# creating
# quality
# out-of-school time
# programs
## in south carolina

### techniques, tools & strategies

Section IX. FORMS & TEMPLATES

# Foreword

On behalf of the South Carolina Education Oversight Committee (EOC) and the South Carolina Afterschool Alliance, we are pleased to offer this guide for creating quality out-of-school time programs in South Carolina. The guide is a comprehensive, current resource, which includes sample forms, templates, and advice on planning, designing, managing and evaluating a quality out-of-school program.

As you know, research and experience confirm that positive influences on student achievement occur not only in the classroom, but also through extra-curricular and informal learning experiences. At long last, a consensus about the importance of out-of-school time programs is emerging among the general public and in policy circles. There is tremendous activity in the after school field, and innovative partnerships and community-based collaborative efforts continue to invest significant time in evaluation and research in the area of extended learning. This guide is the product of one such unique collaboration.

As always, we welcome your feedback. We intend to update this guide on an ongoing basis and we can only do that when we hear from those of you who use it.

We thank you for your dedication to the young people of South Carolina.

**Jo Anne Anderson**
Executive Director, EOC

**Zelda Quiller Waymer,**
Executive Director, SCAA

# Acknowledgements

# Section I. Organizational Profiles and State Statistics

## About the Organizations

The South Carolina Afterschool Alliance (SCAA) was established in 2003 as a non-profit organization committed to raising awareness, increasing sustainability and promoting the importance of quality after school programs statewide. It is the vision of the SCAA that every child and youth in South Carolina will have access to quality after school programs by 2010.

The SCAA works to achieve its vision through the following strategies: **Education and Communications:** Raise awareness of the importance of quality after school programs by informing the community of critical needs and issues; **Policy Development:** Serve as a voice to identify needs and to ensure resource availability for after school providers, children, youth and families; **Technical Assistance:** Serve as a broker, organizer, facilitator for promoting and identifying best practices, programs and gaps of services that address special needs for specific areas and; **Collaboration/Partnerships:** Collaborate with organizations and groups with a shared vision to develop partnerships and link services.

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The South Carolina Education Oversight Committee (EOC) is an independent, non-partisan group made up of 18 educators, business persons, and elected officials who are appointed by the legislature and governor to monitor and review the implementation of the 1998 South Carolina Education Accountability Act, the Education Improvement Act, and the K-12 system. Between September 2003 and April 2004, the EOC held community meetings in each of South Carolina's 46 counties. These "Conversations with the EOC" meetings identified a critical need for all citizens to actively reinforce and support the mission of schools, particularly in the area of reading. A public awareness initiative, known as Parents and Adults Inspiring Reading Success (PAIRS) emerged from these meetings.

**South Carolina Education Oversight Committee**
Post Office Box 11867
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Launched in February 2005, PAIRS is a project of South Carolina's 16 daily newspapers and is administered by the EOC.

PAIRS is a statewide initiative designed to encourage and support the achievement of grade level reading literacy for every child in South Carolina by energizing broad collaboration and involvement in local communities (ie., after school programs, mentoring programs, literacy initiatives, etc.).

PAIRS offers encouragement, support materials, resources, and connectivity through which extended learning programs, or affiliate organizations, can improve or implement an effort grounded in local needs and capacity, link their efforts to other South Carolina programs, and create synergy to improve student performance in reading.

**PAIRS**
Post Office Box 11867
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**Website:** http://www.SCPAIRS.org

# The State of Out-of-School Time Programs in South Carolina

Quality out-of-school time programs can provide safe, engaging environments that motivate and inspire learning outside of the regular school day.

More than one-quarter of South Carolina's children of working families are unsupervised in the afternoons. In South Carolina, public schools, YMCAs, and religious organizations are the largest providers of after school programs. On average, South Carolina families spend $18 per week for after school programs.

Based on several studies and surveys conducted in South Carolina of providers, parents, and stakeholders, the findings indicate the following:

- Thirteen percent of South Carolina's children attend some sort of out-of-school time program such as after school. On average, after school participants spend nine hours per week in after school programs. Participation averages 3.5 days per week for 1.9 hours per day.

- Other care arrangements include traditional childcare centers (seven percent), sibling care (twelve percent) and non-parental adult care, such as grandparent or neighbor (thirteen percent).

- Twenty-four percent of South Carolina's children and youth (K-12) are responsible for taking care of themselves. These children spend an average of nearly seven hours per week unsupervised after school.

- Nearly 45 percent of the K-12 youth in self-care would be likely to participate in an after school program if it was available in the community.

- Forty-one percent of the children not in after school programs would be likely to participate if an after school program were available in the community, regardless of their current care arrangement.

## Quick Facts

Number of children 5-17: **744,962**

It costs South Carolina $10,000 to incarcerate one child for 90 days at the Department of Juvenile Justice.

South Carolina can serve ten kids for $10,000 per year in a quality after school or out-of-school time program.

In South Carolina, the top three reasons cited for selecting an after school program are affordability, convenient location, safety of facilities and teachers.

Eighty-six percent of the inmates ages 18-24 in South Carolina's prison system were drop-outs.

## SC's Dept. of Social Services Licensing & Accreditation Policies

*Are there separate school-age licensing standards?* **No**

*Are school-operated programs exempt from regulations for licensing?* **Yes**

Ratio of adults to children in school-age centers:
*5 years* . . . . . . . . . . . . . . . . . . . . . . . . .*21:1*
*6 years & over* . . . . . . . . . . . . . . . . . .*23:1*

Any program operating less than 4 hours per day and not on a regular basis is not subject to licensing, which affects programs serving the school-age population during the school year. Summer programs that operate over three weeks and at least 4 hours a day are subject to licensing.

## Need or Demand
## for Out-of-School Time Programs

- The hours from 3 - 6 p.m. are the peak hours for teens to commit crimes, innocent kids to become crime victims, 16 to 17-year-olds to be in or cause a car crash, smoke, drink or use drugs. (Car crashes are the leading cause of death for teens.)

- The rate of juvenile violence is four times greater from 4 - 7 p.m. than it is from 10 p.m. - 6 a.m., and 57 percent of all juvenile violence occurs on school days.
  *Federal Office of Justice and Delinquency Prevention, OJJDP, 1999*

- Latchkey children (children who come home to no adult supervision) are at greater risk of school truancy, stress, poor grades, risk-taking behavior and substance abuse.
  *National Institute on Out-of-Time, 1997*

- In South Carolina, truancy was the second highest juvenile delinquency offense, with 2,269 cases referred to family court in 2002-03. The number of truancy cases (1,412) declined by 38 percent in 2003-04. The SC Department of Juvenile Justice, in collaboration with the houses of faith and the SC Black Caucus, diverts youth from the system to after school programs called Teen After School Centers (TASC).
  *SC Department of Juvenile Justice Annual Statistical Report 2002-03; 2003-04*

Findings cited above are from the America After 3 PM household survey conducted by General Electric Consumer Finance and RTi-DFD for the Afterschool Alliance, with support from the J.C. Penny Afterschool Fund. National data and previews of state data are available at www.afterschoolalliance.org.

## High School Graduation and
## Reading Proficiency: Highly Correlated

- South Carolina ranks last in high-school graduation rates, graduating only 48 percent of ninth graders in four years.

- The national graduation rate average is 67 percent. South Carolina's graduation rate is almost 30 percent below the national average.
  *2000-01 National Center for Education Statistics*

- Approximately 200,000 students scored below proficient on the reading portion of the 2004 Palmetto Achievement Challenge Test (PACT).

- The average earnings for a high school graduate are significantly higher than for those who do not graduate from high school.

A study released by the EOC in February 2005 indicated an almost one-to-one correlation between eighth grade reading proficiency, measured on the Palmetto Achievement Challenge Test (PACT), and high school graduation rates. The study found:

- There is almost a one-to-one correlation between eighth grade reading proficiency and graduation rates.

- For every ten additional students who can reach reading proficiency on the Palmetto Achievement Challenge Test (PACT), at least eight additional students will graduate from high school.

- If South Carolina meets the national graduation average of 67 percent, we will graduate approximately 8,872 more students every year.

- An increase in high school graduates would be economically positive for South Carolina, as additional graduates translate into higher earning potential and a more skilled workforce.

Findings cited above are from a study commissioned by the EOC in 2003, *The Relationship between Reading Proficiency* and *High School Graduation Rates in South Carolina.* The Executive Summary of the report can be found at www.SCPAIRS.org.

# Section II. About the Guide

By selecting this publication, you have most likely decided to make a great impact in the lives of young people who can benefit from a quality out-of-school time program. You may already be making a difference, and perhaps you are seeking resources to enhance and complement your work.

Out-of-school time means different things to different people and can describe programs that occur before as well as after school, on holidays or weekends, during the school year, during the summer, part and/or full-time, drop-in and year round. Out-of-school time programs occur in schools, homes, houses of faith, community centers, or other locations. There is a great need for quality out-of-school time programs for our young people.

There is no one way or guaranteed way to start an effective program. Communities are diverse in their cultures, interests, incomes and needs; therefore, each startup process involves unique processes and challenges. This guide should provide some basic steps and tips that work well in implementing a quality out-of-school time program.

The guide is designed to support new and existing providers interested in improving the quality of services and thereby the lives of school-age children.

Section one provides a glance of the out-of-school time program landscape in South Carolina. Sections three, four, and five of the guide are organized within the following areas:

● Program Design and Planning

● Quality Program Implementation

● Evaluation

After an examination of the details of program development, you will find information about a critical component of any successful out-of-school time program – reading. This section will examine the following:

● Essential Components of Reading

● Strategies for Creating Strong Readers

● Tips for Reading to Your Child: A Resource for Parents

● Literacy Training

● Reporting

● Literacy Resources

Section seven provides information on challenges faced by programs located in rural communities and other topics of interest.

Lastly, sections eight and nine include sample forms and templates. These resources are provided to give users examples of forms in use by various organizations and programs, as well as blank forms to be customized. Checklists, forms and templates can be found on the enclosed compact disc.

This guide is available in a binder in which information can be inserted or discarded, as well as websites where information can be downloaded. These websites are http://www.scafterschool.com and http://www.SCPAIRS.org.

This guide will be revised and updated as new information becomes available.

# B. Glossary of Terms

### 501 (c) (3)
Section of the Internal Revenue Code that designates an organization as charitable and tax exempt. Organizations qualifying under this section include religious, educational, charitable, amateur athletic, scientific or literary groups, foundations, organizations testing for public safety or organizations involved in prevention of cruelty of children or animals.

### Action Plan
Deciding who is going to do what, by when and in what order for the organization to reach its strategic goals. The design and implementation of the action planning depends on the nature and needs of the organization. An action plan includes a schedule with deadlines for significant actions.

### Advisory Committee
A group of influential and diverse individuals whose association with a program is calculated to lend luster, and implies endorsement of the program's goals and objectives.

### Advocacy
The act or process of defending or maintaining a cause or proposal. An organization may have advocacy as its mission (or a part of its mission) to increase public awareness of a particular issue or set of issues.

### After school program
A program designed to provide care for and educational enhancement to children in the hours immediately following school classes.

### Americans with Disabilities Act
The Americans with Disabilities Act (ADA) prohibits discrimination based on a person's disabilities in regards to employment, programs, and services that are provided by private companies, commercial facilities, and federal, state and local governments. The Act also guarantees equal opportunity for people with disabilities in public accommodations, transportation, and telecommunications.

### Assessment Tools
Provide an opportunity for program providers and key staff, along with other stakeholders, to utilize a common set of standards to assess, plan, design, and execute strategies for ongoing program improvement.

### Best Practices
Successful innovations or techniques of top-performing organizations.

### Board of Directors
The group of volunteers with the responsibility for governance and supervision of the policies and affairs of the organization, its committees, and its officers. It carries out the purpose of the organization.

### Budget
A detailed breakdown of estimated income and expenses that can be used as a tool for projecting revenue and expenditures for the ensuing fiscal year.

### Bylaws
A document stating the rules of internal governance for a corporation or organization, as adopted by its board of directors.

### Collaboration
To work together, especially in a joint intellectual effort.

### Community Assessment
A collection of key community indicators that assist in setting priorities and documenting the relative success of community-wide efforts.

### Confidentiality Agreement
A written form that assures evaluation participants that information they provide will not be openly disclosed nor associated with them by name. Since an evaluation may entail exchanging or gathering privileged or sensitive information, a confidentiality agreement ensures that participants' privacy will be maintained.

### Data
Documented information or evidence of any kind. It can be factual information, such as text, numbers, sounds or images.

### Effectiveness
The extent to which a program has made desired changes or met its goals and objectives through the delivery services. Effectiveness can be judged in terms of both input and output.

## Evaluation
The process of determining the worth or merit of a person, performance, program, or product based on relevant standards.

## Expenditures
The spending of funds.

## Fact Sheet
A short (usually one-page) document that provides a "snapshot" look at a company, product, or service.

## Goal
A focus of accomplishment supported by a series of objectives needed to realize it or a broadly-stated subsidiary result.

## Governance
The structure and policies for decision making conducted by a board, staff, and constituents. Governance, in the non-profit sector, refers to the actions of the board of directors of an organization, with respect to establishing and monitoring the long-term direction of the organization.

## Grant
An award of funds to an organization or individual to undertake charitable activities.

## Implementation
The specific steps taken when attempting to reach a specific goal. The implementation phase occurs after goals have been set and a strategy has been agreed upon. Because it is a real world activity, care must be taken to observe how effective implementation is, and how well the participants (who may not have participated in the benchmarking process) are handling it.

## In-kind Gift/Donation
A donation of goods or services, rather than cash or appreciated property.

## In-kind Sponsorship
The payment of a sponsorship fee in products or services, in lieu of cash. Perceived to be a contribution because of the term in-kind.

## Job Description
A document that lists a job title, responsibilities of that particular job, and the skills and qualifications required of the employee.

## Latchkey Children
Children who come home to no adult supervision and are at a greater risk of school truancy, stress, poor grades, risk-taking behavior and substance abuse.

## Media
A means of communication, such as newspapers, magazines, film, telephone, radio, television or the Internet.

## Media Advisory
A news release used to announce an upcoming event.

## Media Release
A news release sent out on the day of the event, or on the day you make your announcement.

## Mission Statement
(1) The major criterion used by the states and the IRS to determine if the organization qualifies as a nonprofit. (2) The evaluative measure by which a nonprofit organization measures its success.

## Non-profit/ Not-For-Profit Organization
Organizations that have tax-exempt status under Internal Revenue Code Section 501 (c) (3), but are not private foundations under Internal Revenue Code Section 509. These organizations are tax exempt and contributions to them are tax deductible under such Internal Revenue Code Sections as 170, 642, 2055, and 2522. A non-profit is governed by a volunteer board of directors, operated for public benefit, and its business is not conducted for profit. Organizations of this type are said to belong to the nonprofit or third sector. They are neither government (public sector) nor business (private sector).

## Palmetto Achievement Challenge Test
PACT (The Palmetto Achievement Challenge Tests) is a rigorous testing program designed to measure the achievement levels of South Carolina students. It has replaced the Basic Skills Assessment Program (BSAP) which, almost 20 years old, only measured the ability of students to meet minimum achievement levels.

