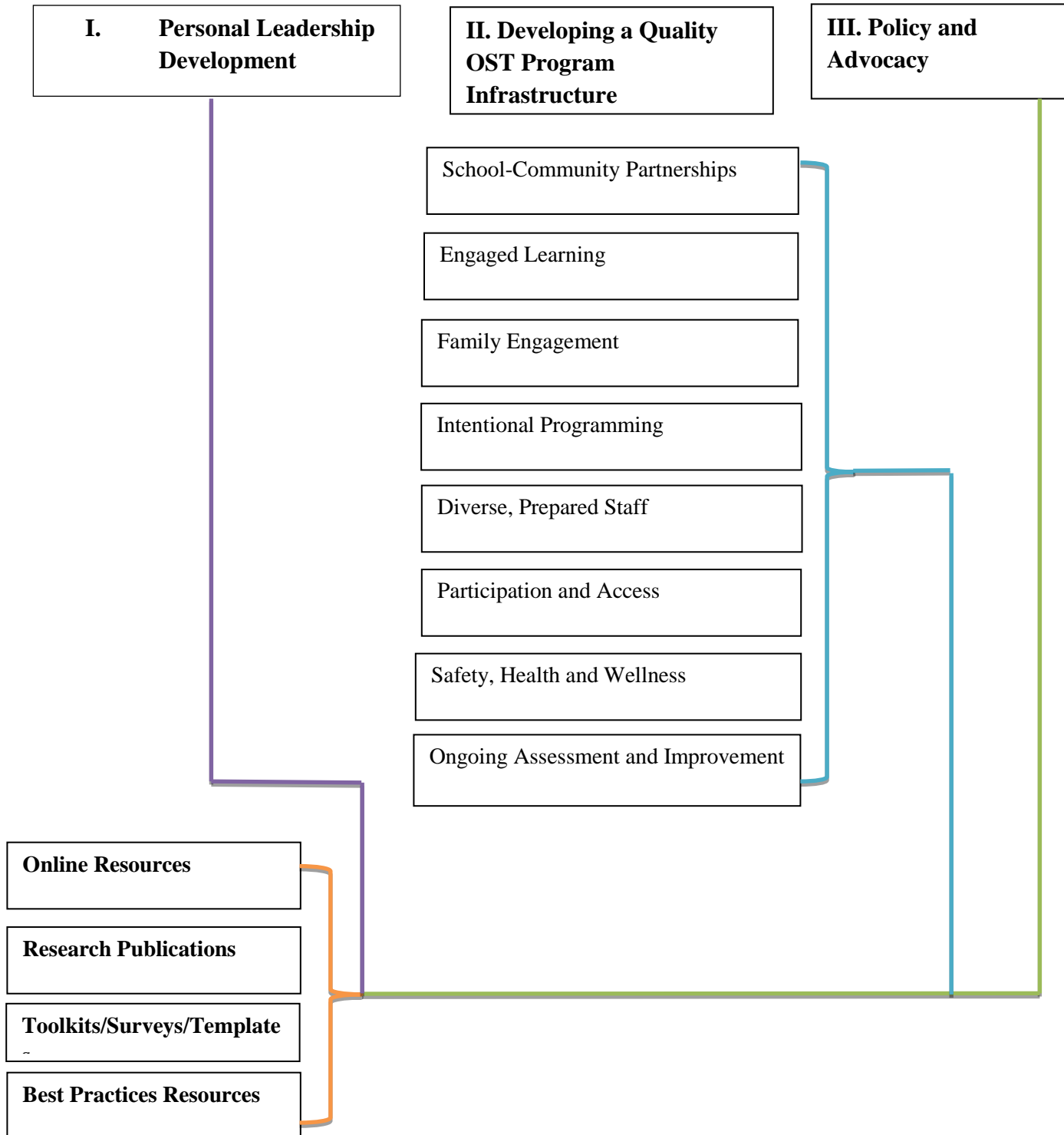
In an effort to assist the OST field and especially practitioners in our state with resources that can aid them in building quality OST programs, members of the Arkansas Out of School Network and Arkansas State University Childhood's Services, along with staff members, created this *Out-of-School Time Leadership Guide*.

The guide is intended to provide other OST program administrators, leaders and staff with valuable best practices and resources in the areas of OST Leadership, Developing a Quality OST Program Infrastructure, and Advocacy/Policy in the field. Each of these topic areas include a variety of resources such as online resources, research publications, toolkits/surveys/templates and best practices resources so that practitioners can easily find information that is relevant to their program or a particular need they have. All resources are intended to aid program managers and staff in building quality driven, positive youth development programs for children and youth during the hours, days, and weeks they are not in school.

It should be noted that this resource is a work in progress. It will be continually added to and updated in order to present the most applicable and helpful information to those working in the field. Any comments or suggestions may be submitted to kkoenigsfest@astate.edu and are always welcome.

Guide Map

The Out-of-School Time Leadership Guide is divided into the following sections:



I. Personal Leadership Development

The director or program administrator of any organization should be a role model for those he/she supervises. This entails not only managing the daily operations of the organization, but really being a leader – a transformational leader at that – who can inspire others to strive to meet the mission and goals of the organization and to in turn, be leaders themselves, who maintain the organizational vision at the forefront of everything they do.

Becoming a leader must first start with understand one's personal leadership style/strengths and then knowing how to use these strengths to lead others and also understand others' strengths to develop those individuals as leaders as well. There are various 'competencies' that one should acquire when setting out to discover his/her leadership capabilities. This is especially important in the realm of Out-of-School Time when you are not only acting as a role model to employees, but you are creating role models out of those employees and creating an environment that strives to also build leaders out of the youth who participate in your program.

A. Online Resources

- **Group-games.com**, <http://www.group-games.com/>

Online repository of a variety of group games that can be used with adults as well as children and which focus on team building, problem solving and collaboration.

- **ICMA Smart Brief**, <https://www2.smartbrief.com/getLast.action?mode=sample&b=ICMA>

Online newsletter with a dedicated daily leadership blog with a variety of helpful topics.

- **Mind Tools**, <http://www.mindtools.com/>

Lots of resources on leadership skills, team management, problem solving, decision making and many more topics of importance to leaders and the teams they are developing.

- **National Afterschool Association**, <http://naaweb.org/>

The National Afterschool Association has a variety of resources for OST leaders, including reading recommendations on a variety of books that OST administrators would find interesting and pertinent to their work and teams.

- **Teampedia Tools for Teams,**
http://www.teampedia.net/wiki/index.php?title=Main_Page

This is a wiki dedicated to team building. Lots of great resources are housed here, including icebreakers, warmups, and games to promote collaboration, goal setting and diversity.

- **The Out of School Time Resource Center (OSTRC),**
<http://impact.sp2.upenn.edu/ostrc/links/pma.html>

Various resources that can aid program administrators, including resources for advocacy and policy, fiscal management, human resources and supervision, retaining staff and youth, and much more.

- **Training Wheels,** <http://www.training-wheels.com/whoweare/>

Leader in the teambuilding industry in creating quality, affordable activities, books, and trainings for those seeking experiential resources. Training Wheels provides a wide variety of facilitation, debriefing and teambuilding activities that have collectively changed the way experiential educators and trainers work. Free online newsletters are available; other services (such as regular teambuilding activities and books) can be accessed through this site for a fee.

- **Wilderdom,** <http://www.wilderdom.com/games/InitiativeGames.html>

Team Building Activities are designed to help groups develop effective communication & problem-solving skills.

B. Research Publications

- **Gredler, M., Gannet, E., & Gallagher, J. (2012). *Strong Directors – Skilled Staff*. National Institute on Out-of-School Time. Retrieved from**
<http://www.wallacefoundation.org/knowledge-center/after-school/quality-and-cost/Documents/Strong-Directors-Skilled-Staff-Guide-to-Using-the-Core-Competencies.pdf>

This publication, funded by The Wallace Foundation, is a ‘Guide to Using the Youth Worker Core Competencies for Youth Work Professionals and Supervisors.’ The aim of the publication is to explain how youth workers can use the core competencies created by NIOST to positive youth outcomes for children in their programs. Assessment tools and worksheets are provided to supervisors so that they can rate their programs and see where they need to build on the youth worker competencies and/or provide more training to employees.

- **Herman, M. (2012) Literature Review and Curriculum Research for Leadership Matters. University of Minnesota Extension. Retrieved from <http://www.extension.umn.edu/youth/contact/margo-herman/docs/lit-review-herman-leadership-matters.pdf>**

An extensive literature review that covers different research on the types of environments, resources and curricula available to youth work supervisors to help these professionals have the greatest impact on employees and programs. It provides A LOT of resources that can be helpful for further research on leadership in OST programming.

- **Huang, D., Cho, J., Mostafavi, S., & Nam, H. H. (2010). *What works? Common Practices in High Functioning Afterschool Programs Across the Nation in Math, Reading, Science, Arts, Technology, and Homework—A Study by the National Partnership* (CRESST Report 768). Los Angeles: University of California, Center for Research on Evaluation, Standards, and Student Testing. Retrieved from: <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database/common-practices-in-high-functioning-afterschool-programs/research-study-2004-2007-common-practices-in-high-functioning-afterschool-programs-across-the-nation>**

This evaluation report yields the results of a study conducted by the National Center for Research on Evaluation, Standards, and Student Testing to identify best practices in afterschool programs (specifically in 21st Century Community Learning Center programs) in the areas of program organization, structure and delivery were evaluated to identify the types of professional development, technical assistance, and/or other supports that high achieving programs were enlisting.