## Partnerships
Relationships among individuals or groups that are characterized by mutual cooperation, responsibility and the achievement of a specific goal.

## Planning
(1) Setting objectives and identifying methods of achieving those objectives. (2) A continuing process of analyzing program data, making decisions, and formulating plans for action in the future, aimed at achieving program goals.

## Policy
A governing principle pertaining to goals, objectives, and/or activities. It is a decision on an issue not resolved on the basis of facts and logic only.

**Press Release**
A publicity mechanism, usually consisting of a single page typewritten copy.

**Policy Development**
The decision-making process that begins at one level and evolves to eventually set the legislative, regulatory and organizational direction of an agency or other body.

**Professional Development**
The process of progressing in one's chosen career through continuing education and training.

**Program Activities**
The process, tools, events, technology, and actions that are intentional part of the program implementation. These interventions are used to bring about intended changes or results.

**Program Evaluation**
The measurement of effectiveness of a specific project or program by a research institute and other program evaluator.

**Program Director/Administrator**
Responsible for the quality and success of all aspects of operations, management, relationships, curriculum development, and staff training and development.

**Program Implementation**
The execution of a program plan, ideally resulting in the achievement of desired outcomes.

**Program Staff**
All staff participating in the day-to-day operations of the after school program. Staff members include teachers, paraprofessionals, volunteers, parents, the program coordinator, and community partners.

**Public Relations**
The strategic process of obtaining and managing publicity.

**Site Director/Coordinator/Facilitator**
Responsible for coordination of daily program operations and staff.

**Stakeholder**
Any person who has vested interest in a program's success. This group includes students, parents/guardians, school staff, program staff, and community partners. The classic stakeholders may even be expanded to include local and state government officials who are interested in the revention aspects of the program.

**Startup Funding**
Funding that assists with the establishment phase of a project or organization. This is generally given to a small project, at an early stage of its development before the total concept has been formulated or any plan for future expansion made. The idea is to nurture a project's beginning.

**Survey**
A tool for gathering statistical information through questionnaires or interviews.

**Technical Assistance**
Services provided by a professional staff intended to provide technical guidance to community and nonprofit organizations and individuals to conduct, strengthen or enhance activities that will promote effectiveness. Examples are addressing cultural competence, developing an action plan/capacity building, quality assurance and improvement, conducting evaluations, adding programs and services, developing funding and resources, providing professional expertise and organizational development.

**Vision Statement**
The ideal future an organization is striving to achieve.

**Volunteer**
An individual who willingly agrees to undertake or render a service without legal concern or interest.

**Youth Development**
An ongoing process in which all young people are engaged and invested in seeking ways to meet their basic physical and social needs, and to build the competencies and connections they need for survival and success. It emphasizes the importance of offering young people a complement of services and opportunities to do important work.

# Section III. Program Design and Planning

## A. Prior to Starting Your Out-of-School Time Program

By taking time to carefully think through all aspects of your program, you will ensure that you are able to serve young people most effectively and sustain your efforts long term. The program design and planning stage enables you to create a roadmap of how you will manage, implement and evaluate your out-of-school time program. Keep in mind that you can modify your plan as you go along, as circumstances and experiences dictate. Many of the decisions you make during this phase will be affected if you are partnering with another agency or group. By planning in advance how you will select your management team, establish policies and procedures, develop a financial plan, implement, and evaluate your program, you will be more effective.

## 1. Determine Your Need

Your decision to start an out-of-school time program stems from your belief that a need exists. But before you can gather the support you will need to launch a program, you must verify that the need does, in fact, exist. How do you go about determining the need? Begin with your local government or a community-wide organization, such as United Way, that conducts periodic, comprehensive community needs assessments. Or, you might elect to conduct your own environmental scan, a process that allows you to identify state and local priorities, needs and opportunities in the context of the current economic environment.

You may identify the community's needs through surveys to parents and students, community forums and meetings. **Refer to IX, B, for a sample parent survey.**

**Determine: Who is already involved or interested in your work?**
Research programs already in place in your community. Who are the local experts? What roles do they play? Good collaborations are mutually beneficial – we can learn from one another, we can help each other mature, and we can act upon a common agenda.

Make sure people are ready and willing to invest in your program (with financial help, human resources, in-kind gifts, etc.), and that demand and support for your program and services will be ongoing. Finally, you will need to determine whether your organization has the capacity, commitment and capability to run a quality out-of-school time program.

**Determine: Who is affected by the issue or problem? Then, who in the <u>community</u> is being affected by the issue or problem?**
Evaluate the community you would like to serve and the type of program that would best meet their needs (i.e. tutoring/homework help, childcare, activity center). Your "community" may consist of the area in which you live, a specific geographical area with a specific need, or the parameters within an area of a school, church or center.

## 2. Designing Your Program

Based on the results of your needs assessment, you should be able to determine the design of your program. The program design phase will help you define and determine the following:

- Target Population

- Type of Program

- Program Structure

- Stakeholders and Partnerships

- Evaluation

a. *Define the Target Population*
Ask yourself, "Who needs the program?", "Who's already being served by other programs or agencies?" and "Who are we capable of serving?" In addition, consider the following:

- **Age**. Do you wish to serve elementary, middle or high school youth?

- **Gender**. Do you intend to serve boys, girls, or both?

- **Participants' needs**. Do you want to help youth improve their reading or academics? Or are you looking to help them improve their social skills and relationships with others? Or are you focusing on helping them learn about the world of work, potential career paths and the skills they will need to succeed?

- **Common characteristics**. Are you working with a specific audience––for example, youth with disabilities or from a certain income bracket? If you are starting a workplace out-of-school time program, are you looking to include youth of a certain age group? If your program is faith-based, will you look to recruit youth from a specific congregation or of a particular faith?

Each child develops at his or her own pace. The information that follows outlines some of the general characteristics children demonstrate at various age levels (i.e. Elementary, Preadolescents and Teens and Teenagers). However, it is important to remember that not all children will progress at the same pace or rate.

Information retrieved from: Maryland Department of Human Resources: http://www.dhr.state.md.us and Smart Library on Children and Families: http://www.children.smartlibrary.org

## Elementary: 5-10 years old

Characteristics exhibited by participants in this age group include:

- Have high energy and need lots of activity

- Practice large muscle and fine motor skills

- Begin to develop physical flexibility

- Have a growing attention span

- Respond to simple rules and limits

- Eager to learn

- Creative

- Beginning to reason

- Feel their ideas count

- Easily hurt and insulted

- Identify with the family

- Eager to please

- Enjoy small groups

- Need an emphasize on fairness

What YOUR out-of-school time program should offer this age group:

- Frequent individual interaction with adults

- Games with simple rules

- Quiet areas as well as noisy areas

- Outside experiences

- Imaginative play opportunities

- Some clear responsibilities like clean-up

- Projects that apply school day lessons about the family and community

- Opportunities to read aloud, to read silently, and to talk about books and ideas

- Matching, ordering and sorting activities

- Opportunities to apply arithmetic problems in real-world ways

- Small experiments with everyday products

- Nature walks and talks

- Opportunities to work with a variety of materials for projects

- Physical activities that do not emphasize competition, such as jump rope, marbles, jacks and kites

- Music, dance and drama opportunities

- Opportunities to try experiences from diverse cultures

Information retrieved from: Afterschool Now http://www.afterschoolnow.org/look.cfm

## Preadolescent and Teens: 10-14 years old

Characteristics exhibited by participants in this age group include:

- Have high energy and need lots of activity

- Like to achieve and be seen as competent

- Seem inconsistent in ideas and moods

- Use logic and reasoning

- Think beyond the immediate experience

- Can exchange ideas

- Seek independence

- Want voice in decisions

- Feel awkward and embarrassed in some situations

- Need praise and approval

- Identify strongly with peers

- Begin experimentation

What YOUR out-of-school time program should offer this age group:

- Connections to real-world experience

- Opportunities to interact in large and small groups as well as individual recognition

- Experiences that explore ethics and values with respected adults

- Opportunities to serve others

- Physical activity

- Opportunities for decision-making and leadership

- Opportunities to apply school day lessons through performances and projects

- Experiences emphasizing reasoning and problem-solving in art, science, mathematics

- Quiet times for homework with adult help and peer help when needed

- Games that provide opportunities to practice basic skills, such as chess, checkers, puzzles, word games

- Wide range of reading activities with discussion of the ideas found in the books

- Experiences built on a wide diversity of cultures and ethnic groups

Information retrieved from: Afterschool Now
http://www.afterschoolnow.org/look.cfm

# Teens: 14-18 years old

Characteristics exhibited by participants in this age group include:

- Concerned about body and appearance

- Have highly developed motor skills

- Worry about clumsiness, illness and diet

- Think abstractly

- Learn by doing

- Less influenced by parents, more influenced by peers

- Need and demand more freedom and privacy

- Mask true feelings

- Need praise and adult recognition

- Admire heroes that demonstrate characteristics of friendship and romance

- Recognize diversity of ideas

What YOUR out-of-school time program should offer this age group:

- Presentations and projects that involve appearance

- Opportunities to discuss and address physical risk, including smoking, drugs, drinking, and sexual activity

- Opportunities to tutor younger children

- Opportunities to show competence in a public setting

- Individual projects as well as teamwork in small and large groups

- Substantial choice with clear limits

- Opportunities to express feelings through projects and activities

- One-on-one opportunities to talk with adults

- Loud and quiet areas and activities

- Discussions of diverse ideas and opinions with adults and peers

- Specific help with skill areas that are causing problems

- Opportunities to catch up or move ahead with academic interests

- Opportunities to work on school day projects and papers with library and Internet support

- Problem-solving and reasoning skills practice

Information retrieved from: Afterschool Now
http://www.afterschoolnow.org/look.cfm

### b. *Determine the Type*
What type of program will you implement?

School-Based
This type of program occurs in the school; the school, principal and school district are responsible parties; program staff is paid by the school.

School-Based/Non-profit
This type of program occurs in a school but a non-profit provider is responsible.

Non-School-Based/Private
This type of program occurs in a community/recreation center, housing development or any other private building that is not a school.

Faith-Based
This type of program occurs in houses of faith such as churches, synagogues and temples.

When will your program operate?

- Year Round

- School Year-Only

- Part-time/Full-time

- Holidays

- Summer-Only

- Drop-ins allowed

- Weekends

### c. *Program Structure*
Many factors will help you determine whether to structure your program to stand alone or as part of another organization. Cost is a major factor. The cost of starting a stand-alone program will probably be more than the cost of partnering with another organization. Duplication of services is another factor to consider. Do some research to ensure that you are not duplicating an existing service. A third factor is legal liability. Do you want to assume liability and the related costs for insurance against risk? Or do you want your program to be part of a larger organization that will be legally accountable? A fourth factor to consider is organizational infrastructure. Programs that plan to stand-alone have to build organizational infrastructure, such as personnel, financial and technology systems. Most freestanding programs go through the process to become a non-profit 501 (c)(3) so they may accept charitable contributions.

### d. *Stakeholders and Partnerships*
Identify your program stakeholders and determine how you will promote your program. No matter what type of program you build, your stakeholders will include your advisory group, your management team, and parents/caregivers. Depending on the nature, your program stakeholders could also include organizations with which you partner, such as schools, faith communities, juvenile facilities, community groups, the media and the general public. Develop partnerships with various groups: schools, community centers, YMCA, local Boys & Girls Clubs, houses of faith, and businesses. What resources and skills do they offer? How can they be involved in the planning and activities? Are there barriers to working with these partners and, if so, how will you work to overcome them?

### e. *Evaluation: What will your program accomplish?*
There are a number of tools that can help you evaluate whether you have succeeded in accomplishing what you set out to do. Set realistic, attainable and concrete goals for your program. Ask yourself: Do you seek to increase reading achievement or build character education? Goals should be measurable!

Develop an action plan based on your mission. Include specific steps and target dates of completion. **Sample action plans can be found in Section IX, A-1 and A-2.**

| Need/Problem/Concern Identified | Action To Be Taken | Planned Completion Date | Actual Completion Date | Who Will Be Responsible | Follow-Up • Comments (Were the plans met? Unforeseen Challenges, etc.) |
|---|---|---|---|---|---|
| No policy in place to address Discipline | Develop and Distribute Policy | 8/2/2005 | 8/2/2005 | Program Director | Policy was developed and update in parent & participant handbook. |
| Paint is chipping on the walls in the 1st and 2nd Grade Room | Paint walls Color: Soft yellow | 8/31/2005 | 9/17/2005 | Site Coordinator, Volunteer Team; & Advisory Board | Deadline was not met due to the underestimated amount of work need in prepping the room for painting. |
| Insufficient storage for Arts & Crafts Supplies | -Purchase wall storage unit w/ shelves to store supplies -Purchase clear plastic storage bins to organize and store supplies | 9/15/2005 | 9/14/2005 | Site Coordinator & Program Director | |
| | | | | | |

# B. Plan How Your Program will be Managed

## 1. Establish Policies and Procedures

Successful programs develop procedures and policies that protect children and staff by meeting licensing requirements, addressing liability issues, carrying adequate insurance, maintaining appropriate records, regularly reviewing health and safety practices, and complying with the American with Disabilities Act.

You will need to establish policies and procedures that reflect your program decisions and practices that everyone will follow. Before starting an out-of-school time program, you should develop policies and procedures to address the following:

### Management & Administration
A quality program provides structure, administrative policies, procedures and leadership with a defined mission and goal.

### Governance

#### Mission Statement
A mission statement is a description of what an organization or program intends to accomplish. It should describe your business, define why it exists. The statement should be posted for all to see.

For example, the National Institute on Out-of-School Time mission statement: "Our Mission is to ensure that all children, youth, and families have access to high quality programs, activities, and opportunities during non-school hours."

#### Advisory Group or Council, Board of Directors
*(If applicable, has a written and defined role)*
Are bylaws in place to address the governing body's responsibilities, key duties, job descriptions, attendance, fundraising, minutes, conflict of interest or committees of the board?

### Program Personnel and Participants

#### Group Size & Ratios
At times, you may have more participants than staff. How will you handle this? What are your procedures? For example, if your program serves children six years old and over, the recommended ratio of staff to children is 15:1.

### Fees & Payments
If you charge fees, what are your rates and payment schedules? If there is an increase, how will you notify parents? Are there special discounts? In the event a child is sick, will they still pay? Do you have a policy for parents who cannot pay?

### Personnel Policies
Do you have personnel policies in place?

- Hiring
- Job Descriptions
- Benefits (if applicable)
- Resignation & Termination Procedure
- Grievance Procedures
- Criminal Background Check
- Child Abuse & Neglect Registries Checks
- Professional Growth & Development
- Certifications
- Drivers License
- Social Security Number

### Staff Absenteeism
In the event a staff member is absent the policy should include a protocol for coordinators, teachers, volunteers and any other program staff. Will you provide a verbal warning, written notice, suspension or discharge?

### Volunteers
Make sure there are policies and procedures that address issues related to your non-paid staff. Do you perform background checks and reference checks on all volunteers? Safeguarding the participant is critical in all volunteer/student relationships. Background checks can be obtained from a number of different sources. The South Carolina Law Enforcement Division (SLED) offers background checks. **More information about background checks can be found on pages 16-17 of this section.**

### Confidentiality
Are you requesting confidential information from parents and students? What are the required forms? Who will have access to this information and have you requested these individuals sign a confidentiality agreement? How are parents notified of the confidential policy? Where will this information be kept?

## Program Policy

### Facility Insurance, License & Compliance
Research those most appropriate to your program. Are you insured? Can parents review the plan? Does your program meet any required standards, and is it licensed?

### Inclement (bad) Weather
When unusual conditions such as extreme weather, power outages or equipment failures make it impractical to operate the workplace, what do you do? Will you follow the school or a certain school district's guidelines for closings and delays?

### Fire, Tornado and Safety Drills
In the event there is a fire or tornado, do you have a plan that is specific to your site? Good planning and preparation are critical to any program or organization and its employees and participants to survive a natural disaster. A little planning can prevent unnecessary panic and confusion. The South Carolina Department of Labor, Licensing and Regulation has developed a brochure which includes severe weather safety tips and elements of a written plan. For more information on emergency plans, contact the office of OSHA Voluntary Programs at (803) 734-9599 or write to P.O. Box 11329, Columbia, SC  29211-1329 or go to Severe Weather Safety Tips http://www.llr.state.sc.us/dolnew/weather.pdf

### Media Release
Do you have permission from parents in the event the media covers your program? Have you obtained a release to use a child's name or photo in videos, brochures, publications, interviews? Make sure you obtain signed parental release. **Refer to Section IX for a sample parent permission form.**

### School Release
If you work with schools, do you know the school's policy for dismissing students early?

## Health & Safety

A quality program promotes the health, nutrition and safety of all children and staff, and protects them from preventable illness and injury. The following should be considered when developing these policies:

### Reporting of Illness (participants & staff)
When you develop this policy, you should consider including information regarding the designated contact person for staff and participants, information required, and procedures for notification such as a student health form. **Refer to Section IX, D, for a sample enrollment form.**

### Communicable Disease Statement
(for example: chicken pox, lice, mumps, etc.) All parents should be informed of how to notify program staff of any instances of communicable diseases. Do you have a plan in place to send participants home? Are participants required to stay home until all possible exposure to others is obsolete?

### Administration of Medications
How will parents inform staff of participant's medical condition? Where will medicines be stored? Is the area locked? Who will dispense medicine? Written permission from parents should be obtained prior to administering any type of medication. Call your insurance provider for advice. Are you insured to administer medication?

### Transportation
If you provide transportation to participants, who will train those who provide the transportation, and do they possess an appropriate license? Will participants sign-in and out? What are the policies for walkers, bus riders and for parents who drop off and pick up? Are you operating under the legal requirements?

### Liability / Off-site Travel
Will staff and students travel off-site for related activities? Do your staff and students arrange their own times to meet? Explore legal liability requirements and considerations before the program begins. Each program should request and maintain current background checks for all volunteers prior to service. If staff members transport children, require proof of driver's license and current auto insurance with personal liability provisions. Written parent or guardian permission should be obtained for off-site travel. **Refer to Section IX, E, for a sample travel authorization form.**

### Arrival & Departure
Will participants sign in and out? What is the policy for walkers, bus riders and are parents dropping off and picking up? Are you operating under the state law requirements?

### Disaster and Emergency Preparedness
You should plan for any potential disaster. Do you have a policy in place that will help you respond? Make sure you have procedures for communicating with staff, participants, and families, and establish procedures to account for participants.

### Security
Who is responsible for security of participants, staff and visitors? Will you issue I.D. cards? How will visitors, contractors and others enter the facility or designated program area? Will you require visitors to sign in and out? Are you requiring all external doors to be kept closed? Are children supervised at all times?

### Program Structure
A quality program plans and implements activities that are designed to equip participants with resources to aid in their overall development.

Each parent should receive a copy of the program policy. A program's policy may include, not limited to, the following:

- A brief overview of activities offered, types of recreational activities and field trips

- Meals or snack schedules

- Schedule of activities and events

- Parent meetings, conferences and visits

- Guests and public visitation guidelines

- Hours of operation

- Optional classes, if applicable

- Discipline – post rules; methods of disciplining should not be cruel or harsh.

- Communication methods with parents and caregivers (verbal, written, electronic, etc.).

### Evaluation
A quality program routinely assesses and monitors its goals, staff, program and outcomes for improvement and satisfaction.

## 2. Selecting Your Management Team

Staffing arrangements vary according to a program's size, management structure and goals. But all programs need staff who are qualified and committed, have appropriate experience and realistic expectations, and can interact productively with regular school staff, whether or not the program is school-based. At the very least, you will need a program coordinator. Staff may include a program coordinator/director, teachers, and interns along with parents and community volunteers. Larger programs may need a program administrator and several coordinators.

How many staff and volunteers will you need? As recommended in the policies and procedures section, staff to student ratio should be 1:15 or lower depending on the activity and the age and ability of the students. For tutoring and mentoring programs, the ratio should be very low.

Some programs have one paid staff member and designate other program responsibilities to a team of committed volunteers or, in the case of a school-based program, a group of teachers or guidance counselor staff.

Choose someone with strong leadership abilities and management skills who can manage a wide range of responsibilities, including:

- Managing the overall program;

- Developing consistent procedures for recruiting and referring young people;

- Overseeing development and implementation of all promotional and educational efforts;

- Cultivating and maintaining all necessary external contacts and relationships for implementing and maintaining the program (e.g., with partner organizations);

- Recruiting, screening, training and supervising;

- Developing a plan to evaluate the program, including soliciting participant feedback;

- Tracking program statistics, including budgetary costs, hours and so forth; and

- Documenting development of the program.

*NOTE: The positions presented below are not all-inclusive. They provide examples of positions and responsibilities. The educational levels and years of experience should be taken into consideration when staffing your program.*

### Program Director/Administrator
This individual is responsible for overall program implementation and administration. This individual would have a minimum of an associate's degree (in a related field) and program experience with school age children. Ideally, a bachelor's degree (in a related field), program experience with school age children, program management and supervision is preferred.

### Site Director/Coordinator/Facilitator
This individual is responsible for the program's daily activities and supervision of staff. This individual would have a high school diploma or Graduate Equivalent Degree (GED), and experience working with school age children. Ideally, an associate's or bachelor's degree (in a related field) and experience programming for school age children is preferred. **Refer to Section IX , F, for a sample job description.**

### Group Leaders
This individual is responsible for group supervision. This individual would have a high school diploma or GED. Ideally, an associate's or bachelor's degree (in a related field) and experience working with school age children is preferred.

### Assistant Group Leader(s)
This individual is responsible for assisting the group leader. This individual would be a minimum age of 16, ideally would be 18 years of age.

### Volunteers
Volunteers are very vital to any program. Quite often, programs rely on the help of volunteers – individuals who give their time and expertise to operate and deliver their services. **Refer to Section IX, G-1, G-2, G-3, or a sample volunteer description, application and evaluation form.**

## Characteristics of a Good Volunteer

Caring

Good listener

Stable

Can provide leadership

Reliable (e.g., shows up on time)

Committed

Nonjudgmental

Discreet (will keep information confidential)

Patient

Likes children

Has a good sense of humor

Tolerant

Outstanding employment record

Does not attempt to replace parent or guardian

Where do you find volunteers? Consider these sources:

- Senior centers
- Retirement homes
- Community centers
- Communities of worship
- Middle and high schools
- Community colleges or universities, especially departments of education, community service, and work study offices
- Civic associations
- School newsletters
- Local newspapers
- Neighborhood association newsletters
- Professional associations

Additionally, many large corporations have employee volunteer programs and educational foundations. Contact banks, high-tech firms, hospitals, and other businesses in your area. They may have a wealth of volunteer-power or other support just waiting to be tapped! At the meeting or event, gather contact information from interested people. Plan an informational meeting for anyone interested in volunteering.

### a.   Selecting and Screening Staff and Volunteers
**Assessing the qualifications of prospective volunteers**
Prospective volunteers are a vast pool with varying qualifications. How do programs match needs with expertise? **Please refer to Section IX, G-2, for a sample volunteer description and application.**

Suggested Components of Staff and Volunteer Screenings
Staff and volunteer screenings should include the following:

● Written application;

● Fingerprint criminal background check and related checks;

●Character reference checks;

● Face-to-face interview; and

● Participation in orientation and training

Before you begin screening volunteers, your organization should develop a written policy documenting your screening process. This policy should include a list of elements that each prospective volunteer and staff member must complete, guidelines for selecting or disqualifying potential candidates, and clear instructions on interpreting a criminal history check. You should also keep in mind that information gathered through the screening process should be kept confidential. Also, always document what you find during the screening process and the decisions you make about the individual. This documentation verifies that your program followed your written screening policies on each prospective individual.

**Conduct Reference Checks, such as, Employment Record, Character Reference, Child Abuse Registry, Driving Record and Criminal Record Checks**

Criminal background checks are critical, but they are only one element of a careful screening process. A robust system of reference checks and interviews of potential staff and volunteers, evaluation of risk and ongoing monitoring should be a part of your organization's regular procedures.

**Criminal Background Check**
The criminal background check system in the United States is complicated. Each state is the gatekeeper for background checks; that is, the state decides who can access background checks and for what purpose. There is no consistency from state to state on eligibility, process, cost and turnaround time. There is no single criminal database in this country that includes every criminal record, so there is no "perfect" background check. Many organizations use a combination of two or three types of checks to get the most complete information.

**• Fingerprint-based vs. name-based.**
A name-based check uses a person's name and Social Security number to match any possible criminal records. There are several weaknesses with a name-based check:

1. The volunteer could provide you with a false name and Social Security number. In fact, more than one percent of the 45 million individuals in the FBI criminal database have used more than 100 aliases and false Social Security numbers.

2. Female volunteers may have two or more different last names if they have been married one or more times. If you check only the current name, you can miss criminal records.

3. Criminal databases can have mistakes in the spelling of an individual's name and other relevant information. A name-based check might miss a criminal record if the record itself contains mistakes.

4. Because many names are similar, you can get a "false positive"––your potential volunteer seems to have a criminal record, but the record actually belongs to another person with the same name. Additional background checks include:

**• County/local checks.**
Background checks of a county or local jurisdiction can be obtained through the local police department. These checks include only crimes committed within that jurisdiction. Conducting a county search is better than doing no background check at all, but there are weaknesses. People in our society are very mobile; they move around a lot and may work and live, take vacations and business trips or serve in the military in different counties.

**• State background checks.**
These background checks are obtained through a state agency (the specific agency varies from state to state). They include only crimes committed in that state, so the limitations in a county check also apply to a state check. Also, costs and response times vary widely from

state to state. Some states allow fingerprint-based checks, some allow only name-based checks, and some offer both types for different fees. Most state checks also include arrests, but a few include only convictions. A list of State Criminal History Record Repositories is available at www94311.temp.w1.com/csb/csb_crim.htm.

### • FBI checks.

The FBI maintains the most complete criminal database in the United States. It contains more than 200 million arrest- and conviction-records of more than 45 million individuals. All records are fingerprint-based. Five to seven thousand new individuals are added to the FBI database every day when persons are arrested for the first time. The database is made up of all federal crimes plus approximately 70 to 90 percent of each state's criminal databases. Many mentoring programs conduct other types of checks to supplement their criminal background checks. The following are some examples:

### 1. Department of Motor Vehicles (DMV) check.

This check provides information about an individual's license records, including license convictions, reportable accidents, license expirations, suspensions or revocations, license restorations, driving under the influence charges (DUIs) and point/insurance reduction completion. Depending on state rules and regulations, the prospective volunteer rather than the mentoring program may need to submit the check. A list of state DMVs is available on the Drunk Driving Defense Web site at www.drunkdrivingdefense.com/national/dps-offices.htm.

### 2. State sex offender registries.

Most states now have sex offender registries that are available online, making it easy to search several states for an individual. Any crimes that would cause an individual to be on a sex offender registry should show up in a state or FBI criminal background check, but this is a good double check. However, sex offender registries are not reliable as the only method of doing a background check; they depend on the offender to update the registry when he or she moves, so they are usually dated. A list of state sex offender registries is available on the FBI Web site at www.fbi.gov/hq/cid/cac/states.htm.

### 3. Child abuse registries.

A few states allow organizations that work with children to check an individual against the child abuse registry. These databases often include complaints of abuse that did not result in arrest or prosecution and so would not be in a criminal database. Try contacting your state's department of child welfare to see if the child abuse registry is accessible.

In South Carolina, employers and charitable (non-profit) organizations can obtain state criminal checks through the SLED CATCH (Citizens Access to Criminal Histories). Criminal record checks are available from 4 a.m. - 11p.m. EST.

A non-refundable Fee will be charged for every criminal history record check. Charitable organizations receive a discount.

Go to http://www.sled.state.sc.us for more information. For questions or comments, call the SLED Public Dissemination Unit at (803) 896-7043.

If your company or organization regularly requests criminal background screening, you can setup an account for billing purposes. Write or fax to:

> **South Carolina Law Enforcement Division Central Records Department**
> Post Office Box 21398
> Columbia, South Carolina 29221
> Fax: 803.896.7218

The request must be on letterhead with the following information:

1. Name and address of the company or organization
2. Name of an individual authorized to act as a point of contact
3. Business telephone number
4. Date of birth and driver's license number of the authorized point of contact

The South Carolina Afterschool Alliance and the South Carolina Education Oversight Committee strongly recommend that your program conduct criminal background checks for all staff and volunteers.

### The Potential Child Molester

Watch out for characteristics and areas of concern that may surface in volunteer screening, and carefully explore them with an eye to detect the high-risk individual. The possession of one or two of these characteristics does not constitute a concern, but if an overall pattern begins to emerge, it should be discussed with a clinical supervisor (if you have one) or your program coordinator.

### Indicators of a Potential Child Molester

- Over-identification with children: In his or her interaction with children, regresses to their level of behavior, relinquishes adult role and responsibility, or tends to become more like the child.

- Exaggerated animation around children: eyes light up and expression heightens in reference to children.

- Premium on one-on-one activities: Prefers low visibility over those activities that involve a group.

- Indication of anxiety regarding adult sexuality.

- Extremely judgmental attitude regarding homosexuality.

- Describes the type of child he or she wants to mentor in specific terms, emphasizing specific physical or emotional characteristics (e.g., wants a child with blonde hair, age nine, very shy).

- Overly anxious to be matched immediately.

- Absence of appropriate peer relationships – confines circle of friends to significantly younger associates.

- History of being abused, neglected of sexually victimized.

- Character immaturity: shy, withdrawn, or passive.

- Police record.

- Dating history or sexual development does not follow "normal" pattern.

- Does not have meaningful relationships with other adults.

- Applicant has found his or her own mentee and tries to get the agency to "legitimize" the match.

- Premature separation from military service.

- No ambition for responsibility.

- History of moving from job to job or place to place.