- **Huang, D. & Dietel, R. (2011). *Making Afterschool Programs Better. National Center for Research on Evaluation, Standards and Student Testing, Policy Brief, 11.* Retrieved from http://www.cse.ucla.edu/products/policy/huang_MAPB_v5.pdf**

Research brief that highlights the ‘key components of effective afterschool programs’, indicators of these components and practical examples that OST administrators can use as benchmarks to ensure quality programming.

- **Little, P. M. D., Wimer, C., & Weiss, H. B. (2008). *After school programs in the 21st century: Their potential and what it takes to achieve it.* Cambridge, MA: Harvard Family Research Project. Retrieved from www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief10.html**

Research brief from the Harvard Family Research Project, which focuses on highlighting what aspects of afterschool programming lead to positive impacts on the children and youth who attend them.

- **Nikezic, S., Puric, S. & Puric, J. (2012). Transactional and Transformational Leadership: Development Through Changes. *International Journal for Quality Research*, 6 (3), p. 285-296. Retrieved from <http://www.ijqr.net/journal/v6-n3/11.pdf>**

Scholarly article that discusses the origins of and gives information and concrete examples on transactional and transformational leadership.

- **Reisner, E. R., Vandell, D. L., Pechman, E. M., Pierce, K. M., Brown, D. D., & Bolt, D. (2007). *Charting the benefits of high-quality after-school program experiences: Evidence from new research on improving after-school opportunities for disadvantaged youth*. Washington, DC: Policy Studies Associates. Retrieved from www.policystudies.com/policystudies.com/files/Promising_Programs_policy_paper.pdf**

This research study looks at the ways in which high quality Out-of-School Time programs can render positive outcomes for ‘disadvantaged’ children and youth. The study followed youth to better understand the amount of participation they were spending in structured OST programs as well as in other types of activities outside of these programs to understand which offerings or types of programs provided the most benefits to youth. The study also looked at these statistics and compared them to those of youth not involved in any type of structured activities or who were left unsupervised after school.

- **U.S. Department of Health and Human Services, Administration of Children and Families, Child Care Bureau (2007). *Building Professional Development Systems for the Afterschool Field*. Retrieved from http://www.afterschoolnetwork.org/sites/main/files/file-attachments/pd_systems.pdf**

Research paper put together by the U.S. Department of Health and Human Service’s Administration of Children and Families which underscores the importance of professional development for Out-of-School Time program staff and the current state and federal systems that have been created to support the field. Best practices examples from different states are given as well as core competencies highlighted to inform administrators on the knowledge that practitioners should ultimately acquire in order to provide high quality programming to children and youth.

- **Zief, S. G., Lauer, S., Maynard, R. A. (2006). *Impacts of after-school programs on student outcomes: A systematic review for the Campbell Collaboration*. Oslo, Norway: Campbell Collaboration Policy Review. Retrieved from www.campbellcollaboration.org/library.php**

This paper closely analyzes results of evaluations on the outcomes of Out-of-School Time programs with a special look at what types of locations, supervision, and

participation levels lead to what social, emotional and academic outcomes for children and youth participants.

C. Toolkits/Surveys/Templates

- **Child Trends,** http://www.nccap.net/media/pages/Staff%20Training_Child%20Trends%202009_RB.pdf

Provides an overview on the positive aspects of training staff and gives detailed steps and descriptions of some ways that OST managers/administrators can go about generally training staff.

- **Expanding Learning Toolkit,** <http://www.expandinglearning.org/toolkit>

A very good resource that any type of afterschool program can utilize. Contents include a plethora of resources on program quality, professional development, sustainability, advocacy, engaging students in programming.

- **Strengths Finder,** <http://www.strengthsfinder.com/home.aspx>

This link is to Gallup Press's two books, *Strengths Finder 2.0* and *Strengths Based Leadership*, as well as to the Gallup Strengths Center. The Strengths Finder approach can help leaders when it comes to personal leadership development and understanding one's own strengths and how those come into play on both a personal and professional level. This is a great tool that leaders can also use to develop and support staff.

D. Best Practices Standards

- **Core Competencies for Supervisors of Youth Work Professionals,** http://www.nyc.gov/html/dycd/downloads/pdf/supervisor_core_competencies-full_document102009.pdf

A concise and comprehensive list of competencies specifically for supervisors of youth work professionals developed by the New York City Department of Youth and Community Development. The guide comes with indicators that give an explanation of the competencies and how they can be achieved.

- **National Afterschool Association’s Core Knowledge and Competences for Afterschool and Youth Development Professionals,**
http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Important document that highlights the basic standards and areas that OST leaders and staff need to have knowledge in in order to provide high quality programming to children and youth. OST administrators can use this document as a way to assess staff professional development needs and link them up with training opportunities in vital areas.

- **National Center for Quality Afterschool, SEDL (2009). Building and Managing Quality Afterschool Programs. Retrieved from**
http://www.sedl.org/afterschool/practitioners_guide_to_afterschool_programs.pdf

With support from the C.S. Mott Foundation, SEDL’S National Partnership for Quality Afterschool Learning created this guide which intends to give OST program administrators on organization and management components of high quality programs. The guide also highlights ‘academic programming practices’ and relationship building techniques that contribute to the most positive results for children and youth.

- **The After-School Program Handbook for School Site Leaders,**
https://www.calstate.edu/teacherED/csu-asp/docs/AS_HANDBOOK.pdf

The California State University and David and Lucile Packard Foundation created this handbook for Out-of-School Time program leaders which takes into consideration academics, the arts, physical fitness, social and emotional learning as a part of a quality program. The book gives ideas for helping programs connect to schools and families to build partnerships as well as gives checklists, resources and great ideas for creating quality programs.

II. Developing a Quality OST Program

Infrastructure

- **School-Community Partnerships**

Partnerships between Out-of-School Time programs, whether they be school-based, community-based, faith-based, etc. and schools are extremely important to the program’s success and play a vital role in ensuring that students’ success is at the forefront of everything that is done. Strong

partnerships between school and OST programs should include shared goals, resources, services and data. The programs should make it a point to have systems for communicating openly about what is going on during the school day academically as well as with students who are in the OST program (Afterschool Alliance, 2012).

A. Online Resources

- **ExpandedED** <http://www.expandedschools.org/tools/ten-ways-build-school-community-partnerships#sthash.83yi3o0s.dpbs>

Tips and tools for programs to build strong school-community partnerships.

- **The Coalition for Community Schools**, <http://www.communityschools.org/>

Research articles and publications available which highlight various facets of successful school-community partnerships.

- **The New York State Afterschool Network (NYSAN)**, <http://www.nysan.org/wp-content/uploads/2014/08/Guidebook-for-Web.pdf>

NYSAN has various resources and guidebooks available that focus on the area of school-community partnerships.

B. Research Publications

- **Afterschool Alliance. 2008. *Afterschool: The Bridge Connecting Schools and Communities*. Retrieved from http://www.afterschoolalliance.org/issue_briefs/issue_bridge_30.pdf**

While schools can often be disconnected from the community they serve, afterschool programs can serve to connect the two while greatly improving educational opportunities and outcomes for students. This can be particularly true in low-income communities where expanded opportunities are particularly important. Some benefits of these partnerships include increased student involvement and responsibility, decreased absences, greater workforce readiness and greater academic achievement. By engaging community partners many of the obstacles to participation, such as lack of transportation or cost, can be overcome.

- **Burkhauser, M.A., Bronte-Tinkew, J. & Kennedy, E. (2008). Building Community Partnerships: Tips for Out-of-School Time Programs. Child Trends Publications, 2008 (13). Retrieved from [http://www.childtrends.org/wp-content/uploads/2008/03/Child Trends-2008_03_12_PI_CommunityPartner.pdf](http://www.childtrends.org/wp-content/uploads/2008/03/Child_Trends-2008_03_12_PI_CommunityPartner.pdf)**

Research brief that highlights specific benefits of community involvement in OST programs, as well as tips for involving the community and how to best leverage these important partnerships.

- **Connely, G. & Young, P.G. (2013). More Than Just Another ‘To-Do’ on the List: The Benefits of Strong School, Principal and Afterschool/Community Relationships. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/more-just-another-do-list-benefits-strong-school-principal-and>**

This article discusses the vital role that principals play in ensuring successful and effective school-community relationships in bridging school-day and afterschool learning and achieving the most positive outcomes for children and youth.

- **Harvard Family Research Project. 2010. Partnerships for Learning: Profiles of Three School-Community Partnership Efforts. Retrieved from: <http://www.hfrp.org/out-of-school-time/publications-resources/partnerships-for-learning-profiles-of-three-school-community-partnership-efforts>**

This article presents five strategies that are essential to successful community partnerships for out of school time: a common vision, sharing of data, active relationships between organizations, blended staffing arrangements and strong ties to communities and families. Profiles of three unique out of school programs demonstrate how and why these strategies are used to achieve maximum impact. Examples given present both short and long term strategies for effective partnerships.

- **Jordan, C. (2014). Building Supportive Relationships in Afterschool. SEDL. Retrieved from <http://www.sedl.org/insights/2-1/building-supportive-relationships-in-afterschool.pdf>**

Report brief that summarizes positive ways OST programs can build relationships with school day staff, other adults and children and youth in order to make the greatest impact on their learning, social emotional well-being and drive for success.

- **Little, P. (2011). School-Community Learning Partnerships: Essential to Expanded Learning Success. Expanded Learning & Afterschool Project. Retrieved from**

http://expandinglearning.org/sites/default/files/em_articles/6_schoolcommunitylearning.pdf

This article, one of many in the Expanding Minds and Opportunities Compendium produced by the Expanded Learning and Afterschool Project, explores the benefits of school community partnerships and gives best practice examples of successful partnerships across the nation.

- **McLaughlin, Brenda and T.L. Phillips (2009). Meaningful Linkages Between Summer Programs, Schools, and Community Partners: Conditions and Strategies for Success. The Nellie Mae Foundation. Retrieved from <http://www.nmefoundation.org/getmedia/346ff6eb-a6b7-42e8-838e-f717da263e6b/Meaningful-Linkages-full-report-rev-10-09?ext=.pdf>.**

This report summary from the National Summer Learning Institute and Nellie Mae Education Foundation provides an overview of conditions and strategies that are necessary in implementing successful summer programs through school community partnerships. The report was created through in depth interviews with 11 summer programs that have successfully formed partnerships between schools and community partners.

C. Toolkits/Surveys/Templates

- **Expanded Learning Toolkit, <http://www.expandinglearning.org/toolkit/partnerships>**
Toolkit component from the larger Toolkit for Expanding Learning. This portion focuses specifically on partnerships between OST programs and schools and what factors contribute to the most successful partnerships.
- **Strengthening Partnerships: Community School Assessment Checklist, <http://www.communityschools.org/assets/1/AssetManager/csassessment.pdf>**

Toolkit of checklists that can help school and community organization leaders to create and or strengthen existing partnerships. Checklists can help program administrators plan partnerships, programming components and include assessments of the organizational structure and communication aspects of partnerships, a community resource checklist that programs can use to see which partnerships would be most beneficial, and a checklist of funding sources that can support programs.

- **United Way**, <http://supportunitedway.org/files/SchoolTipCards.pdf>

The *Connecting School and Afterschool: 15 Ways to Improve Partnerships* toolkit includes very helpful information on a variety of topics that fall under the theme of building partnerships. This includes tools on communication techniques and formal agreements, as well as those pertaining to maintaining the partnerships.

D. Best Practices Resources

- **A Guide to School-Community Best Practices**, http://www.educationcoordinatingcouncil.org/SATF_DOCS/SATF_Reports/A_Guide_to_School-Community_Best_Practices.pdf

This guide was put together by the Los Angeles County Educating Coordinating Council and gives information on practices used in Los Angeles schools; however, it can be helpful for practitioners to look into the programs listed and the best practices they incorporated to build strong partnerships in the OST between schools and community organizations.

- **American Youth Policy Forum**, <http://www.aypf.org/publications/LessonsLearnedOSTPrograms.pdf>

This guide is titled *Lessons Learned About Effective Policies and Practices for Out-of-School-Time Programming* and is based on a three year study of effective OST programs. School-community partnerships are a key element described here.

● Engaged Learning

OST programs should make a concerted effort to ensure that the activities that they are doing with children and youth compliment school day learning but which are more engaging and meaningful for them. Youth should be exposed to activities and programming that sparks their interests, gives them voice and choice, and which encompass a range of subjects, including science, technology, engineering, math, arts, physical activity, and music. Additionally, OST programs should incorporate mentoring, tutoring, career exploration, among other things.

A. Online Resources

- **Click to Science PD** <http://click2sciencepd.org/>

Professional development site that frontline staff might find useful if they want to create their own trainings with staff and work on components of quality STEM based projects to use in programs.

- **Energy.gov** <http://energy.gov/eere/education/teach-and-learn>

This resource is provided by the US Office of Energy Efficiency and Renewable Energy and includes videos, data tools, lessons, activities, and other online resources for educators at all levels.

- **Engineering is Elementary** <http://www.eie.org/overview/engineering-design-process>

Free curriculum and videos on the design engineering process are available. Pre and post assessments are also available.

- **Girls Start** <http://www.girlstart.org/>

Free resources and curriculum for engaging kids (girls specifically) in Science, Technology, Engineering and Math.

- **PBS Kids** http://www-tc.pbskids.org/designsquad/pdf/parentseducators/DS_Act_Guide_complete.pdf

Guide for hands-on, fun engineering challenges for kids ages 9-12. The activities in this guide are particularly crafted for use in an afterschool setting.

- **Science Buddies** <http://www.sciencebuddies.org/engineering-design-process/engineering-design-process-steps.shtml>

This site is designed to help kids and teachers with science fair project ideas, but it is also something that you can use to do projects in the afterschool and summer program setting.

- **You for Youth.** <http://stem.codexdataenterprises.com/tools.php>

You for Youth is an online professional development and technical assistance site for 21st CCLC programs. The site is full of wonderful resources that programs can use to consider STEM learning goals and outcomes, such as checklists of the features and practices of high quality STEM programming, staff skills that need to be in place, activity implementation tips, and much more.

- **Ultimate Camp Resource**, <http://www.ultimatecampresource.com/site/camp-activities/camp-games.html>

Camp games for large groups, small groups, children with special needs; games based on art or dramatic play, and/or nature activities.

- **Wilderdom** - <http://wilderdom.com/games/MulticulturalExperientialActivities.html>

Multicultural, Cross-cultural & Intercultural Games & Activities

B. Research Publications

- **Afterschool Alliance (2012). Principles of Effective Expanded Learning Programs: A Vision Built on the Afterschool Approach. Retrieved from [http://www.afterschoolalliance.org/Principles%20of%20Expanded%20Learning%20Programs Jan 2012\(2\).pdf](http://www.afterschoolalliance.org/Principles%20of%20Expanded%20Learning%20Programs%20Jan%202012(2).pdf)**

This brief gives a comprehensive of research based best practices or components that are necessary to create high quality, effective, expanded learning programs in the Out-of-School Time. The brief discusses eight components that programs should work to ensure are included in programming with a brief explanation of each.

- **Heckman, P. & Sanger, S. (2013). How Quality Afterschool Programs Help Engage More Young People in Learning, Schooling and Life. *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/how-quality-afterschool-programs-help-motivate-and-engage-more-young-people>**

Article which describes brain research and the way in which people learn and what that means in terms of the way that children are engaged in afterschool programs.

- **Krisnamurthi, A., Ottinger, R., & Topol, T. (2013). STEM Learning in Afterschool and Summer Programming: An Essential Strategy for STEM Education Reform. *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success*. Retrieved from http://expandinglearning.org/sites/default/files/em_articles/2_stemlearning.pdf**

This article discusses the important impact that Out-of-School Time programs that focus on science, technology, engineering and math (STEM) learning have on student achievement and their choice in future careers and college majors. Authors also give information on STEM program funding streams for OST programs.

- **Marmillion, V. & Rose, G. (2013). Museums as 21st Century Partners: Empowering Extraordinary “iGeneration” Learning Through Afterschool and Intergenerational Family Learning Programs. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/museums-21st-century-partners-empowering-extraordinary-igeneration-learning>**

This article explains the research that indicates that informal learning institutions, such as museums, zoos, and aquariums, contribute to nurturing the development of children and families through experiential educational offerings.

- **Nagaoka, J., Farrington, C.A., Ehrlich, S. B., & Heath, R.D. (2015). Foundations for Young Adult Success: A Developmental Framework. Retrieved from <http://wallacefoundation.org/knowledge-center/after-school/key-research/Pages/Foundations-for-Young-Adult-Success.aspx>**

This research brief and infographic, funded by the Wallace Foundation, discusses the essential social emotional skills youth need to be successful in school, career and life in general.

- **Wise, B. & Schwartzbeck, T.D. (2013). Technology Makes Learning Available 24/7: Digital Learning in Expanded Learning Spaces After School and in the Summer. *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/technology-makes-learning-available-247-digital-learning-expanded-learning>**

This article gives examples of successful technically based afterschool and summer learning programs and provides insight in to the types of technologies these programs are using to enhance student learning in a digital age.

C. Toolkits/Surveys/Templates

- **Expanding Learning Toolkit, <http://www.expandinglearning.org/toolkit>**

Toolkit full of resources that different types of organizations can use to plan and implement Out-of-School Time programming.

- **Indiana Afterschool Network STEM Specialty Standards. http://www.indianaafterschool.org/wp-content/uploads/2013/12/IANStandards_STEM_v5.pdf**

The Indiana Afterschool Network’s Science, Technology, Engineering and Math (STEM) Specialty Standards are available to Out-of-School Time programs that want to assess

how well they are integrating STEM learning into programming. These standards are based on best practices in the field of STEM programming for children and youth in k-12 grades in afterschool and summer learning programs.