- Becomes extremely angry or defensive when asked to submit a criminal background check, even after reasons for this are explained.

Sources: The ABCs of Mentoring, Mentoring Partnership of Long Island, 2003.

## 3. Begin Staff Training and Professional Development

**Determine what type of training will be provided.**
CPR? First Aid? Program and/or professional development?

As you select your management team, remember that you will need to plan and design an ongoing staff training and professional development process. At this stage, you will need to consider who will carry out the training, how often, where and when. You'll also need to estimate how much you should allot for training and professional development. Contact statewide, regional and local networks and partnerships such as local United Ways, school districts, and the city/county community development division to see if they offer such training. Also use them as a resource to help you design your staff development plan. Periodically, the South Carolina Afterschool Alliance, S.C. State Department of Education and Schools Out Charleston provide ongoing training in this area. **For contact information, refer to Section VIII: Additional Resources.**

## 4. Develop a Financial Plan (Budget, Finance & Funding)

Successful programs use annual operating budgets, accurate bookkeeping systems, affordable fee structures and multiple funding sources, including in-kind support. Program administrators and directors should continuously and creatively, search for funding to seek new sources (community foundations and groups such as the United Way, local education funds and employers) and traditional sources (federal formula and discretionary programs, state programs, foundations, community agencies).

Tips for developing relationships with Funders is located in Section IV: Quality Program Implementation.

Develop a financial plan that includes a budget for your program, along with an estimate of how much funding you will need to start and sustain the program. As part of your plan, you'll need to determine how long you can expect to receive funding from each source so you can develop new sources before funding runs out. And you will need to establish controls and auditing requirements, as well as a system for managing your program finances.

1. Develop a projected startup and first year operating budgets, including funding sources.

● Develop a realistic budget. Estimate your expenses.

JOHN DOE AFTER SCHOOL PROGRAM
12345 After School Drive · Anywhere, SC 29200 · (803) 333-3333

Organizational Budget

Operational Year:    August 1, 2005 - June 30, 2006

|  | Year 1 |
|---|---|
| REVENUE | |
| Donations | $  3,000 |
| Membership Fees | $  4,000 |
| Grant (C.L.W. Foundation) | $  3,000 |
| Total Revenue | $ 10, 000 |
| | |
| PROGRAM EXPENSES | |
| Salaries/Stipends | $     800 |
| Supplies | $  1,500 |
| Food | $     500 |
| Transportation | $  5,500 |
| Training | $     250 |
| Total Program | $  8,550 |
| | |
| Fixed EXPENSES | |
| Rent | $  1,100 |
| Telephone | $     350 |
| Total Capital | $ 1, 450 |
| | |
| TOTAL EXPENSES | $  10,000 |

Refer to Section IX, H, for a sample budget.

2. Secure funding from various sources that will offer program sustainability.

● Talk to businesses, corporations and local houses of faith.

● Seek local and state grants, foundations and government websites.

● Consider hosting fundraisers and secure in-kind donations.

3. Establish a system to manage funds. Consider contacting an accountant before you create a system.

Section IV of this guide will take you through the actual process of managing program finances and designing a resource development plan for diversified funding.

Fees
Do you plan to charge your participants a fee? What fees will you charge and what will be your fee schedule? Research other programs to determine how you set your fees. Consider the following:

● Weekly Fee

● Pro-Rated Fees

● Scholarships

● Sibling Discounts

● Sliding fee scales

# 5. Plan to Implement the Program

The design and planning phase is a good time to think through all aspects of dealing with program participants, from recruitment, screening, orientation and training. It is also the time to think about how you will recognize the contributions of program participants. The "Sample Program Implementation Timeline" at the end of this section will help get you get started. **Section IX offers more tools and resources for implementing your program.**

a. Program Activities/Services
Determine: What activities/services will you provide? Will you use a curriculum or will you focus mainly on homework and tutoring?

● Sports/Recreation

● Arts & Crafts

● Tutoring

● Homework

● Computers

● Life Skills

● Community Service Learning

● Character Development

● Leadership Development

Overall program activities should be developed around the needs of the student population being

served. Keep in mind that each child is an individual and will have his or her own likes, dislikes, strengths and interests. Included are suggested enrichment activities for each age group. Remember that these are only suggested activities. So, get to know the participants in your out-of-school time program and have age-appropriate activities available. What YOUR out-of school time program should look like to fit developmental characteristics:

- First, programs should provide a setting outside the family where youth can express their individuality and master new skills.

- Second, programs can offer mixed-age groups and activities that emphasize effort rather than competition. This will provide a "zone of safety and comfort" where youth can experiment, but where adults are available to help before they get into trouble.

- Third, programs can design activities that are sensitive to the dramatic changes going on in youth during this period by combining security and comfort with expanding leadership opportunities. For instance, opportunities for community service offer avenues for responsibility while giving youth the sense of being valued members of the community.

Information retrieved from: Maryland Department of Human Resources: http://www.dhr.state.md.us and Smart Library on Children and Families: http://www.children.smartlibrary.org

## Enrichment Activities

Leaders of out-of-school time programs have always been eager to provide their participants with interesting activities that are of high quality and incorporate learning seamlessly and intentionally.

Many out-of-school time programs are under scrutiny to show that they are having a positive impact on student achievement. However, balancing academic content with engaging and enriching experiences is often a struggle for programs. Incorporating enrichment activities offers the opportunity to expand on students' learning in ways that differ from methods used during the school day.

Enrichment activities often are interactive and can be project-based. They can enhance a student's education by bringing new concepts to light or by using old concepts in new ways. They allow the participants to apply knowledge and skills learned in school to real-life experiences with a different slant. The common theme among enrichment activities is that academic concepts are taught through a fun, engaging activity.

## Types of Enrichment Activities and Helpful Hints

In order for out-of-school time activities to support academic skill attainment, the activities must desire academic outcomes. Activity leaders can obtain this by incorporating art, drama, literacy, math and science skills. Enrichment activities can provide the following:

**Art**: Art projects can provide students with the opportunity to apply academic skills in creative ways.

**Drama**: Well-structured drama activities can provide an avenue to introduce children and youth to the world of great literature through hands-on, in-depth experiences.
**Math**: Math concepts help children and young people learn about the relationships of numbers to things, about space and describing it, and about organization.

**Music**: Activities involving music are a good way to meld two goals: engaging children and youth in activities they are interested in and providing opportunities for adults to share their knowledge and passions.

**Science**: Science activities provide opportunities for students to learn about the makeup of the natural and physical world and scientific processes of investigation and exploration.

The characteristics of a group play a significant part when choosing activities; also, consider the following:

- Allocate time for planning activities (consider planning on a daily, weekly and/or monthly basis).

- Brainstorm ideas and weekly themes with staff. For example: animals, music, space, Christmas, Thanksgiving, etc.

- Create a balance in activities by allowing children to plan, explore, learn, create and relax.

- Offer a diverse schedule of learning resources and games.

- Ensure that parents/caregivers and participants understand the regular daily and weekly schedule of activities.

- Make sure there is enough space for the number

of children participating in the types of activities you have planned and that the length of time allocated for each activity is sufficient.

■ Remember to introduce new students to ongoing activities. **Refer to Section IX: Forms and Templates for sample component and activity grids, daily and weekly schedules.**

Information retrieved from: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates (http://www.learningpt.org) and Academic Content: After-School Style (A Notebook and Guide) by FOUNDATIONS, Inc.

**Enrichment Activities can be found on pages 32-39 at the end of this section.**

b. A Safe, Healthy and Nutritious Environment

1. Safety (Programs should be safe and accessible to your target population)

● How will you ensure students are supervised at all times?

● What system will be used to track attendance and student pick-up?

2. Indoor Environment

● Is there a quiet place for reading, quiet games or relaxing?

● Are bathrooms accommodating and accessible?

● How will you maintain a safe and clean facility?

● Is there adequate room for program activities?

3. Outdoor Environment

● Will there be time in the daily schedule for outdoor play?

● Is there portable gross motor equipment (balls, jump ropes, hula-hoops, etc.) available?

● Will you have playground equipment or equipment for gross motor development?

● Is the area suitable for the amount of children and activities?

4. Nutrition

● Will you provide a healthy snack? What is considered a healthy and nutritious snack?

● When will you provide snacks? (Upon arrival or departure, during quiet time, or other)

● Where will you serve them? (If applicable, you can serve them in the school or church cafeteria, gym, classroom, etc.)

NOTE: It is not sanitary to serve participants food on the floor.

## Nutritious Snacks

An afternoon snack is not just an indulgence: active kids with fast metabolisms and small-capacity tummies need a between-meal pick-me-up on a regular basis. Snacks can, and should, be a part of every child's balanced diet.

An afternoon snack will provide kids with more energy after school, which will allow them to concentrate on homework and become more energetic. These snacks also fill the gap between the lunch they receive at school and dinner, and help children and youth receive the nutrition they need to learn, play and grow.

Good nutrition is essential for effective learning every day, all year long. Just as learning does not end when school lets out, neither does the need for good nutrition. Children who aren't hungry learn better, act better and feel better.

Basics for Handling Food Safely:

Safe steps in food handling, cooking, and storage are essential to prevent food borne illness. You can't see, smell, or taste harmful bacteria that may cause illness. In every step of food preparation, follow the four Fight BAC!™ guidelines to keep food safe:

● Clean -- Wash hands and surfaces often

● Separate -- Don't cross-contaminate

● Cook -- Cook to proper temperatures

● Chill -- Refrigerate promptly

Information retrieved from: "After School Snacks that Everyone can Agree On," by Jennifer Anderson, http//:www.allrecipes.com, http//:www.fns.usda.gov/cnd/Care/Regs-Policy/Snacks/NewsRelease.htm and http//:www.summerfood.usda.gov/about/index.html

# Nutritious Snack List

These suggested snacks provide the nutrition needed for children and youth in out-of-school time programs.

- Pumpernickel Bread and Tangerine
- Muffin and Apple Juice or Grapefruit Juice
- Oatmeal Bread and Melon
- Whole-Wheat Toast and Tomato Juice
- Raisin Toast and Orange Juice
- Fry Bread and Banana Slices
- Bran Muffin and Apple
- Boston Brown Bread and Fruit Cocktail
- French Bread and Pears
- Cinnamon Toast and Pineapple Juice
- English Muffin and Grape Juice
- Banana Bread and Milk
- Bran Muffin and Milk
- Cinnamon Roll and Pineapple Juice
- Cottage Cheese mixed with Crushed Pineapple
- Granola and Orange Juice
- Cookies and Plums
- Fruit Cup and Cheese
- Fruit Kabob and Cheese Fingers
- Soft Pretzel and Pears
- Pilot Bread and Cherry Tomatoes
- Saltines and Vegetable Sticks or Saltines with Cheese and Crackers
- Tortilla with Refried Beans
- Cucumber and Carrot Coins with Cottage Cheese
- English Muffin and Milk
- Oatmeal Cookies and Milk
- Waffle Square and Strawberries
- Gingersnaps and Applesauce
- Graham Crackers and Apricots

Information retrieved from:
http//:www.healthyhelpings.org/assp_menus.htm

# Afterschool Snack Program

The Afterschool Snack Program provides free nutritious snacks to children who spend their afternoons in organized programs of after-school care. The snack helps attract children into supervised activities, and the activities give them learning experiences and a safe place to play.

The Department of Social Services (DSS) reimburses after-school care providers for the snacks they serve. Qualifying is simple: A provider must: offer regularly scheduled educational or enrichment activities in a supervised environment, be a public or private nonprofit organization or a for-profit organization with at least 25% ABC voucher children enrolled, and be in a school area where at least half the children are eligible for free- or reduced-price meals.

If your organization provides an after-school program or offers after-school care for children ages 5-18, you may be eligible to receive a reimbursement from DSS for the snacks you serve. Furthermore, you will receive helpful information about how to serve healthy snacks to your students. There are more than 40 locations in South Carolina that are currently participating in the Afterschool Snack Program, and the list is growing rapidly each month.

It is easy to participate and the reimbursement from DSS makes it possible for you to devote the money you currently spend at the grocery store to more and better enrichment activities for the kids.

**Contact Information:**
South Carolina Department of Social Services
1535 Confederate Avenue
Room 307
Columbia, South Carolina 29202
Phone: (803) 898-7576
Website: http://www.state.sc.us/dss/index.html

Information retrieved from:
http://www.healthyhelpings.org/after_school.htm

# Kids Café

Founded in 1993, Kids Café is the nation's largest charitable meal service and nutrition education program for children. It is sponsored in the Midlands and Pee Dee areas of South Carolina by Harvest Hope Food Bank and is a licensed, trademarked program of America's Second Harvest National Food Bank network, which operates hundreds of sites in the United States.

Harvest Hope Food Bank is a 501(c)(3) non-profit organization, established in 1981, whose mission is to provide for the needs of hungry people by gathering and sharing quality food with dignity, compassion and education.

Kids Café is a charitable out-of-school time meal service program for children (ages 6-18) who are at risk of being hungry. This program operates in partnership with other agencies in the area who provide structured after school activities such as homework assistance, tutoring and recreational activities.

What They Do:

● Provide nutritious meals to children in need

● Supplement meals with nutrition education

● Locate sites within easy access to children in need

● Conduct activities within the safe sites, under the supervision of trustworthy staff

● Support communication and socialization activities by involving community programs and family members within nurturing environments

● When possible, involve additional resources and partners to sustain efforts

Contact Information:

Harvest Hope Food Bank
2220 Shop Road
P.O. Box 451
Columbia, SC 29202
Phone: (803) 254-4432
Fax: (803) 254-6011
Website: www.harvesthope.org/cafe.htm
(Serves Chester, Chesterfield, Fairfield, Newberry, Saluda, Lexington, Richland, Calhoun, Orangeburg, Kershaw, Sumter, Lee, Clarendon, Darlington, Florence, Marlboro, Dillon and Marion counties)

Lowcountry Food Bank
1635 Cosgrove Avenue
Charleston, SC 29405
Phone: (843) 747-8146
Fax (843) 747-8147
Website: www.lowcountryfoodbank.org
(Serves Jasper, Hampton, Colleton, Dorchester, Charleston, Berkeley, Williamsburg, Georgetown, Horry and Beaufort counties)

Community Food Bank of the Piedmont
206 South Main Street
P.O. Box 873
Mauldin, SC 29662
Phone: (864) 675-0350
www.upstatefoodbank.org
(Serves Oconee, Pickens, Anderson, Abbeville, Greenwood, Laurens, Greenville, Spartanburg, Cherokee and Union counties)

Golden Harvest Food Bank
13 Enterprise Ave
Aiken, SC 29803
Phone: (803) 648-0752
www.goldenharvest.org
(serves McCormick, Edgefield, Aiken, Barnwell, Bamberg and Allendale counties)

Second Harvest Food Bank of Metrolina
500-B Spratt Street
Charlotte, NC 28206
Phone: (704) 376-1785
www.secondharvestcharlotte.org
(Serves York and Lancaster counties)

Information retrieved from: http://www.harvesthope.org

# Afterschool Snacks

The National School Lunch Program (NSLP) is administered by the Food and Nutrition Service, an agency of the United States Department of Agriculture. Within individual states, the program is administered by a state agency, in most cases through offices in the State Department of Education. At the local level, the program is administered by the school and/or school district.

In order for a site to participate, the school district must sponsor or operate an after school care program that provides children with regularly scheduled educational or enrichment activities in a supervised environment (for example, mentoring or tutoring programs).

An after-school care program site is "area eligible" if it is located at a school or in the attendance area of a school where at least 50 percent of the enrolled children are eligible for free- or reduced-price meals.

After-school snacks help ensure that children receive the nutrition they need to learn, play and grow. Organized, structured, and supervised programs that provide snacks allow children to think and behave better, and help them make the grade!

Contact your State education agency for further information regarding program eligibility.

**Contact Information:**
Office of School Food Services
State Department of Education
Rutledge Building, Room 201
1429 Senate Street
Columbia, South Carolina 29201
Phone: (803) 734-8195
Fax: (803) 734-8061
Website: http://www.myscschools.com

Information retrieved from:
http://www.fns.usda.gov/cnd/Afterschool/factsheet.htm

# Summer Food Service Program

The Summer Food Service Program (SFSP) helps children get the nutrition they need to learn, play and grow throughout the summer months when they are out of school. SFSP was created to ensure that children in lower-income areas could continue to receive nutritious meals during long school vacations, when they do not have access to lunch or breakfast.

The SFSP is the single largest federal resource available for local sponsors who want to combine a feeding program with a summer activity program. SFSP draws children into supervised activities that are safe, fun and filled with learning opportunities. Children benefit nutritionally by receiving complete, wholesome meals, and parents benefit from some help in stretching their food dollars.
The program encourages communities to provide safe places for children to go to be with other children and supportive adults. Parents know their children are receiving healthy meals in a supportive environment. Organizations receive funds to provide meals to complement recreational and educational programs that they have already planned.

**Contact Information:**
South Carolina Department of Social Services
1535 Confederate Avenue
Post Office Box 1520
Columbia, South Carolina 29202
Phone: (803) 898-0971
Fax: (803) 898-0960
Website: http://www.state.sc.us/dss/index.html

Information retrieved from:
http//:www.summerfood.usda.gov/about/index.html

# Child and Adult Care Food Program (CACFP)

The Child and Adult Care Food Program (CACFP) serves snacks reimbursed through the U.S. Department of Agriculture (USDA), which offers children and youth constructive activities and something to eat. It draws them into supervised after-school care programs that are safe, fun and filled with learning opportunities.

Program Requirements: To be eligible to participate, your after-school care program must be located in a low-income area where 50 percent or more of the children are eligible for free and reduced price school meals. Additionally, you must offer educational or enrichment activities. There are no federal licensing requirements to participate in USDA after-school snacks; however, after-school care programs are required to meet any State or local licensing requirements. If there are no State or local requirements, programs must meet State or local health and safety requirements. How the Program Works: USDA provides funds to State agencies—the State Department of Education in most States—which administer the Child and Adult Care Food Program (after school snacks) at the State level. State agencies are then responsible for distributing payments to after-school care programs for snacks served. How to Apply: After school care programs that wish to participate in USDA after-school snacks must apply through their State agency.

**Contact Information:**
South Carolina Department of Social Services
1535 Confederate Avenue
Post Office Box 1520
Columbia, South Carolina 29202
Phone: (803) 898-0971
Fax: (803) 898-0960
Website: http://www.state.sc.us/dss/index.html

Information retrieved from:
http//:www.fns.usda.gov/cnd/Care/RegsPolicy/Snacks/NewsRelease.htm

# United States Department of Agriculture (USDA) Food Guide Pyramid

The United States Department of Agriculture (USDA) Food Guide Pyramid outlines what to eat each day, based on the USDA Dietary Guidelines. It's not a rigid prescription, but a general guide that lets you choose a healthful diet. The Pyramid guidelines suggest eating a variety of foods to get the nutrients you need and, at the same time, the right amount of calories to maintain healthy weight.

Use the Pyramid to help you eat according to the USDA Dietary Guidelines. Start with plenty of breads, cereals, rice, pasta, vegetables, and fruits. Add two to three servings from the milk group and two to three servings from the meat group. Remember to go easy on fats, oils, and sweets, which are the foods in the small tip of the Pyramid.

What Counts as One Serving?

The amounts of food that count as one serving are listed below. If you eat a larger portion, count it as more than one serving. For example, a dinner portion of spaghetti would count as two or three servings of pasta.

The pyramid recommends eating at least the lowest number of servings from the five major food groups listed below. You need them for the vitamins, minerals, carbohydrates, and proteins they provide. Just try to pick the lowest fat choices from the food groups. No specific serving size is given for the fats, oils, and sweets group because the message is USE SPARINGLY.

# Food Guide Pyramid Components

Milk, Yogurt, and Cheese: 2-3 Servings
  1 cup of milk or yogurt
  1 1/2 ounces of natural cheese
  2 ounces of processed cheese

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts:
2-3 Servings
  2-3 ounces of cooked lean meat, poultry,
  or fish
  1/2 cup of cooked dry beans
  1 egg, or 2 tablespoons of peanut butter count as
  1 ounce of lean meat

Vegetable: 3-5 Servings
  1 cup of raw leafy vegetables
  1/2 cup of other vegetables, cooked
  or chopped raw
  3/4 cup of vegetable juice

Fruit: 2-4 Servings
  1 medium apple, banana, orange
  1/2 cup of chopped, cooked, or canned fruit
    3/4 cup of fruit juice

Bread, Cereal, Rice, and Pasta: 6-11 Servings
  1 slice of bread
  1 ounce of ready-to-eat cereal
  1/2 cup of cooked cereal, rice, or pasta

Information retrieved from:
http://www.weightlossresource.com/resources/food-pyramid.cfm

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# USDA Food Guide Pyramid
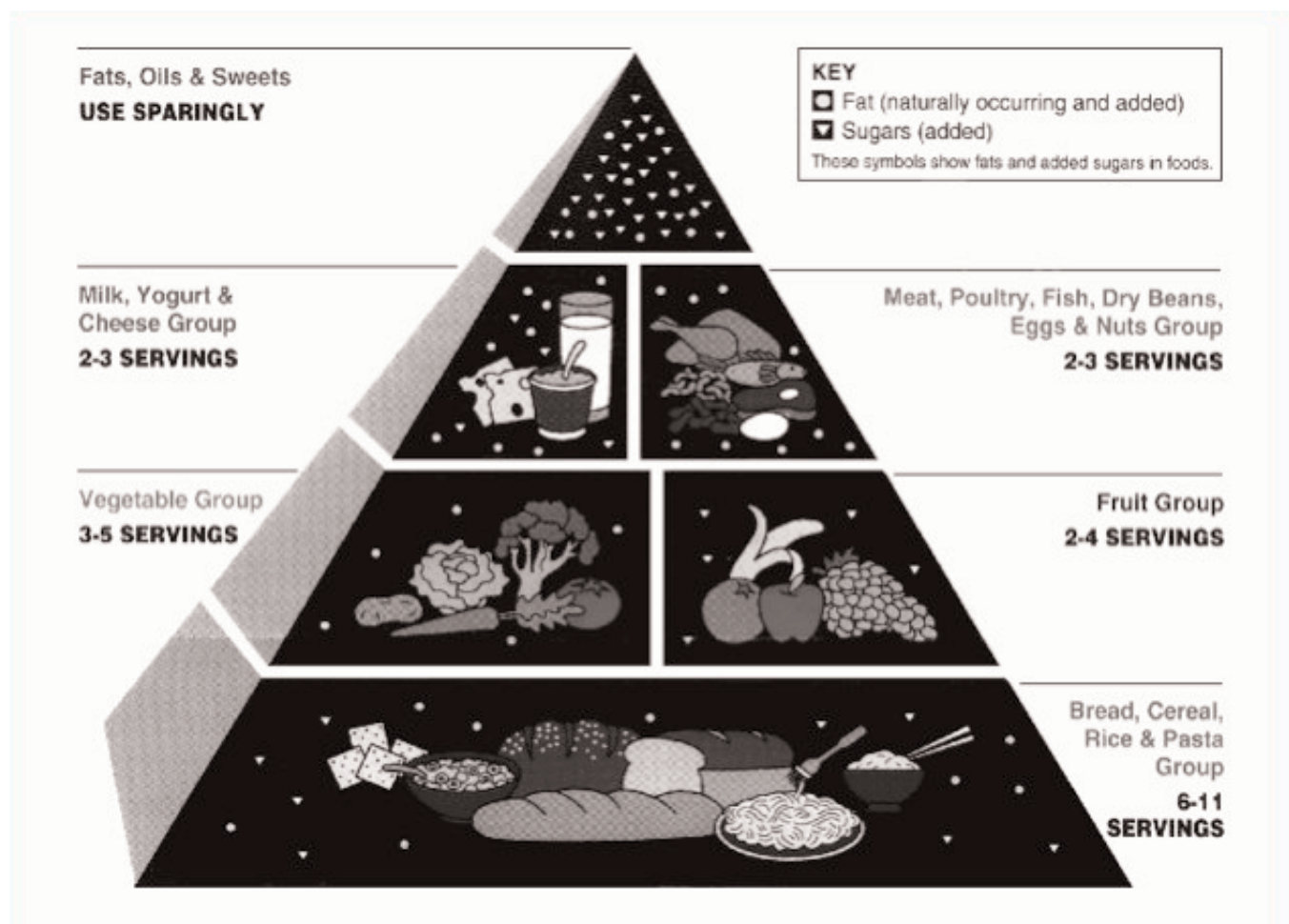


Information retrieved from: http://www.usda.gov/cnnp/graphics.html
Information retrieved from: http://www.weightlossresource.com/resources/food-pyramid.cfm

### c. Building Awareness

Every time you tell someone about your program, you are engaging in public relations. Publicity is simply a means of telling people what you want them to know. You want your audience to know the purpose of the program, who's involved, how it operates, and why it's important to your community. Rather than sharing this information with one person or a small group, the media can take your message to thousands of people instantly.

Effective relations with the media can greatly enhance the impact of your program. Getting your story out through the media can help you:

● Recruit volunteers and partners;

● Reach potential funding sources;

● Educate the public about your projects; and

● Highlight activities that are getting things done in your community.

When you tell others about your program, you can gain volunteers, resources, and even funding! Ask to give a 10-15 minute overview of your program at these kinds of meetings or events:

● Parent-Teacher Associations

● Teacher in-service

● Service organization lunches

● Chamber of Commerce events

● Faith-based gatherings

For information on getting your message out to the media, as well as sample news advisories and releases, refer to pages # - #, in **Section IX, Forms and Templates.**

## 6. The Evaluation of the Program

During the planning and design phase, think about how you intend to evaluate your program's effectiveness, including the type of data you'll collect, how you will collect it and from which sources. **Section V takes you through the evaluation process step-by-step.**

# Program Implementation Timeline

| Task | Description | Time Period |
|---|---|---|
| **Planning:** | | Months one to three |
| Pre-Planning | Conduct needs assessment | Varies By Program |
| Pre-Program Development | | |
| Structure the Out-of-School Time Program | Determine the purpose, type of youth/student needs, goals, and structure of the program.<br>Assign and hire program administrator/coordinator<br>Form an advisory committee.<br>Develop/select forms and determine budget | |
| **Program Staff, Participant & Volunteer Recruitment** | | Month four |
| Staff & Volunteer Recruitment | Identify potential sources for recruitment<br>Develop public relations materials<br>Make contact and mail marketing/public relations information<br>Follow up on all sources | |
| Participant Recruitment | Develop criteria for participant selection<br>Determine if prospective participants meet criteria | |
| Program staff, participants & Volunteer Selection | Select only those who fit the established criteria | |
| Document Data about Participants | Choose data to document on the basis of the outcomes you wish to accomplish.<br>Disseminate a pre-out-of-school time survey to participants | |
| Staff Application Review, Screening and Selection | Applications are reviewed and screening/background checks are completed | |
| **Orientation and Training** | | Months five and six |
| Staff Pre-orientation & Training | Identify trainers<br>Orient staff and conduct training | |
| Volunteer Recruitment Orientation | Orient potential volunteers to the program. Potential volunteers complete an application form and consent to a background check. | |
| Participant Orientation | Orient interested youth to the program. Expectations should be clearly communicated. Potential participants/parents complete an application form. Parent permission is granted. | |
| Volunteer Application Review, Screening and Selection | Applications are reviewed and screening/background checks are completed. | |
| Volunteer Training | Volunteers attend trainings conducted by a local partnership or programs can conduct their own. | |
| **Grand Opening** | | Varies according to program |
| Kick-off (Building Awareness) | Formal opening of the program allows for the first staff, volunteer and participant meeting. Provide getting to know you activities. Parents, elected officials and stakeholders can be invited. | |
| **On-Going Maintenance and Support** | | |
| Staff, Volunteer & Participant Activities | Arrange activities on a regular basis | Ongoing |
| Feedback from Staff, Volunteers & Participants Training and support sessions | Determine a mechanism for getting regular feedback from staff, volunteers and participants. | Varies according to program (monthly, quarterly, etc..) |
| Additional staff & Volunteers & Participants | Conduct regular staff meetings<br>Monitor staff/volunteer/participant relationships. | Varies according to program (weekly, monthly, quarterly, etc..) |
| **Recognition** | Celebrate and recognize the accomplishments of the program participants, staff and volunteers. Invite stakeholders. | Annually at a minimum. |
| **Evaluation** | Determine what outcomes to measure and evaluate.<br>Collect data on participants, staff and volunteers related to outcomes<br>Measure outcomes and conduct evaluation<br>Review program progress and refine as needed.<br>Reflect on and disseminate findings. | During planning phase.<br>Monthly<br>Annually<br>Annually<br>Annually |

# Checklist of Program Progress: Program Design and Planning

As your program starts to build a solid foundation use the checklist below to monitor your progress. Checking off items on this list to indicate you are putting the proper components in place to grow a quality, sustainable program.

If your program is already well established, you can use the checklist to gauge the soundness of your current policies, procedures and organizational structure.

Note: The design, focus and structure of your program may mean that some of these components will not be applicable or will need to be modified to match your specific program structure.

## Pre-Implementation

❏ Our program conducted a community needs assessment or environmental scan.

❏ The results of the needs assessment are incorporated into our program planning and design, especially in the identification of target populations and potential community partnerships.

### 1. Design the Parameters for the Program
❏ Our program clearly identified the youth population to be served, and the youth needs and opportunities to be addressed by the program.

❏ If the youth population is high-risk (e.g., involved in the juvenile justice system, placed with the state child welfare agency, drug involved), our program has identified appropriate services to address their needs.

❏ Our program identified the types of individuals to recruit as volunteers.

❏ Our program determined the type of activities to be offered.

❏ Our program defined the nature of the activity sessions (career involvement, academic support or socialization.)

❏ Our program determined what the program will accomplish and its intended outcomes.

❏ Our program determined when the program will take place (after school, before school, weekends, summer, after church, etc.).