- **National Center for Quality Afterschool, SEDL,**
https://www.sedl.org/afterschool/toolkits/about_toolkits.html

Afterschool training toolkit for integrating learning experiences in a variety of subject areas, including literacy, math, science, the arts and technology.

- **National Education Association (NEA),** <http://www.nea.org/tools/lessons/stem-resources.html>

This resource provides variety information on the best places to go to find STEM curricula resources and activities and professional development activities for teachers.

- **STEM² The Power of Discovery.**
http://powerofdiscovery.org/assessment/assessing_STEM_quality

Information on tools available from 4H to assess the quality of STEM activities, including the 4H Experimental Learning Check-off list, the 4H SET (Science, Engineering, and Technology) checklist and the Science Ready Checklist, as well as some information on core principles of teaching science.

D. Best Practices Resources

- **Cain, J., Cummings, M., & Stanchfield, J. (2005). *A Teachable Moment: A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection.* Dubuque, IA: KendallHunt.**

This book is full of fun, engaging ideas for working with groups and building teams. It also includes the very important processes of debriefing and reflection and gives tools on how to do this effectively.

- **Frank, L.S. (2013). *Journey Toward the Caring Classroom.* Bethany, OK: Wood N Barnes Publishing & Distribution.**

This book is a great resource for engaging and intentional programming that is focused on the social and emotional needs of children and youth. The guide focuses on community building in the classroom and building important 21st century skills such as teamwork, cooperation and problem solving.

- **Ragsdale, S. & Saylor, A. (2014). *Groups, Troops, Clubs & Classrooms*. Minneapolis, MN: SEARCH Institute.**

This book discusses a strengths-based approach to positive youth development and giving youth power to make choices and challenge them so that they will gain greater skills and grow in positive ways. The book has an array of activities focused on engaging, connecting with, and challenging youth.

● **Family Engagement**

Out-of-School Time programs must work to involve families by allowing them to provide input and be engaged in the program. Programs must consider the needs of parents when they are considering program hours, offerings and methods of communication. The more parents and families are engaged in their children's learning, the more successful the children will ultimately be in school and life.

A. Online Resources

- **Arkansas Educational Television Network (AETN) <http://www.aetn.org/>**

The Arkansas Educational Television Network (AETN) has a lot of resources, news and events geared towards parents and helping them be engaged in and empowered to play a role in their children's education.

- **Middle Web, <http://www.middleweb.com/3569/10-stem-tips-for-parents/> -**

This is a resource that can be given to parents during a STEM family night or other event, which helps them understand what they can do to spark their child(dren)'s interest in STEM.

- **Parent Further, <http://www.parentfurther.com/>**

This is a SEARCH Institute resource for parents to give them practical tools and tips on how to build relationships with children. Resources include understanding ages and stages of development, inspiring children, and setting limits.

- **The Center for Effective Parenting, <http://parenting-ed.org/>**

The Center for Effective Parenting is a collaborative between UAMS and AR Children's Hospital. Providers can find many resources to use to help parents and to pass along to them, including handouts and information on free parenting classes.

- **The University of Arkansas Cooperative Extension Service, www.uaex.edu/about.us.htm**

The University of Arkansas Cooperative Extension Service has education programs and other resources that can be of use to families across the state

- **Zero To Three, <http://www.zerotothree.org/child-development/play/tips-and-tools-play.html>**

Website full of resources for parents of young children.

B. Research Publications

- **Afterschool Alliance (2012). A Key to Successful Parent Engagement. MetLife Foundation Afterschool Alert Issue Brief, 57. Retrieved from http://www.afterschoolalliance.org/issue_briefs/issue_parents_57.pdf**

Afterschool Alliance brief on the important role that afterschool programs play in engaging parents in the academic lives of students as well as how they can go about doing this. They also highlight some national programs that are doing this very well and give examples.

- **Epstein, J. L., Clark, L., Salinas, K. C., & Sanders, M. G. (1997). Scaling up School-Family-Community Connections in Baltimore: Effects on Student Achievement and Attendance. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.**

Study conducted on the relationship between quality school-family-community programs had on students' in-school attendance and academic gains for school-aged children attending these programs Implications of the study are that results can be used to evaluate specific components of these type of high quality Out-of-School Time programs that affect student progress the most.

- **Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family and Community Connections with Schools. Retrieved from <http://files.eric.ed.gov/fulltext/ED474521.pdf>**

Research study that looks at the important role family and community engagement play on student outcomes, the impact these relationships make and how schools and programs are improved through these efforts.

- **Lopez, M. Elena, & Caspe, Margaret. (2014). Family engagement in anywhere, anytime learning. *Family Involvement Network of Educators (FINE) Newsletter*, 6(3). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/family-engagement-in-anywhere-anytime-learning>**

This research article discusses the importance of parental and family engagement in Out-of-School Time programs and provides examples of best practices from programs that are currently successfully connecting with parents to improve outcomes for children and youth.

- **Van Voorhis, F. (2001). Interactive Science Homework: An Experiment in Home and School Connection. *NAASP Bulletin*, 85(627), 20–32. Retrieved from <http://www.sagepub.com/kgrantstudy/articles/10/van%20Voorhis.pdf>**

Description of a quasi-experimental evaluation that was executed to test whether or not family involvement in homework help for middle school students had a positive impact on students. The results are used to provide a framework for how schools and programs can design homework assignments to engage parents or other caretakers and benefit students.

C. Toolkits/Surveys/Templates

- **Build the Out of School Time Network (BOSTNet), <http://www.bostnet.org/wp-content/uploads/2014/07/Handout-B-Engaging-Families-Toolkit.pdf>**

Toolkit for afterschool programs to help them engage families through effective communication and practices.

- **Education World,** http://www.educationworld.com/a_admin/archives/leadership.shtml

Includes a toolkit of sorts on ‘A Dozen Activities to Promote Parent Involvement’, plus other topics that may be of interest to Out-of-School Time practitioners.

- **Daily Teaching Tools,** <http://www.dailyteachingtools.com/homework-tips.html#3>

Homework tips for parents.

- **Survey Monkey,** <https://www.surveymonkey.com/mp/harvard-education-surveys/>

Survey Monkey and the Harvard Graduate School of Education collaborated to create an expert K-12 Parent Survey template that can be used as a tool to create effective Parent Surveys to gain reliable results that can improve program outcomes. This website also provides great sample surveys that address key areas of family/school relationships such as Parental Support, Parent Engagement, Parent Roles and Responsibilities, and much more. Visit this website to learn more about *Why Parent’s Matter*, *Asking the Right Questions*, and the research behind the survey. Utilize the [Help Center](#) for common questions and instructions for customizing the survey. You can also contact Survey Monkey for additional assistance.

D. Best Practices

- **Afterschool Alliance,** http://www.afterschoolalliance.org/issue_57_Parent_Engagement.cfm

Research brief highlighting the importance of family engagement in Out-of-School Time programs and which give tips to practitioners on how to best engage parents and families.

- **Out-of-School Time Resource Center** <http://impact.sp2.upenn.edu/ostrc/doclibrary/efsc.html>

Many resources available on building partnerships with parents and communities and schools in general.

- **SEARCH Institute,** <http://www.search-institute.org/research/developmental-assets>

The SEARCH Institute’s 40 Developmental Assets research as well as its Developmental Communities frameworks can be important tools that practitioners can pass on to parents or use to build relationships with families.

• **Intentional Programming**

Successful OST programs engage children and youth in relevant ways to impact them academically, socially and emotionally, help them solve community problems. Programs should understand the needs of the program participants and set goals that intentionally work to meet those goals.

A. Online Resources

➤ **Character.org, <http://character.org/>**

Resources, lessons plans, activities and research publications focused on teaching kids a variety of subjects as well as important lessons on character building along with these.

➤ **Institute of Education Sciences, <http://ies.ed.gov/ncee/wwc/>**

The U.S. Department of Education Institute of Education Sciences' 'What Works Clearinghouse' has practice guides to help educators implement different teaching strategies and techniques to address a variety of student needs, including writing, mathematics, skills specific to English Language Learners and/or children with learning disabilities. They also have published 'intervention reports' on specific types of interventions and their effectiveness as well as a variety of research on different types of interventions for different student needs.

➤ **MHA Labs, <http://mhalabs.org/>**

MHA Labs stands for 'means and measures of human achievement' and is focused on helping educators, youth development professionals and other adults to build 21st century skills such as collaboration, social awareness, problem solving and communication in youth so that they can be successful in career, college and life. The site has free toolkits and other resources, checklists, worksheets, etc. that programs can use to assess skills and needs of students as well as tips and strategies on how to build needed skills.

- **The Arizona Center for Afterschool Excellence, <http://azafterschool.org/promoting-quality/quality-standards/intentional-programming-and-activities/>**

The Arizona Center for Afterschool Excellence has a variety of resources that can be of help to OST programs, including resource links to free curricula, quality standards and other helpful information regarding engaging and intentional afterschool programming.

- **The National Center for Quality Afterschool, <http://www.sedl.org/pubs/catalog/items/family119.html>**

The National Center for Quality Afterschool has a variety of resources available to afterschool practitioners that focus on a variety of areas, including the topics of the eight principles of expanded learning programs. Guides and toolkits, lesson plans and teaching materials, as well as research briefs and resource lists are available through their website.

- **University of Arkansas Cooperative Extension Service – 4H, <http://www.uaex.edu/4h-youth/>**

4H has a variety of curricula that can be used to create a quality, engaging, fun program for children and youth and they also do outreach with programs to present and bring programming to kids after school.

Other helpful resources:

These resources may be helpful in terms of understanding the population being served and their needs.

- **Population and demographic Data, www.census.gov, www.city-data.com**
- **Education, Crime Rates, Obesity Levels, Popular Career choices, www.city-data.com**
- **Standardized Test Scores (for Arkansas School Districts), <https://adesrc.arkansas.gov/?SchoolYear=2014>**

B. Research Publications

- **Antoni, G., Nutik, R., & Rasmussen, A. (2013) . Reversing Learning Loss Through the Arts in Afterschool and Summer. *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success*. Retrieved from http://www.expandinglearning.org/sites/default/files/em_articles/2_reversinglearning.pdf**

This article, one of many in the Expanding Minds and Opportunities Compendium, points out the significance of arts programming in Out-of-School Time and the very important

relationship involvement in the arts has with increasing academic benefits for students as well as helping them with social skills and to give back to the community. The article looks at best practice examples in different programs across the nation and how they have successfully integrated arts into programming.

- **Brand, B. & Valent, A. (2013).**The Potential of Career and College Readiness and Exploration in Afterschool Programs. *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/potential-career-and-college-readiness-and-exploration-afterschool-programs>

Authors address the ways in which Out-of-School Time Programs play a vital role in preparing youth for college and/or career pathways by helping them learn important 21st century skills such as critical thinking, collaboration, communication, as well as exposing youth to information on different types of careers and college majors they could explore once they are ready.

- **Donahue, N. (2013).** The Promise of Extended Learning Opportunities: New Powerful and Personalized Options for High School Students. *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/promise-extended-learning-opportunities-new-powerful-and-personalized-options>

This Expanded Learning Compendium article highlights the role that Out-of-School Time programs can play in providing older youth with high quality, ‘real world’ experiences that will expose them to different careers and which, many programs are doing through partnerships with universities and give youth credit for coursework as they undergo these experiences.

- **Durlak, J. A., & Weissberg, R. P. (2007).** The Impact of After-School Programs That Promote Personal and Social Skills. Chicago: Collaborative for Academic, Social, and Emotional Learning. Retrieved from <http://www.lionsquest.org/pdfs/AfterSchoolProgramsStudy2007.pdf>

This research paper is an evaluation of different afterschool programs whose results render information regarding the types of environments, opportunities, and activities that provide the greatest impact on the social and emotional development of participants.

- **Nagaoka, J., Farrington, C.A., Ehrlich, S.B., Health, R.D., Johnson, D.W., Dickson, S., Turner, A.C., Mayo, A. & Hayes, K. (2015).** Foundations for Young Adult Success: A Developmental Framework. Retrieved from <http://wallacefoundation.org/knowledge-center/after-school/key-research/Documents/Foundations-for-Young-Adult-Success.pdf>

Research publication from the University of Chicago looks at the developmental needs of youth at different ages to recommend a framework for the Foundations of Young Adult

Success, based on research and knowledge in education studies as well as brain research, that is intended to aid youth development workers to create program activities, environments and relationships for and with youth that would render the most positive impacts for them.

- **Parsely, D. (2013) Supporting Mathematics Learning in Afterschool and Summer Learning Programs. *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/supporting-mathematics-learning-outside-regular-school-day-afterschool-and>**

This article discusses research that has been done to measure the effectiveness that participation in high quality afterschool programs has on math test scores and students' grades and sets out recommendations to help program

- **Rasco, C.H., Cheatham, J.B., Cheatham, S.H., & Phalen, E.M. (2013). Using Afterschool and Summer Learning Programs to Improve Literacy Skills. *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/using-afterschool-and-summer-learning-improve-literacy-skills>**

This article focuses on one program, Summer Advantage USA, which is a summer learning program that has contributed to increasing students' reading achievement. Authors examine the program content, design and professional development components it integrates for personnel to provide best practices recommendation to other programs that aspire to do the same.

C. Toolkits/Surveys/Templates

- **Beyond the Bell, <http://www.nccap.net/media/pages/Beyond%20the%20Bell.pdf>**

Beyond the Bell's Principal's Guide to Effective Afterschool Programs provides a very comprehensive report on basically everything there is to know about starting up an afterschool program from creating a mission and vision to different workers' job descriptions to how to effectively engage partners and enlist other supporters as well as some basics of programming and scheduling.

- **CASEL, <http://www.casel.org/guide>**
Best practices guide on implementing social emotional learning into programs and evaluating activities.
- **Common Sense Education, <https://www.common sense media.org/educators/curriculum>**
Free curricula and downloads available for digital literacy and citizenship.
- **Comprehensive Needs Assessment Guides, <https://www.ovcttac.gov/taResources/OVCTAGuides/ConductingNeedsAssessment/welcome.html>**
Needs assessment guide that can be helpful for programs to use when planning program activities based on the population being served.
- **Expanding Horizons, http://sites.asiasociety.org/expandedlearning/userguide/?page_id=10**
Toolkit for program administrators to use to develop a program that integrates global learning.
- **Positive Youth Development Toolkit, <http://www.nrcyd.ou.edu/publication-db/documents/2008-positive-youth-development-toolkit.pdf>**
Created by The National Child Welfare Resource Center for Youth Development, this toolkit outlines important elements of positive youth development that should be considered when planning programs, as well as considering the supports that professionals working with the youth will need.
- **Promising Pathways to Career Toolkit, http://www.papartnerships.org/publication_files/toolkit-afterschool-providers.pdf**
Toolkit complete with information, resources and tips to help OST providers incorporate activities that are considered ‘work based’ activities into their programs for older youth. Information included is also aimed at helping programs contacting organizations to be partners with them/mentors for kids.
- **Public Private Ventures, <http://www.lpfch.org/afterschool/ppvreport.pdf>**
This is a report put together by Public Private Ventures and the Lucile and David Packard Foundation which highlights how quality driven afterschool programs that have a focus on intentional programming can have a positive impact on pre-teens.

- **You Media**, <http://youmedia.org/wp-content/uploads/2015/04/YM-toolkit.pdf>

This toolkit is for program interested in partnering with local museums, libraries, or other organizations to create ‘Learning Labs’ for youth to engage in hands-on projects.

D. Best Practices

The programs listed below include best practices in integrated learning and can be further investigated:

- **Ace Mentor Program**, <http://www.acementor.org/>
- **Big Thought**, <http://www.bigthought.org/>
- **FIRST**, <http://www.usfirst.org/>
- **Global Kids**, <http://www.globalkids.org/>
- **Morning Side Center for Teaching Social Responsibility**, <http://www.morningsidecenter.org/4rs-program>
- **Techbridge**, <http://www.techbridgegirls.org/>
- **Wings for Kids**, <http://www.wingsforkids.org/>
- **Youth Volunteer Corps**, <http://www.yvc.org/>

• Diverse, Prepared Staff

Successful OST programs are those that include a well-prepared, trained and committed staff. Hiring staff that is qualified and skilled, and placing an emphasis on building relationships with children by implementing smaller staff-child ratios is also key. It is important to recruit a staff that has diverse skills, talents and which represent cultures of the children in the program as well. Programs must support staff by also incorporating or providing opportunities for ongoing professional development to staff and helping them stay abreast of best practices in child and youth development.

A. Online Resources

- **Arkansas Department of Human Services**, <http://humanservices.arkansas.gov/dccece/Pages/ChildCareTraining.aspx>

Lists out different credential and certificate programs and general professional development opportunities for child care workers and youth development workers.

- **Inside the Collaborative Classroom**, <https://inside.collaborativeclassroom.org/core-principle-resources/all-resources>

Resources for practitioners and teachers to use to guide student learning and teach academics.

- **Roberta Newman, New Roads Consulting**, <http://www.newroads-consulting.com/>

Many books, training resources and activity packs available (for a cost) to Out-of-School Time program administrators.

- **TAPP Registry**, <http://professionalregistry.astate.edu/registry.asp>

The TAPP Registry, sponsored by the Arkansas Department of Human Services' Division of Childcare and Early Childhood Education, is an online repository of trainings available for licensed child care facilities serving preschool and school-age children as well as for any staff of Out-of-School Time Programs.

- **The Arkansas Youth Development Institute**, <http://www.aosn.org/youth-development-institute/index.html>

Free online professional development training for front line youth service providers sponsored by the Arkansas Out of School Network and Astate Childhood Services.

B. Research Publications

- **Afterschool Alliance (2007). Afterschool: A Powerful Path to Teacher Recruitment and Retention. Metlife Foundation Afterschool Alert Issue Brief, 28. Retrieved from http://www.afterschoolalliance.org/issue_briefs/issue_teach_recruit_28.pdf**

Issue brief which describes the important role afterschool programs can actually play in helping schools recruit and retain qualified staff/teachers.