❏ Our program determined how often and for how long the participants will meet.

❏ Our program decided where we will primarily meet (school, faith-based organization, juvenile corrections facility or community setting).

❏ Our program developed a clear, appropriate mission statement to be communicated to all stakeholders.

❏ Our program used our mission statement to guide the development of policies and program practices.

❏ We have used research and other supporting literature in the design and implementation of our program.

### 2. Plan How the Program Will Be Managed
❏ We have determined who will make up our management team.

❏ Our staff has a solid understanding of youth development research and best practices, as well as a solid understanding of youth development principles.

❏ Our program has established a policy and procedure manual.

❏ Our program policies have been approved by our board of directors and/or advisory group.

❏ Our policy and procedure manual covers all aspects of program operation and provides guidance to staff on how to handle particular situations.

❏ Our program has a process in place to regularly review and revise the policy and procedure manual.

❏ Our program provides an orientation for new staff on contents of the policy and procedure manual.

❏ Copies of our policy and procedure manual reside in central locations and are easily accessible for all program staff.

### 3. Develop a Financial Plan
❏ We have developed a program budget and determined the amount of funding needed to start and sustain.

❏ We have identified and secured a diversified funding stream to start and sustain the program.

❏ We have determined the amount of time each
   funding source can be expected to provide
   resources.

❏ We have established internal controls and auditing
   requirements.

❏ We have established a system for managing
   program finances.

**4. Implement the Program**
**See the Program Management Checklist on page 46**
**for additional information.**

**5.   Plan How to Evaluate the Program**
❏ We have decided on the evaluation design.

❏ We have determined what data will be collected and
   the sources of the data.

**See Section V for additional information on evaluating**
**your program.**

Adapted from Checklist of Program Progress, Oregon
Mentors, Youth Mentoring: A Primer for Funders, The
Connecticut Mentoring Partnership and Elements of
Effective Practice, second edition, MENTOR/National
Mentoring Partnership.

# Notes

# Sample Enrichment Activities

## Enrichment Activities

Elementary: 5-10 years old

● **Reconstructing Artifacts: Art**

This hands-on activity introduces students to the job skills required of an archaeologist. The lesson fits well into curriculum relating to dinosaurs, ancient cultures, and local history. This lesson helps students understand what archaeologists find, why they search for artifacts, and how they reconstruct them.

Objectives
● Research history to create an artifact of a culture from history.

● Learn about the skills required to reconstruct that artifact.

● Reflect on the skills of an archaeologist.

● Use their knowledge of cultures to identify the group represented by the artifact.

Materials Needed
● clay pots (small or medium in size), one pot per pair of students

● paints and paint brushes

● small brown paper bags

● dirt

● glue

Arrange students into pairs. Have each pair select a Native American group (perhaps one that was known to live in or near your area). Student pairs research the Native American group they selected and plan a design for their clay pot that represents that group. Then students paint their clay pots.

The next day, before students arrive, break each clay pot into large and small pieces and place the broken pieces in a small brown bag. (You might hold back some of the pieces of the pots, since archaeologists often come upon artifacts that are not whole.) Add dirt to the bag and shake, so the pieces are well mixed with the dirt.

At the start of class, give each pair of students a bag and ask them to reconstruct the pot. Remind them of an archaeologist's job. Students glue back together the parts they "dig up." (This is a slow process that might

take two days or a longer, blocked-out class period to complete. After putting their pots back together, students write a report describing their findings and their reflections on the work of archaeologists.

Source:  Education World
http://www.educationworld.com/a_tsl/archives/03-1/lesson028.shtml

● **Kalendar Kidz: Math**

Students create and implement their own business: selling calendars. Students write a business plan and create a work budget for the project. Students learn to support one another and work with each other during the project. Students are expected to make all the decisions regarding the business, for example, business name, how to sell the calendars and to whom, product design and when and how often to meet in order to set deadlines. Kalendar Kidz offers students the opportunity to develop critical-thinking and problem-solving skills as they are guided, trained and mentored by community business partners, teachers, school staff and parents in the process. Creating and running a business requires leadership skills, goal setting, role modeling and becoming financially responsible.

Source: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates – http://www.learningpt.org

● **Flight and Motion: Science**

Students explore flight and motion through a series of hands-on experiments. Each day, students are presented with a problem to solve and the materials they will use. The students write their predictions of how they think they will solve the problem and work in small groups to do it. Students then write about what they did and the results they achieved. The session ends with a whole-group discussion of experiment results. Students use inquiry to solve problems and decide what to use and how to build it. Many experiments are completed through trial and error and students use their first attempts to develop new ideas on how to improve the design.

Source: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates- http:// www.learningpt.org

● **West African Dance Club: Literacy Skills and Music**

Learn the history of West African music with instruments created and designed in West Africa. A parent volunteer comes in once a week to teach the children how to play the drums, and the children put on a culminating performance to demonstrate their skills, wearing West African costumes. Over the course of the 12-week program, the children research West Africa and read stories about the culture.

Source: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates- http:// www.learningpt.org

## Enrichment Activities

Preadolescents and Teens: 10-14 years old

● **A Symbol of Myself: Art**
Hands-on activity challenges students to create a "symbol of myself."

Objectives
Students will

● Reflect on their unique selves

● Create a clay "symbol" that represents themselves

● Write an explanation that tells about the symbol and why they chose it

Materials Needed
● modeling clay (Option: see recipes below)

● lined 3- x 5-inch index card

● newspaper

● pencil

● paperclips and other tools (optional)

The Lesson
In this activity, students use clay to form symbols of themselves. Some of the students' symbols wind up being very concrete, and some might be surprisingly abstract. This is a nice getting-to-know-you activity. It is also a good opportunity for a first writing assessment. In addition, the symbols make a great display/conversation pieces for back-to-school open house night. Students might put their symbols on their desks; parents can wander the display in search of their child's symbol and desk.

To begin the lesson, discuss with students the meaning of the term "symbol." Ask, *What is a symbol? Can you give some examples of symbols? What are some symbols that are often used to represent the United States (or your home country)?* (the eagle, our flag, the White House…) *What symbols might be used to represent your state? Your school?*

Then challenge students to consider what kind of symbol might represent themselves. To model the thought process, you might share a symbol you would use to represent yourself. For example,

● a baseball might represent your passion for playing and watching the game;

● an ear might represent that you think your ability to listen to people is one of your best personal qualities;

● a measuring cup might represent your favorite pastime, cooking;

● a rocking chair might represent your love of family (the chair has been passed down from generation to generation); or a bird might represent your love of nature.

If you teach older students, you might introduce the idea that some symbols are very concrete (the baseball, for example), some are a little more abstract (the ear, for example), and some might be very abstract (a sun with rays -- each ray representing a different aspect of your life, for example).

After students have had a chance to consider the things they might use as symbols of themselves, provide them with modeling clay so they can create that symbol. [You might have students make their own clay. See the clay recipes listed at the bottom of this activity.]

Once students have created their symbols, ask them to write at least three sentences telling why they chose the symbol to represent themselves. When those sentences have been edited, they can write the text on the index card. Set the index card next to each clay symbol in a classroom display.

When students have completed their symbols, each student might have the opportunity to share it with the class. This is a nice chance for each student to share something about her or himself and to feel comfortable about getting up in front of the class.

Clay Recipes
- 100+ Goo Recipes

- Play Clay Recipes

- Preschool Clay Recipes

- Recipes for Clay and Playdough

Source: Education World-
http://www.educationworld.com/a_tsl/archives/04-1/lesson026.shtml

- **Sports and Hobby Math: Math**

Students write about the role math plays in a favorite sport or hobby. This lesson helps answer one of the most common questions asked by math students: "When are we ever going to use this?"

Objectives
Students will

- write about math.

- think about the role math plays in the things we do (specifically, in a favorite hobby or sport)

Materials Needed
- paper, pencil or pen

The Lesson
Ask students to write on a sheet of paper their favorite hobby or sport.

Then ask students to…

…list on the paper three ways in which math is related to/involved in that sport or hobby.

Students might say they use fractions, decimals, and so on in their favorite sport or hobby. For each of those terms, students should describe the relationship between the sport or hobby and the math term. For example, if the hobby is sewing, fractions are used to measure the amount of cloth needed; if the sport is baseball, players' batting averages are figured as decimals.

…List on the paper two math problems that might come up in the course of the sport or hobby.
For example, At the 50 yard line, a football team is penalized 10 yards. Where will the team begin the next down? (50 yards - 10 yards = 40 yard line)

A recipe for brownies calls for 1-1/4 cups of flour. How much flour is needed to make a double batch of brownies? (1-1/4 cup x 2 = 2-1/2 cups)

… Write a paragraph about how math is involved in their favorite sport or hobby. The paragraph should include the examples they listed in their math problems.

… Exchange papers with a classmate and peer edit.

… Correct errors and rewrite the paragraph in final draft form.

… Read aloud the final drafts.

Source: Education World-
http://www.educationworld.com/a_tsl/archives/04-1/lesson021.shtml

- **Celtic Harps: Music**

Learn to build, decorate and play Celtic harps. While building the harps, students use math skills as they measure each component. Further math spatial knowledge is developed as students learn about music chord structure and the relationship between the lengths of the harp strings and the sounds they produce. Students work cooperatively to build the harps, teach each other harp playing skills and create and perform musical arrangements.

Source: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates- http:// www.learningpt.org

- **Cooperative Creators Club:**
  **Literacy and Science Skills**

Students spend an hour a week working in groups of two to build objects by using items donated by parents or purchased inexpensively from a second-hand shop, such as old telephones, VCRs and light fixture. Each group writes a story explaining what their object is and what it can do. The groups present their stories orally to the entire class. Next, five new groups of two come together to form a new team of 10 and build a new object using all five creations. They design and build the new project together, write another report and present it to the rest of the class. This activity asks students to apply the scientific techniques of identification, planning and experimentation. Creating the report and oral presentation provides opportunities to practice and refine literacy skills.

Source: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates- http:// www.learningpt.org

# Enrichment Activities

Teens: 14-18 years old

● **The African American Experience:**
  **A Research Quilt: Art**

This activity introduces students to the research process as they investigate the contributions of African American leaders of the 1900s. Each student constructs a quilt square highlighting the achievements of an individual. The class shares the finished quilt with the community.

Objectives
● Learn about the research process

● Investigate the contributions of key African American leaders in the 1900s

● Construct a quilt highlighting the achievements of the leaders

● Share the quilt with the community.

Materials Needed
● copies of the Research Template

● computers with Internet access or library resources about African American leaders

● index cards

● copies of the Research Quilt Rubric

● one 12-inch, square piece of fabric per student

● materials students can use to create their quilt squares (felt, fabric paint, markers, etc.)

Lesson Plan
● As a class, brainstorm the names of influential and noteworthy African American leaders of the 20th century. Encourage students to share the achievements or accomplishments of each individual. From this list, each student should select one person to research

● Distribute a copy of the Research Template (see attachment) to each student. Tell students to use library or Internet sources to research their selected leader. (The Research Template will guide students through this process.) Demonstrate how to record significant pieces of information on index cards and to cite sources. Provide some instruction about how much and what type of information should go on each card. (The students will not actually write a paper, but this is a great opportunity to introduce them to this process).

● When each student completes the research for the chosen leader, he or she can choose the information to depict on a quilt square. Ask the student to choose at least three facts about the leader. Encourage the student to think creatively about depicting ideas related to that person. For example, a square about Rosa Parks could include a bus, sewing items, and a protestor's sign.

● Distribute and discuss the Research Quilt Rubric. (rubric follows)

● Provide the materials for students to make their quilt squares. Tell students they must leave a 1-inch border around the edges to sew the pieces together. Allow students two to three days to construct their quilt squares.

● On the fifth day, have students sit together and assemble the quilt. This may take more than one day, and you may wish to invite students' families to help stitch the quilt together.

● On the sixth day, invite parents, grandparents, administrators, and community leaders into the classroom. Allow each student to highlight his or her quilt square and to share something learned from the research. Display the quilt in the school.

Source: Education World-
http://www.educationworld.com/a_tsl/archives/00-2/lesson0029.shtml

*The following worksheets are provided for this specific activity.

# Research Quilt Template

Name: _____    Date:_____

## Personal Inventory

Person to research: _____

Date of birth:_____    Place of birth: _____

Mother's name:_____    Father's name:_____

Name(s) of sibling(s):_____

Name of spouse:_____

Name(s) of child(ren): _____

Year and place of death:_____

## Education Inventory

Elementary/high school:_____

College: _____

Degree(s) attained: _____    Year of graduation: _____

## Professional Inventory

Career: _____

Place(s) of employment: _____

Number of years worked:_____

# Research Quilt Template

Accomplishment(s): _____

Special Award(s):_____

**Resource Inventory** You must record information on index cards from at least seven different sources. Record your sources on the back of this sheet.

# Research Quilt Rubric

Name: _____     Date:_____

1. Is the person clearly and easily identified on the quilt?

_____

2. Is the quilt square colorful and easy to read?

_____

3. Are at least three pieces of information related to this person represented on this quilty square (e.g., schools, honors, place of birth, etc.)?

_____

4. Is a 1-inch border maintained around the entire square so that it can be easily sewn to another square?

_____

5. Did I participate fully in the assembly of this quilty?

_____

Attach this rubric to your final quilty square. Make sure your name is on the rubric and on the bakc of the square

Teacher comments:

_____

_____

_____

- **Women in Science: Science**

Women have encountered various obstacles in the fields of science through the years. This lesson features a study of various women (past and present) and the ways in which these women have overcome the obstacles presented to them because of their sex or ethnicity.

Objectives
- To compare the obstacles faced by women throughout the world

- To appreciate the manner in which these women have overcome various obstacles.

- To communicate with a real female scientist.

Materials Needed
Students gather ask-an-expert sites, propose leading questions and organize their own engaged learning activity. Use the following site as an example of this successful lesson:

http://members.aol.com/jfallon302/WomeninScienceWebSites.html

Source: Education World-
http://www.educationworld.com/a_tsl/archives/99-1/lesson0011.shtml

- **Snack Palace: Math**

The Snack Palace is a concession stand run by the students. The participants are responsible for inventory, customer service, money management and microwave cooking. Students develop an operating plan for the business and they control product selection, prices, maintenance, cleanliness and other factors. The older students function as managers or supervisors and the younger students function as cashiers or work on other aspects of the stand. Managers and supervisors learn how to plan schedules, set a menu, calculate profits and more. Younger students learn how to make change, determine prices and perform other tasks. The Snack Palace offers ample opportunities for youth leadership.

Source: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates- http:// www.learningpt.org

# Collective Enrichment Activities
Appropriate for All Age Groups

- **Mini Movie**

How do movies move? Here's how to make a toy, called a thaumatrope that will reveal the secret.