- **Little, P. M. D., Wimer, C., & Weiss, H. B. (2008). Afterschool programs in the 21st Century: Their potential and what it takes to achieve it. Issues and Opportunities in Out-of-School Time Evaluation, 10, 1-12. Retrieved from http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html**

Issue brief from the Harvard Family Research project which underscores the important role that proper staff preparation plays in developing and implement high quality, successful Out-of-School Time programs.

- **Olsen, H. & Kowalski, C.L. (n.d.) Enhancing Program Quality and Care Through Supervision. Retrieved from http://www.niost.org/pdf/afterschoolmatters/asm_2010_10_spring/asm_2010_10_spring-6.pdf**

This article discusses the important role that afterschool program administrators play in protecting youth by developing quality management techniques and providing support and supervision to staff.

- **School's Out Washington (2008). A Well-Prepared Workforce Brings Out the Best in Our Kids. Office of the Superintendent for Public Instruction, Olympia, WA. Retrieved from <http://www.schoolsoutwashington.org/documents/workforce%20study%20full%20report.pdf>**

Study conducted by School's Out Washington, which proposes a framework for professional development systems.

- **Smith, K.N. & Shea, M.M. (2013). Providing Access to Training and Resources to Afterschool and Summer Learning Professionals to Promote Full and Meaningful Inclusion for All Children. Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success. Retrieved from <http://www.expandinglearning.org/expandingminds/article/providing-access-training-and-resources-afterschool-and-summer-learning>**

This article discusses programs that exhibit best practices in staff training and development as a way of providing recommendations to program administrators.

C. Toolkits/Surveys/Templates

- **Act for Youth Center of Excellence, http://www.actforyouth.net/youth_development/professionals/**
- **Beyond the Bell Toolkit, <http://www.beyondthebell.org/products/beyond-bell-toolkit>**

The American Institute of Research's Beyond the Bell Toolkit is practical and easy-to-use, and contains great information for program leaders who want to start or improve an

afterschool and expanded learning program. It is designed to be a resource for program leaders from both community-based and school-based programs.

- **Expanded Learning Toolkit,**
<http://www.expandinglearning.org/toolkit/professional-development>

Part of the Toolkit for Expanding Learning, this component highlights promising practices for OST professional development through video, research briefs and evaluation studies.

- **Utah Department of Workforce Services,**
<http://www.afterschoolalliance.org/Utah4HAfterschoolGuide.pdf>

This guide can be helpful for individuals or organizations that are looking into beginning and afterschool program and need an overview of the basic components to consider.

D. Best Practices Resources

- **Core Competencies for Afterschool Educators,**
http://www.afterschoolprofessional.info/images/Mott_CC_web.pdf

Document funded by the C.S. Mott Foundation which gives specific competencies and indicators that can be used to prepare and provide training to youth development professionals.

- **Core Competencies for Supervisors of Youth Work Professionals,**
http://www.nyc.gov/html/dycd/downloads/pdf/supervisor_core_competencies-full_document102009.pdf

A concise and comprehensive list of competencies specifically for supervisors of youth work professionals developed by the New York City Department of Youth and Community Development. The guide comes with indicators that give an explanation of the competencies and how they can be achieved.

- **Learning Forward, The Professional Learning Association,**
<http://learningforward.org/>

Newsletters and publications focused on the topic of professional learning.

- **National Afterschool Association’s Core Knowledge and Competences for Afterschool and Youth Development Professionals,**
http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Important document that highlights the basic standards and areas that OST leaders and staff need to have knowledge in in order to provide high quality programming to children and youth. OST administrators can use this document as a way to assess staff professional development needs and link them up with training opportunities in vital areas.

- **National Center for Quality Afterschool, SEDL (2009). Building and Managing Quality Afterschool Programs. Retrieved from**
http://www.sedl.org/afterschool/practitioners_guide_to_afterschool_programs.pdf

With support from the C.S. Mott Foundation, SEDL’S National Partnership for Quality Afterschool Learning created this guide which intends to give OST program administrators on organization and management components of high quality programs. The guide also highlights ‘academic programming practices’ and relationship building techniques that contribute to the most positive results for children and youth.

- **Portland Children’s Levy,**
http://www.portlandchildrenslevy.org/rfi_archives/NOIST.Best%20Practices%20for%20After%20School%20Programs.pdf

List of best practices for afterschool programs and standards of quality which may be useful when training new staff.

- **School’s Out Washington,**
http://www.schoolsoutwashington.org/documents/corecomptenciesschool_final.pdf

School’s Out Washington compiled this very comprehensive and detailed description of core competencies for Out-of-School Time program leaders and professionals.

- **The After-School Program Handbook for School Site Leaders,**
https://www.calstate.edu/teacherED/csu-asp/docs/AS_HANDBOOK.pdf

The California State University and David and Lucile Packard Foundation created this handbook for Out-of-School Time program leaders which takes into consideration academics, the arts, physical fitness, social and emotional learning as a part of a quality program. The book gives ideas for helping programs connect to schools and families to build partnerships as well as gives checklists, resources and great ideas for creating quality programs.

• Participation & Access

The impact and academic gains that studies show OST programs are able to make are dependent in large part to the duration and amount of participation that students in the programs are exposed to. Students should be able to participate at will in the program in general and activities should be engaging, developmentally appropriate, fun and spark interests of the youth they are designed for so that more of them will want to participate in the program offerings. The more ‘voice and choice’ students are given, the more they are likely to have buy-in in the program and keep coming back.

A. Online Resources

- **The Arkansas Out of School Network, <http://www.aosn.org/resources/children-with-special-needs.html>**

Online repository available for resources for educators and youth development professionals working with children with special needs.

- **Brain Balance Centers, <http://www.brainbalancecenters.com/blog/>**

Provides information on topics as they relate to students with varying cognitive and/or physical disabilities as a means for programs to consider how they can provide students with varying needs access to programs.

B. Research Publications

Deschenes, S.N., Arbrenton, A., Little, P.M., Herrerra, C., Grossman, J.B., & Lee, D. (2010). Engaging Older Youth. Retrieved from <http://www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Documents/engaging-older-youth-research-synopsis.pdf>

Report from the Harvard Family Research Project and Public/Private Ventures which outlines important factors that programs should consider if they want to increase middle school and high school participation after school.

- **Hall, G., Yohalem, N., Tolman, J., & Wilson, A. (2003). How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement. Retrieved from <http://www.researchconnections.org/childcare/resources/8353>**

Report from the National Institute on Out-of-School Time (NIOST), which discusses the ways that afterschool programs (specifically in Boston) can promote positive youth development and help children and youth achieve academic and personal success.

- **Holstead, J., King, M.H. & Miller, A. (2015). Research Based Practices in Afterschool Programs for High School Youth. *Afterschool Matters*, Spring 2015. Retrieved from http://www.niost.org/pdf/afterschoolmatters/asm_2015_spring/High_School_Youth.pdf**

This article provides information on the ways in which afterschool programs for older, high school aged youth can recruit and retain individuals so that they will participate in the important program offerings.

- **Huang, D. & Dietel, R. (2011). Making Afterschool Programs Better. *National Center for Research on Evaluation, Standards and Student Testing, Policy Brief*, 11. Retrieved from http://www.cse.ucla.edu/products/policy/huang_MAPB_v5.pdf**

Research brief that highlights the ‘key components of effective afterschool programs’, indicators of these components and practical examples that OST administrators can use as benchmarks to ensure quality programming.

C. Toolkits/Surveys/Templates

- **Afterschool Alliance Marketing Toolkit, http://www.afterschoolalliance.org/documents/Toolbox/Marketing_ppt_08_12_08_n_o_sound_FINAL.pdf**

The Afterschool Alliance has put together this toolkit to help OST programs attract participants, funders, positive media coverage, and to help build visibility and support for afterschool generally.

- **Inclusion of Children With Special Needs in Afterschool Programs, http://www.childrens-specialized.org/CSRedsign/media/Autism/Inclusion_in_After_School_Programs.pdf**

This can be a helpful tool/guide when it comes to afterschool program staff considering the best way to make their programs accessible to children with special needs as well as any legal implications of providing this access.

D. Best Practices Resources

- **Youth Thrive**, <http://www.youth-thrive.org/resources/best-practice-guide/>
Best practices for positive youth development guide available to Out-of-School Time practitioners.

- **The Future of Children**,
<http://www.princeton.edu/futureofchildren/publications/journals/article/index.xml?journalid=48&articleid=238§ionid=1559>
Resource on best practices for positive youth development programs and issues in program implementation.

• Safety, Health & Wellness

The safety and supervision of students in OST programs is of the utmost importance. Programs need to have space that is adequate for participants to engage in all of the activities offered and activities should include a focus on physical and nutritional fitness of participants. When youth development professionals put an intentional focus on the physical well-being of the youth participants, they are also putting a focus on the youth's mental and emotional well-being as well.

A. Online Resources

- **Healthy Out-of-School Time Coalition** <http://www.niost.org/HOST-Site>
National coalition of leaders in the out-of-school time field, with focus on health and wellness. Their goal is to foster health and well-being practices in afterschool programs nationwide, using science-based standards for healthy eating, physical activity, screen time, and social supports for these behaviors including staff, family and child engagement

- **Healthy Out-of-School Time Initiative** <https://host.healthiergeneration.org/>
The Alliance for a Healthier Generation's Healthy Out-of-School Time (HOST) Initiative empowers out-of-school time programs to transform environments so students have access to healthier foods and physical activity. *At no cost*, out-of-school time programs

have access to a six-step process to help enable change, the HOST Framework, health experts and advisors, and a healthy resource database with access to hundreds of materials.

- **Food Research and Action Center (FRAC) – Afterschool Nutrition Programs**
<http://frac.org/federal-foodnutrition-programs/afterschool-programs/fracs-afterschool-meals-guide/>

The Food Research and Action Center (FRAC) is the leading national nonprofit organization working to improve public policies and public-private partnerships to eradicate hunger and under nutrition in the United States

- **Afterschool Alliance – Health, Wellness, and Safety Afterschool**
<http://www.afterschoolalliance.org/researchTopicHealth.cfm>

The Afterschool Alliance is working to ensure that all children have access to affordable, quality afterschool programs. Afterschool programs are critical to children and families today, yet the need for programs is far from being met.

- **Out-of-School Nutrition and Physical Activity Initiative (OSNAP)** <http://osnap.org/>

OSNAP is an initiative of the Harvard School of Public Health Prevention Research Center that works with out of school time (OST) programs to improve nutrition- and physical activity- related practices, environments, and policies.

- **Food and Fun Afterschool** <http://www.foodandfun.org/>

Food and Fun Afterschool is a curriculum designed to develop healthy habits out of school time.

B. Research Publications

- **Afterschool Alliance (2015). Kids on the Move: Afterschool Programs Promoting Healthy Eating and Physical Activity. Retrieved from:**
http://www.afterschoolalliance.org/AA3PM/Kids_on_the_Move.pdf

This research publication discusses the important role that afterschool programs play in promoting health and wellness in children and youth and the perceptions that parents have of these programs and the differences they are making for their children. Research findings are based on parent surveys and interviews.

- **FitzSimon, C. W. & Hatcher, D.W. (2013) Creating Healthier Environments: Strategies and Examples for Afterschool and Summer Programs, Including 21st Century Community Learning Centers.** *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success* Retrieved from <http://www.expandinglearning.org/expandingminds/article/creating-healthier-environments-strategies-and-examples-afterschool-and>

Authors discuss different strategies being employed by afterschool programs to decrease obesity among children and youth and enhance nutrition of students.

- **Neve, R. & Bartlett, G. (2013). The Mutual Benefits of Health Care and Afterschool Collaboration.** *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success.* Retrieved from <http://www.letsgo.org/wp-content/uploads/After-School-Worksite-Wellness.pdf>

Case study of a Wisconsin health care provider/clinic which also provides afterschool programming focused on academic achievement, health and wellness and social and emotional learning.

- **Wiecha, J.L., Hall, G., Gannett, E., & Roth, M. (2012) Development of Healthy Eating and Physical Activity Quality Standards for Out-of-School Time Programs.** *Childhood Obesity*, 8 (6). Retrieved from http://www.niost.org/images/documents/Wiecha_Hall_Childhood_Obesity_2012.pdf

Research study on the approach taken by The National Afterschool Association's to adopt the voluntary healthy eating and physical activity quality standards (HEPAQS).

C. Toolkits/Surveys/Templates

- **5210 Let's Go,** <http://www.letsgo.org/wp-content/uploads/After-School-Worksite-Wellness.pdf>

Resources for incorporating a wellness program for staff, which must be the first role models to children. Includes resource links to other helpful sources.

- **The Afterschool Alliance’s Get Active Be Healthy Afterschool Toolkit,**
<http://afterschoolalliance.org/documents/QuakerGetActiveToolKit.pdf>

Lesson plans, activities and other resources for Out-of-School Time program staff to use to incorporate healthy eating and physical activities into daily routines.

- **Healthy Kids, Healthy New York After-School Initiative Toolkit,**
<http://hungersolutionsny.org/information-resources/hunger-resources/healthy-kids-healthy-new-york-afterschool-initiative-toolkit>

Although this tool was created for New York, it includes helpful resources such as an assessment tool programs can use to assess current measures they are enlisting to promote health and wellness, as well as ideas for games and afterschool snack menus.

D. Best Practices Resources /Organizations Promoting Best Practices

- **Boys and Girls Club of America (BGCA),**
<http://www.bgca.org/whatwedo/HealthLifeSkills/Pages/HealthLifeSkills.aspx>

Boys and Girls Club of America has several initiatives that focus on health and life skills, addressing key areas such as healthy habits and internet safety. BGCA collaborated with the National Center for Missing and Exploited Children to develop [NetSmartz](#), which teaches internet safety skills through engaging multimedia activities and offline interaction with Club professionals in three age-appropriate modules. [Triple Play](#), sponsored by the Coco-Cola Company and the Anthem Foundation, is a dynamic wellness program offered to clubs that demonstrates how eating right, keeping fit, and forming healthy relationships add up to a healthy lifestyle. In 2014, BGCA joined Partnership for a Healthier American by committing to encourage 3,400 clubs across the country to complete the Alliance for a Healthier Generation’s [Healthy Out-of-School Time Assessment](#).

- **Healthy Eating and Physical Activity (HEPA) Standards,**
<http://www.niost.org/Standards-and-Guidelines/national-afterschool-association-standards-for-healthy-eating-and-physical-activity-in-out-of-school-time-programs>

The National Afterschool Association (NAA) standards for healthy eating and physical activity (HEPA) are up-to-date, evidence-based, practical values that foster the best possible nutrition and physical activity outcomes for children in grades K-12 attending OST programs. Adopted in 2011, NAA hopes that sites, programs, licensing boards and even national programs will aspire to achieve, emulate and disseminate this list.

- **The National Institute on Out-of-School Time (NIOST),**
<http://www.niost.org/HOST-Program/new-directions-for-youth-development-hepa-in-ost-settings>

Many resources and research papers focused on healthy eating and physical fitness programming in afterschool programs and the benefits rendered to children and youth.

- **YMCA** <http://www.ymca.net/>

The YMCA has a variety of health initiatives focusing on physical wellbeing, engaged families, healthier communities, and much more. Specific to out-of-school time, in 2011 the Y made a commitment to incorporating the National Afterschool Association's Healthy Eating and Physical Activity (HEPA) Standards. By adopting and implementing (HEPA) Standards in more than 2,700 Ys across the country, the Y is developing healthy habits in more than 700,000 youth with a goal of nearly 2.1 million by 2015.

• **Ongoing Assessment and Improvement**

It is important that OST programs incorporate data collection and practices to understand what is or isn't working in their programs and so that they can continually improve the quality of programs based on that data. Assessment and evaluation are key to understanding programs and improving them as well as demonstrating to partners and/or existing or potential funders how effective your program is or the impact it is making on participants' academic performance, attitudes about school and/or social and emotional well-being.

A. Online Resources

- **Arkansas Department of Human Services, Division of Community Service and Nonprofit Support,**
<http://humanservices.arkansas.gov/dcsns>

The Arkansas Division of Community Service and Nonprofit support works to strengthen community resources and volunteerism. They provide an Organizational Assessment

Tool that programs can take (survey form) and a DCSNS representative will follow-up with the program to assess its needs.

➤ **Survey Monkey, www.surveymonkey.com**

Create and publish online surveys in minutes and view results graphically in real time. Provides free online questionnaire and survey. Great for use with volunteers and parents.

➤ **The Weikart Youth Program Quality Intervention System, <http://www.aosn.org/program-quality/youth-program-quality-inter-.html>**

The Youth Program Quality Intervention is a comprehensive **system** for improving the quality of youth programs. All ADE 21st CCLC After School Programs use this tool. Programs can be trained on-line or through workshops to use this program. The Youth Program Quality Intervention System has 4 components: **The Youth Program Quality Assessment tool (YPQA)**, designed to assess the quality of your program as well as to identify training needs. Data produced from the assessment tool is used to set goals connected to the YPQA, in the **Improvement Plan (YPQI)**. Goals in the improvement plan are directly connected to YPQA results. Improvement goals are often connected to lack of staff knowledge and **Training**. There are 9 Youth Methods Training Workshops in person and on-line as a follow-up to the YPQI.

➤ **Training Wheels, www.training-wheels.com/howeare**

Excellent reflection and debriefing activities to utilize with youth. Immediate feedback on the activity and creating a teachable moment. Application of concept.

B. Research Publications

➤ **Conrad, C., & Serlin, R. C. (2011). *The Sage handbook for research in education: Pursuing ideas as the keystone of exemplary inquiry*. Thousand Oaks, Calif: SAGE Publications.**

This book is a helpful collect of articles that look at various issues in research, policy, and program design.

➤ **Davis, J., Lingo, L., & Woodruff, S. Strategies Used to Improve Florida's 21st Century Learning Centers. Pp. 237-242.**

Article that focuses on ways that research can be folded back into program design for continuous improvement.