What You Need
- a pen

- white or colored paper

- glue

- cardboard (bristle board or cereal boxes are good)

- scissors

- string

- crayons or markers

- mathematical compass or jar lid to trace

How To Make It
1. Trace a circle of cardboard with a diameter of about an inch-and-a-half (anything goes as long as it's not to big -- experiment!).
2. Cut it out, and trace two paper circles the same size as the cardboard.
3. Cut them out. On one circle, draw and color a lightning bolt. On the other, draw a cloud. Color these.
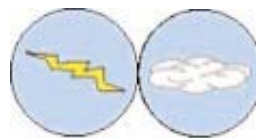


4. Glue one picture on each side of the cardboard circle.
5. Punch two holes in the cardboard; one on each side.
6. Thread a piece of string through each hole.
7. Tie a knot in each piece of string to make two loops.
8. Twirl the disk by first twirling the string. As you twirl, watch the lightning bolt and the cage. Like magic, the lightning bolt will be coming from the cloud!

How does it work?
Your eye holds onto the image of the cloud for a split second after it's gone. By that time the lightning bolt is in sight, and you seem to see the lightning bolt in the cloud. The same thing happens at the movies. If you look at a piece of movie film, you'll see that it is a series of pictures separated by black spaces.

**Variations:**
You can make a bird in a cage or a person with funny glasses but if you have pictures with a specific direction you have to LINE THEM UP PROPERLY, with one of them upside-down, or it won't work properly.

Also, some people write part of their name on each side, such as:

K I T

R  S  A together, they spell KRISTA.

This is really fun to make with a group of kids.
You don't have to have a circle, either. A square or tri-angle--anything goes!

Source: Kids Domain-
http://www.kidsdomain.com/interstitials/scott.html?url=http%3A//www.kidsdomain.com/craft/minimovi.html
and SCIENCEWORKS

- **Balloon Portraits**

Location: Inside.
Balloons are susceptible to even the slightest wind, which can be frustrating, if conducted outside.

Equipment: 2+ Deflated balloons per person - round, normal size.

Hand out permanent markers. Invite participants to get into pairs and draw a portrait of their partner on a balloon. Excellent for creativity. There are fun spin-off possibilities here, e.g. put all the portrait balloons in the middle and see whether anyone can match each person correctly to a balloon. A balloon portrait can be a fun takeaway from a game session.

Source: Games & Activities with Balloons
http://www.wilderdom.com/games/descriptions/gamesballoons.html

- **Name Pantomime**

This activity is both physically and socially stimulating. It helps children and youth develop presentation skills, using drama. This activity is designed to be used as an icebreaker, but can be used for entertainment, too.

- Participants stand in a circle, arms distance apart. Ask each person to think of a verb and action which starts with the same letter as the person's first name e.g., "Jumping James."

- The person does the action and yells out his or her action-name. Everyone then repeats the action and the action-name.

- This requires a pretty high level of instructor energy and drama, because people are pretty shy to start with. Really encourage everyone to join in and say the name and action of everyone else.

- To really drill names home, go around again, it should be faster and really get the blood moving.

- For participants who say "I can't think of anything," say "Keep thinking, we'll come back to you". If they still don't come up with anything, ask the group to help.

Source: Name Pantomime-
http://www.wilderdom.com/games/descriptions/NamePantomime.html

Information retrieved from: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates http://www.learningpt.org and Education World http://www.educationworld.com

# Section IV. Quality Program Implementation

## A. Manage a Quality Program

To ensure that your program is well-managed:

● Form an advisory group;

● Develop a comprehensive system for managing program information;

● Design a resource development plan that allows for diversified fundraising;

● Design a system to monitor the program;

● Create a professional staff development plan;

● Advocate for mentoring; and

● Establish a public relations/communications effort.

This section will provide a brief overview of each task, along with the tools to help you accomplish them.

## 1. Form an Advisory Group or Board of Directors

The decision to have a formal advisory structure, such as a board of directors or a less formal advisory group, will be based on your decision during the program design and planning phase about whether you will be a freestanding program, partner with another organization or be part of a larger organization.

In any case, your advisory group will provide vision and leadership for your program. If you decided to become a 501 (c)(3), you will need a formal board of directors. The board will have legal and fiduciary responsibility for your organization, so the selection of directors is very important and should reflect key areas of expertise you need, including legal, financial, organizational and program management. Many boards also include members who represent the constituency that is being served.

If, on the other hand, your program is part of a larger, established organization or you will partner with another established organization, a board of directors is already in place. If you already have a board of directors, you can create your advisory structure in a number of ways, such as:

● Add people with interest and experience in your particular field, such as after school or reading, to the board of your organization; and/or

● Create a standing committee within the current board structure with specific responsibilities for your program.

### Functions of an Advisory Group

● Clarify the organization's mission or vision;

● Resolve key strategic or policy issues;

● Develop the financial resources needed to support the strategy;

● Provide expertise or access to policymakers;

● Build the reputation of the organization with key stakeholders;

● Oversee financial performance;

● Ensure adequate risk management;

● Assess the organization's performance with regard to its priorities; and

● Improve board performance.

Refer to Section IX, K, for a sample advisory/board member job description.

## 2. Develop a System for Managing Program Information

Because you'll be working with young people, much of the information you collect and use will be of a very sensitive nature. You'll need to develop a comprehensive system for managing, maintaining and safeguarding all types of data—from information about program finances, personnel records and program activity to the data you compile on risk and liability and program evaluation outcomes.

### a. Manage Program Finances

During the program design and planning phase, you should have established a financial plan and budget. Now you need to develop a system for managing your financial information. Whether you are a freestanding nonprofit or part of another

nonprofit organization, you must be able to verify, to the IRS and any funding organizations, all revenue received and expenditures made. As part of that responsibility, you need to keep accurate records of funding sources, including grants, cash and in-kind contributions. You'll also need to record expenditures accurately and develop a system for documenting the actual costs of running your program. In addition to satisfying IRS and funding requirements, accurate records will help you estimate costs for future budgets.

Even if your program is fortunate enough to have all staff, administration, space and equipment donated, you still must document the costs of items such as these:

● Recruitment and training materials (e.g., folders, pens, photocopying);

● Volunteer expenses (e.g., gas, refreshments, tickets);

● Special events (e.g., refreshments, certificates, special awards and prizes);

● Items needed by participants (e.g., bus fare, school supplies);

● Screenings (criminal background checks); and

● Extra liability coverage.

You should also establish a system of internal controls to protect against theft or fraud. Each year, have an audit performed by an independent outside auditor.

b. **Maintain Accepted Personnel Practices and Records**
It is essential that your personnel policies and practices meet federal, state and funder requirements and that you maintain accurate personnel records for all staff and volunteers. Personnel records should include the following:

● An I-9 master file. All employees must complete an I-9 form and provide the proper IDs/documentation showing evidence of authorization to work in the United States. All I-9s must be kept out of the individual's personnel file, to prevent discrimination.

● Employee personnel file. Each employee's file should include original copies of his or her resumé, job description, application, W-4 form, signed offer letter, emergency contact information, professional references and so forth.

Follow standard human resources practices on forms and information that must be kept in employees' records, and ensure the confidentiality of all personnel records. Additionally, all health-care-related applications and information must be kept in a separate file to avoid discrimination.

For Volunteers, it is important that programs maintain copies of their application, references, results of their background check, agreement and so on.

c. **Manage Risk**
A risk-management system is vital to the safety and sustainability of your program. You must establish clear risk-management policies and procedures and maintain detailed and accurate records. Keep all results from your volunteer and staff screening process (background checks, references and interview notes) in a secure location. Create clear guidelines to document unusual incidents and any follow-up action taken.

d. **Document Program**
To ensure the quality and effectiveness of your program, periodically evaluate your program processes and outcomes. Be sure to maintain copies of your evaluation tools, results and the overall analysis. **For more information, see Section V: Evaluation**

## 3. Design a Resource Development Plan that Allows for Diversified Fundraising

Running an effective program costs money. During the program design and planning phase, you should have determined what kind of program you wanted to develop. If you have not developed your program model, stop and do it now. Without clear goals and a program mission, you may be tempted to "follow the money" and change your program goals to suit a particular funding source. The result will be a program that lacks vision and clarity and is ineffective in serving its target audience. Once you have developed a concrete program model, you can create a program budget and determine the amount of funding you need to start and sustain your program. Next you'll need a plan to raise that funding. In developing your fundraising plan, avoid one of the most common mistakes: relying too heavily on one funding source. In fact, some experts say if 30 percent of your program funding comes from one source, you should consider yourself in a crisis. Instead, plan to tap into a variety of funding streams:

- Seek in-kind gifts;

- Hold special events;

- Solicit individual donors;

- Seek corporate donations;

- Apply for government funding (local, state and federal); and

- Seek foundation grants.

**Tips for Seeking Funds**
Research a variety of funding prospects. The following are some potentially good sources of funding:

- City, county, state and federal governments;

- Chambers of commerce;

- Community and private or corporate foundations;

- Individual philanthropies;

- Major corporations; and

- United Way.

Search "foundations" on the Web to see which foundation grants align with your program goals. If you need to learn more about fundraising, or you do not have Internet access, go to your state's non-profit resource center. South Carolina's state's nonprofit resource Center is South Carolina Association of Nonprofit Organizations (SCANPO). *Contact information on SCANPO can be found in Section VIII: Resources.* Also consider getting a subscription to publications, such as the Chronicle of Philanthropy, or visit your library and look at current issues of those periodicals. Once you have identified potential funders you want to pursue, go to their respective Web sites to find out whether your program qualifies for funding. Then follow the guidelines for submitting a letter of intent or a brief proposal. (Many potential funders prefer not to meet with you in person when you are beginning the process.)

NOTE: Tips for Developing Relationships with Funders can be found on pages 50-51 of this section.

## 4. Design a System to Monitor the Program

It's critical to monitor your program to make sure it is on track, that you are meeting your program goals and that your programmatic work aligns with your mission. If your work is not furthering your mission, you need to ask yourself why you are doing it.

a. **Review Policies, Procedures and Operations on a Regular Basis**
   Review your policies, procedures and operations on a regular basis to ensure that they remain relevant to your program or to determine if you need to create new ones to better meet your program's needs. Your program should have policies and procedures for hiring and retaining employees; communicating and safeguarding the rights of employees and volunteers; managing risk and; managing crises; following general regulations (on such issues as volunteer records or health and safety).

b. **Collect Program Information**
   The structure of your program will determine what specific information you need to collect to monitor success. The following are some of the records management and program evaluation forms you want to maintain:

- Program participation log—tracks hours and types of interaction. This log records attendance, schedule of events and meetings and group activities.

- Action plan—outlines specific program goals and documents each participant's progress toward them.

c. **Continually Assess Customer Service**
   Monitoring participant feedback is one way to measure your customer service, checking to see if you are meeting the needs of your participants, providing adequate training and support and adhering to the mission and goals of your program. Remember, your program is only as good as the customer service you provide.

## 5. Create a Professional Staff Development Plan

When you are recruiting staff and volunteers for your program, it's important to ensure that they are qualified and supportive of your program's mission. Many programs have a small core staff and use volunteers

for some administrative duties. Because your staff members interact regularly with program participants and stakeholders, they are key to providing quality program support. Look for individuals with experience in youth development and volunteer management. In addition, seek out people who have solid communication and listening skills.

To reduce risk and liability, make sure you fully screen all prospective staff members, including conducting criminal background checks. Once your staff members are on board, your program coordinator will need to provide an initial orientation and training about the following:

- Your program's mission, purpose and expectations;

- Staff roles versus volunteer roles;

- How to work with a wide range of program participants; their parents/caregivers, school administrators and corporate liaisons.

a. **Provide Ongoing Staff Training**
The initial orientation and training is only part of a professional staff development plan. Make sure your staff members stay up-to-date on the latest out-of-school time-related research and products. Encourage them to visit scafterschool.com and read the latest research. Consider holding an annual staff retreat. It is a great forum for talking about program goals, building a sense of community and keeping employees well informed about happenings in your program. Finally, make sure you recognize staff for their contributions and achievements.

b. **Build on Staff Members' Skills and Knowledge**
Your ongoing staff development should build on staff members' skills and knowledge. For example, offer workshops on adolescent development, special needs of at-risk youth and gang involvement. Your State or local partnership is an excellent resource for ideas and assistance in creating a solid staff development plan.

## 6. Advocate for Out-of-School Time Programs

a. **National Advocate**
At the National Level, the Afterschool Alliance is the public advocacy voice for after school. It's a nonprofit organization dedicated to raising awareness of the importance of after school programs and advocating for quality, affordable programs for all children. It is supported by a group of public, private and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to after school programs by 2010.

**Goals:**
- To be an effective voice for after school efforts to expand quality after school programs.

- To serve as an information source on after school programs and resources.

- To encourage the development of local, state and national after school constituencies and systems.

- To communicate the impact of after school programs on children, families and communities.

b. **South Carolina's Advocate**
The South Carolina Afterschool Alliance is your state advocate. To sustain momentum for the after school movement, every program should serve as an advocate at the local, state and federal levels. Your first step is to join the "AFTERSCHOOL NETWORK" at the South Carolina Afterschool Alliance website Also, you may join the "Network" by writing or calling the SCAA. The Network will provide regular newsletter or e-mail alerts containing public policy updates and legislative issues. **Refer to Section I; Organizational Profile and Statistics for web address and contact information.**

Don't be afraid to talk with your legislators about your program. Build relationships with your legislators and their key staff members by familiarizing them with your program, its impact on the community and the challenges you face. You will benefit, and your legislators will appreciate becoming more informed and having a trusted resource on out-of-school time. Use the following methods to build relationships with legislators at the federal, state and local levels:

- Send letters to your legislators on issues of concern, and thank them if they help out;

- Attend town hall meetings and other events where your legislators will be present and introduce yourself;

- Meet with staff in legislators' district offices;

- Send updates on your program to legislators; and

- Invite legislators to events that showcase your program and how it affects the community.

When possible, partner with your State and Local After School Networks on their advocacy efforts, as one of their primary roles is to encourage decision makers to adopt after school policies and legislation. A strong advocacy effort will pay off in public policies and more public funding for out-of-school time programs.

c. **Encourage Private Sector Leaders to Adopt Pro-after school/Out-of-School Time/ Extra Learning Opportunities Policies and Provide Funding**
Remember to enlist the private sector in your advocacy efforts and engage private sector representatives in your work with legislators. Support from the private sector is essential to the continued growth of the out-of-school time movement. The private sector can provide resources, including funding and volunteers that will sustain your program. Encourage workplaces to institutionalize a culture of volunteerism and to reward employees who volunteer.