➤ **Frechtling, J. & Sharp Westat, L., eds. (1997.) Chapter 4: Analyzing Qualitative Data. *User-Friendly Handbook for Mixed Method Evaluations*. National Science Foundation. Retrieved from http://www.nsf.gov/pubs/1997/nsf97153/chap_4.htm**

Overview of qualitative data analysis and methods used.

- **Holley, M. and Carr, M. (2014, March 7). The Role of Evaluation in Strategic Philanthropy. *Nonprofit Quarterly*. Retrieved from <https://nonprofitquarterly.org/philanthropy/23808-the-role-of-evaluation-in-strategic-philanthropy.html>**

Article which discusses the vital role evaluation plays in program impact measurement and reporting to philanthropic organizations.

- **Martz, S. Improving Results and Expanding Learning: Using Research and Evaluation to Inform Practice in New Jersey 21st Century Community Learning Centers. Pp. 231-236.**

Article which focuses on ways that research can be folded back into program design for continuous improvement.

- **Smith, J. K. (1983). Quantitative versus Qualitative Research: An Attempt to Clarify the Issue. *Educational Researcher*, 12, 3, 6-13. Retrieved from <http://www.sagepub.com/drewstudy/pdf/Smith.pdf>**

This article illuminates the differences between qualitative and quantitative research from both historical and pragmatic perspectives. It looks at each approach from the perspective of three major and closely related questions: (1) What is the relationship of the investigator to what is investigated? (2) What is the relationship between facts and values in the process of investigation? and (3) What is the goal of investigation? Through this distinction you will be able to identify which method to select based on your program type and research questions.

- **Weiss, H. (2013). Fifteen Years of Evaluation of 21st Century Community Learning Centers: A Driver for Program Quality and Capacity in the Field. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/fifteen-years-evaluation-21st-century-community-learning-centers-driver>**

This helpful article provides information about how to make qualitative data meaningful for program evaluation and funding.

C. Toolkits/Surveys/Templates

- **Afterschool Evaluation 101, <http://www.hfrp.org/out-of-school-time/publications-resources/afterschool-evaluation-101-how-to-evaluate-an-expanded-learning-program>**

Very comprehensive toolkit developed by the Harvard Family Research Project on evaluation practices in afterschool programming and measuring results.

- **The Afterschool Initiative’s Toolkit for Evaluating Positive Youth Development,** <http://www.uwex.edu/ces/4h/evaluation/documents/EvaluationToolkitJun04.pdf>

Toolkit on developing surveys and different positive youth development domains that can be evaluated.

D. Best Practices Resources

- http://libweb.surrey.ac.uk/library/skills/Introduction%20to%20Research%20and%20Managing%20Information%20Leicester/page_72.htm

This online resource module provides insight into how to analyze, organize, and present research findings from different kinds of studies.

- **David P. Weikart Center for Youth Program Quality,** <http://www.cypq.org/>

Youth and School-age youth program quality assessments available here to measure point-of-service quality in out-of-school time.

- **National Partnership for Quality Afterschool Learning,** <http://www.air.org/sites/default/files/downloads/report/National-Partnership-for-Quality-Afterschool-Learning-2008.pdf>

Report focused on practices employed by high quality afterschool programs and which includes information on evaluative structures and program impact.

III. Policy and Advocacy

It is essential that Out-of-School Time staff keep abreast of important policies affecting funding, licensing requirements and the future of Out-of-School Time programs and that they also understand the important role they, teachers, students, parents and other community members play in advocating for these important programs. It is helpful to have tools and knowledge in order to make the best possible impact with policy makers, community members and others who may be able to influence the future of the access and availability of OST programs.

A. Online Resources

- **Afterschool Alliance**, <http://www.afterschoolalliance.org/policyAction.cfm>

The Afterschool Alliance's Policy and Advocacy Center has ample resources available to OST programs, including state and federal policy news, research briefs on important policy, toolkits on conducting social media advocacy, writing letters to policy makers, and hosting advocacy events in your program.

- **AfterschoolAlliance**,
<http://www.afterschoolalliance.org/documents/Toolbox/General%20Lobbying%20Rules%20for%20NonProfit%20Orgs%2008%2014%2008.pdf>

Lobbying guidelines for nonprofits.

- **American Youth Policy Forum**, <http://www.aypf.org/>

The American Youth Policy Forum has a variety of resources available to OST practitioners in the areas of youth policy, practice and research. This website has important resources such as forum briefs, articles tools, webinar recordings centered around the topics of college and career readiness, afterschool/expanded learning and community solutions for youth success.

- **Children's Defense Fund**,
<http://www.childrensdefense.org/?referrer=http://www.ostrc.org/links/pma.html>

The Children's Defense Fund has some helpful resources and links on its websites, namely links to reports on state level reports and factsheets on data pertaining to children.

- **National Institute on Out-of-School Time**, <http://www.niost.org/>

The National Institute on Out-of-School Time, or NIOST, provides a number of resources for Out-of-School Time program staff, including its Afterschool Matters publication, which can be downloaded for free and which includes a variety of topics important to the field and positive youth development in general.

- **National Summer Learning Association**, <http://www.summerlearning.org/>

The National Summer Learning Association is dedicated to helping ensure that children and youth continue to learn during the summer months in order to avoid the 'summer slide' and decrease the academic achievement gap. Fact sheets, legislative updates, and many other resources are available on this site and can prove very helpful to programs.

B. Research Publications

- **Afterschool Alliance (2012). America After 3 p.m.: Arkansas. Retrieved from <http://www.afterschoolalliance.org/AA3PM/>**

The Afterschool Alliance has compiled research on data related to Arkansas children and youth, including a breakdown on the numbers of children and youth currently participating in afterschool programs, a breakdown on the statistics in terms of demographics, and information on the unmet need of children and youth who would participate in afterschool programs if they were available.

- **Bodily, S. & Beckett, M.K. (2005). Making Out of School Time Matter: Evidence for an Action Agenda. Retrieved from <http://www.most.ie/webreports/April2010/3rdsector/making%20ost%20matter.pdf>**

Research publication from the RAND Corporation, funded by the Wallace Foundation, takes a look at the historical context of Out-of-School Time (OST) programs and how the need for programs arose over time. Through its examination of different programs, the paper also addresses the issue of quality in OST programs, examines how programs retain participants over time, and gives information on capacity building for programs.

- **Vandell, D.L. (2013) The Achievement Gap is Real. Retrieved from <http://www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf>**

Infographic that reveals the important role that Out-of-School Time program play in closing the academic achievement gap for 5th grade students. Information is also provided on the positive effects that participation in afterschool programs has on in-school attendance, behavior and students' grades.

C. Toolkits/Surveys/Templates

- **Afterschool Alliance, <http://www.afterschoolalliance.org/search-results.cfm?q=advocacy+toolkit+>**

Online toolkit for research, fact sheets, issue briefs, federal and state policy updates as well as tools for marketing afterschool, reaching out to policy makers, finding funding, and much more.

- **Expanded Learning Toolkit, <http://www.expandinglearning.org/toolkit/advocacy>**

Advocacy toolkit from the Expanded Learning Toolkit. Contents include videos, sample campaigns, guides programs can use for policy makers.

- **National Summer Learning Association, <http://www.summerlearning.org/>**

Publications, resources, public policy information and more from the National Summer Learning Association.

- **Spark Action, <http://sparkaction.org/>**

Web-based journalism and advocacy center for professionals in the youth development field. Resources found on this site can be used to highlight important issues for the field, provide tools that help professionals reach large audiences and become stronger advocates for children and youth.

- **United Way, <http://outofschooltime.unitedway.org/advocacy/making-case-out-school-time>**

This toolkit from the United Way is full of tips, templates, research and case studies that Out-of-School Time programs can use to make a strong case for the investment in programs.

D.Best Practices Resources

- **National League of Cities, <http://www.nlc.org/find-city-solutions/institute-for-youth-education-and-families/afterschool>**

Resources available to OST programs in the areas of engaging and informing municipal leadership in the importance of programs and building public will for OST programs.

- **National Conference of State Legislators, <http://www.ncsl.org/research/education/time-and-learning.aspx>**

Lots of policy information pertinent to OST is available on this site, as well as information on state legislatures and information on OST and summer learning programs that can be used to educate policy makers.

Arkansas Youth Development Institute, <http://www.aosn.org/youth-development-institute/index.html>

Adolescent Development
Age Appropriate Discipline
The Art of Inclusion (Part 1)
The Art of Inclusion (Part 2)
Building Assets for Youth *
Building Blocks of Social and Emotional Learning
Bullying Prevention *
Child Development *
Civic Engagement: Engaging Young People in Civic Life
The Common Core State Standards
Conflict Resolution
Cultural Competency for Youth Workers
Engaging Parents
Health and Academic Achievement
Integrating STEM into Youth Programs
Leadership Part 1
Leadership Part 2
Maltreatment of Children
Mitigating Summer Learning Loss
Overview of Positive Youth Development Approach *
Unhealthy Coping Behaviors in Youth *
Working with Culturally Diverse Youth
Working with Girls