# 7. Establish a Public Relations/Communications Effort

Your public relations efforts should be ongoing and designed to send a message about the need for out-of-school time programs and the value of your program 365 days a year. This message should not only educate those outside your program but also keep everyone in your organization on the same page. Everyone who is affiliated with your program should understand the goals of the program and be able to communicate those goals to outside groups. Establishing and implementing an effective public relations/communications effort is important to increase public awareness of and support for quality and raise sufficient funds to keep your program running. Funders, policy makers, community leaders and the general public all need to know about your program's mission, goals and successes. Your long-term public relations/communications plan should be reviewed on a regular basis to ensure that it reflects your program's changing needs.

a. **Identify Target Markets**
As you develop your marketing plan, it's important to define and understand your target audience. What age range, income level, educational background, employment positions, hobbies and interests and other community involvements are characteristic of this group? Even if your demographics are so broad you can't identify a particular group, it's helpful to be able to "segment" a sample of the population so you can target your marketing efforts to a few distinctive groups.

b. **Develop a Marketing Plan**
A marketing plan is an organized program of activities that promotes your organization for one or more purposes, usually to build community recognition, recruit volunteers and obtain funding. Generally, a plan incorporates several marketing elements, such as printed promotional materials, advertisements, radio announcements, public presentations and other events. **(See Section IX, L, for a sample media plan.)**

A marketing plan builds awareness and informs your target audience about what you are trying to do and why. Most important, it asks people to do something: be a volunteer, advocate, donate time or money for your organization's cause, or participate in an event.

c. **Getting Information to the Media**
Rather than sharing this information with one person or a small group, the media can take your message to thousands of people instantly.

The first step in getting your information to the appropriate media outlet is to develop and maintain a comprehensive, up-to-date press list. If you're in a large community or city, you may want to check your library for media directories, such as the Gale Directory of Publications and Broadcast Media or Bacon's Publicity Checker. **For a list of South Carolina media, refer to Section VIII, Additional Resources.**

**Developing a Media List**
Your list should include:
- Wire services (e.g., Associated Press, United Press International, Reuters)

- Local and regional newspapers (both daily and weekly)

- Regional magazines

- Local television news and talk shows

- Local radio news and talk shows

- Local cable TV stations

- Special interest media, such as:
  - ethnic publications and radio stations
  - college newspapers and radio stations
  - community newspapers and calendars
  - church bulletins
  - corporate newsletters

For each of these outlets, your list should include the name, title, address, e-mail address, phone number, and fax number of key reporters and editors. Many newspapers have "beat reporters" that cover certain topics such as education, crime, health, etc. Some have established a separate staff for online versions – and they have an even greater demand for stories to cover. The best way to ensure that your list is accurate is to call the outlet to obtain or confirm the names of the reporters and editors who are important to you. If possible, you should update your list every three months, as there is staff turnover at media outlets.

There are many ways to communicate your message to the media. These are some of the most common:

### Press Releases
A press release is a succinct account of your story (usually one page) and should be written as a news article, following the "5 Ws and H" format. That is, the who, what, where, when, why, and how of the story. Press releases usually publicize an event or program, announce an upcoming activity or a new initiative, or report relevant news. Newspaper editors often use portions of press releases in their stories. **Refer to Section IX, L, for a sample program press release.**

### Media Advisories
A media advisory (or press advisory) is a memo to the media alerting them to an upcoming event (i.e. press conferences, awards ceremonies, special events, etc.). Media advisories are written similarly to press releases, but are much shorter and repeat the "5 Ws and H" in an invitation format at the bottom of the release. Advisories should be faxed to reporters about three to five days before your event and followed up with a phone call to confirm their attendance or to offer additional information. Be sure to include detailed information on where your event is to be held, including directions if necessary. **Refer to Section IX, L, for a sample program media advisory.**

### Special Events
Special events on Opening Day, Martin Luther King Day, National Day of Service, and "Make a Difference Day" are not only great occasions to work with other service programs, but also great opportunities to gain media coverage of your program. Encouraging community leaders and other VIPs to participate in these special events will also help attract media attention.

### Electronic Communication
The Internet and the World Wide Web offer opportunities to provide information to reporters on your program. If your program has its own web site, consider developing a section targeted to press – and include press releases, a project summary, an updated "what got done" report, member profiles, and quotes from those in your program and partners. Remember to include your Internet e-mail and web addresses on press releases and other materials.

## 8. Partner and Collaborate with Other Organizations

Whenever possible, collaborate with organizations in your community that share a similar mission. If there is an overriding mission for all partnering groups to focus on when times get tough, it will make the collaborative effort much more successful. Out-of-School Time programs that develop partnerships with other organizations enjoy many benefits, including the ability to:

- Expand services to reach a wider audience;

- Develop a greater understanding of client needs;

- Improve communication with other youth-serving organizations;

- Increase knowledge of resources and services available to participants, staff and volunteers;

- Ensure the sustainability of the program;

- Increase visibility with the media and public;

- Reduce costs; and

- Conserve resources.

Collaboration with other community organizations can have a wide range of benefits for your program—and for the entire community. Before you approach a potential partner, take the time to think about collaboration from the partner's perspective. Is it worth their time, money and effort to work with your program? How will their organization (or company) benefit from the partnership? Be prepared to explain

these benefits in terms that will help them understand the value of working with you.

This section is adapted with permission from the Corporation for National and Community Service.

## Checklist of Program Progress: Program Management

As you work to ensure that your program is well managed use the checklist below to gauge your progress. Checking off items on this list indicates that you are putting the proper components in place to grow a quality, sustainable program.

If your program is already well established, you can use the checklist to gauge the soundness of your current policies, procedures and organizational structure. Note: The design, focus and structure of your program may mean that some of these components will not be applicable or will need to be modified to match your specific program structure.

## 1. Form an Advisory Group

❏ Our program has a diverse advisory group and/or board of directors that are representative of the community that we serve with clearly defined roles and responsibilities.

❏ We have invited representatives from other youth service agencies to be on our advisory group and/or board of directors.

❏ Our advisory group meets on a regular basis.

## 2. Develop a Comprehensive System for Managing Program Information

❏ Our program maintains financial records and follows accepted accounting practices.

❏ Our program maintains appropriate personnel and volunteer records.

❏ Our program uses written work plans with defined targets and benchmarks to monitor and assess progress in meeting program goals.

❏ Our program maintains records of program activities.

❏ Our program provides for confidentiality of records as needed.

❏ Our program documents situations that are relevant to our risk management plan.

❏ Our program documents program evaluation efforts.

## 3. Design a Resource Development Plan that Allows for Diversified Fundraising

### Establish resource development committee

❏ Our program has formed a resource development committee composed of members of our board, with volunteers, advisory group members and program staff serving as needed.

❏ Our committee has taken ownership of planning and conducting our resource development and established a regular schedule for meeting.

### Assessment of external resources

❏ Our resource development committee has mapped out both current and potential external resources.

❏ We have a solid understanding of the support from foundations, government agencies, individuals, local businesses and special events that we currently receive and that may be available to us in the future.

❏ Our assessment of external resources included such things as in-kind donations, volunteers' time and other non-financial support.

### Written resource development plan

❏ We have an established, written resource development plan based on an assessment of current and potential resources.

❏ Our plan has clear goals, objectives, strategies and timelines that are reasonable and appropriate for our program.

❏ Our plan assigns clear roles and responsibilities related to resource development.

❏ Our resource development committee members have the necessary skills and experience.

❏ Our program has implemented a system to track the progress of the plan and to revise it as needed.

❏ We have a contingency plan that provides how best practices would be maintained if funding were cut or lost.

## 4. Design a System to Monitor the Program

❏ We review our policies, procedures and operations on a regular basis.

❏ Our program regularly updates our board of directors/advisory group on the program's progress.

❏ We use written work plans with defined targets and benchmarks to monitor and assess progress in meeting program goals.

❏ We collect program information from participants, volunteers, stakeholders and program staff.

❏ We continually assess customer service.

## 5. Create a Professional Staff Development Plan

❏ Our program regularly conducts staff training to ensure that our staff has sufficient competency.

❏ We build on staff members' skills and knowledge by ensuring that they are aware of outside training and resources.

### Qualified and trained staff
❏ Our program has developed job descriptions for all positions, which include information about minimum background knowledge, skills, prior experience and other qualifications.

❏ Our program screens applicants for both suitability to the position and issues of safety and liability.

❏ Our program supports our staff by:

❏ Orienting and training new staff members;

❏ Offering staff development opportunities; and

❏ Checking in regularly with key staff members.

❏ Our program incorporates research and best practices into our training of volunteers and youth.

❏ Our program encourages staff to take the time to review new out-of-school time research as part of ongoing professional development.

### Access to training and technical assistance services
❏ Our program is aware of local, state and national training and technical assistance resources.

❏ Our program has developed a small in-house resource collection of research, how to guides and other relevant resources.

❏ Our program encourages staff to network with other professionals and receive necessary training as part of ongoing staff development.

## 6. Advocate for Out-of-School Time Programs

❏ We advocate for out-of-school time public policies and funding at the local, state and federal levels.

❏ We have joined the "After School Network".

❏ We encourage private-sector leaders to adopt pro-out-of-school time policies and provide funding.

## 7. Establish a Public Relations/Communications Effort

❏ Our program has inclusive language and images in all marketing materials (brochures, website, posters, flyers, public service announcements, etc.)

### Community awareness of the program
❏ Our program understands the connection between our reputation in the community and the achievement of our goals.

❏ We have developed a process for gauging our community's perceptions and awareness of our program.

❏ Our program has identified target markets.

❏ Our program utilizes community partnerships and contacts to increase awareness of the program.

❏ We have developed a marketing plan that increases community awareness through:

❏ Print/radio/television/Web media;

❏ Newsletters to partners and key community members;

❏ Flyers and brochures;

❏ Appearances and presentations at local events;

❏ Other methods of inviting the community to be part of our program;

❏ Networking through key community contacts;

❏ Use of evaluation results to highlight program successes; and

❏ An assessment tool that examines the effectiveness of our outreach efforts.

❏ We gather feedback on our program from all constituents.

## Effective partnerships and collaborations with other organizations

❏ Our program has a written Memorandum of Understanding (MOU) that documents our partner agencies' roles and responsibilities.

❏ Our program has developed a process to ensure "that the obligations of the MOU are met when staff turnover occurs at partner organizations and among our own personnel.

❏ We have identified a designated contact person at each partner organization.

❏ We have developed a process for handling situations in which a partner agency is not fulfilling the obligations agreed upon in the MOU.

❏ Our program regularly updates partners as to the progress of the program and the fulfillment of roles and responsibilities.

## Collaboration and networking with other local youth-service organizations

❏ We have a clear understanding of the services available to youth and families in our community based on our initial needs assessment survey.

❏ Our program has established partnerships and collaborations with other youth service providers in the community.

❏ We regularly refer youth and their families to other services in the community for assistance with needs that are outside the scope of our program.

## Recognize program participants and sponsors

❏ We have recognition events and opportunities scheduled throughout the year for program participants, funders and organizations that sponsor our program.

Adapted from Checklist of Program Progress, Oregon Mentors, Youth Mentoring: A Primer for Funders, The Connecticut Mentoring Partnership and Elements of Effective Practice, second edition, MENTOR/National Mentoring Partnership.

# Tips for Developing Relationships with Funders

## Fundraising begins at home:

- Remember that fundraising is not only the job of the executive director or program director—get your board and volunteers involved as well.

- When you recruit board members, be sure to let them know they or their company/organization will be expected to make a contribution.

- Conduct feasibility studies to determine the potential for board giving.

- Ask board members to write a personal check; stress to them how other funders look for 100% board participation in giving.

- Involve your board in developing a balanced fund development plan.

- Remember, "friend raising is just as, if not more, important than fundraising."

## Assess your current and future fundraising potential:

- Develop a clear picture of your current sources of funding.

- Determine your future needs, both short term and long term.

- Determine what funding sources you can target—public funding, foundations, individuals, corporations, etc.

- Project when each funding source will end so you can plan ahead to engage new funders.

- Develop a three- to five-year plan; it often takes this long to cultivate and engage a new funder.

- Monitor the plan regularly.

## Develop a fundraising plan:

- Assess your needs.

- Assess your current fundraising plan and determine how well it meets your current needs.

- Set your goals.

- Plan your strategy—make sure it's well diversified.

- Develop a one-year calendar.

- Assign roles and responsibilities to board or advisory group, volunteers and staff.

- Implement the plan.

- Evaluate the plan regularly.

- Reassess and revise the plan.

- Determine how you fundraise now.

## Your fund development plan should include the following:

- Face-to-face solicitation with individuals;

- Direct mail solicitation of your volunteers and stakeholders as well as the general public;

- Grant writing (federal grants, foundations, corporate foundations);

- Special events such as an annual dinner with auction;

- Telemarketing (Note: Be sure to find out what percentage of funds raised you will actually receive. **Consult State Attorney General's office regarding applicable state laws:**

- Sponsorships—for example, ads purchased during National Mentoring Month for which you get a percentage of the price;

- Door-to-door solicitation; and

- Online solicitation—it helps to have the capability to accept charge cards.

## Your fund development plan should include the following:

- Matching gifts;

- Product sales; and

- Planned giving.

## Why should you diversify?

● A single source could dry up easily.

● You should never wait for a crisis.

● Building a stable, diversified base will give you breathing room.

● Prospective donors and funders will be impressed. They won't invest until they know you're financially stable.

## Tips on how to solicit corporate giving:

● Research the corporation to determine its giving priorities, grant guidelines, and when its fiscal year begins.

● On the basis of the subject matter, geographic focus, type of support, and grant range, decide if your needs can be met by the corporation's grant making program.

● If your program fits corporate giving priorities, call six months before the fiscal year begins and ask to meet with the person who oversees this function.

● Send supplementary information about your program (i.e., articles, newsletters) to familiarize the decision makers with your organization.

● Cultivate employees by making efforts to integrate them into your volunteer base as mentors.

● Submit proposals during the first two quarters of the corporation's fiscal year (funding can run out in the second half of the fiscal year).

● Call to invite the contributions manager or appropriate designee to visit the program to be funded.

● Ask for an appointment to present your request in person (e.g., to Human Resources, Corporate Contributions, Community Relations).

## What if, in spite of all your efforts, the proposal is rejected?

● Call to find out what could have been improved.

● Ask about a potential date to resubmit the proposal.

● Continue to touch base with the funder, informing it of your organization's milestones.

● Do not give in to their potential requests to alter your focus.

Courtesy of Dr. Susan G. Weinberger, president, Mentor Consulting Group.

# Notes

# Section V. Evaluate a Program

Effective out-of-school time programs have a continuous evaluation component built into the design so that program planners can objectively gauge their success based on the clear goals set for the program. Continuous monitoring of the progress can help leaders and staff members maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes.

## A. Evaluate a Program

Program evaluation guides you in analyzing your program to ensure it is safe, effective and able to meet the goals you have set. Out-of-school time programs, by nature, are varied and complex. A program specifically designed to provide safe places for children need to monitor indicators associated with safety such as drug use and victimization. On the other hand, a program with a strong academic component needs to assess student progress in the out-of-school time program as well as the regular school day.

Why should you conduct an evaluation of your program?

- **To make management decisions.** Evaluation data inform internal management decisions about what is working and what is not working, where improvement is needed, and how scarce resources can be allocated.

- **To demonstrate accountability.** Evaluation data can demonstrate to current supporters and funders that their investment is yielding the intended results. Evaluation results can also be used in marketing tools, such as brochures or published reports that help promote a program to potential participants, media and potential funders.

- **To build a case for sustainability.** Evaluation results can be used to show the impact a program has had on an individual, family, school, or neighborhood, and thereby secure funding for sustainability.

## 1. Establish Evaluation Principles

### Principles of Evaluation

- **All programs can do at least some sort of evaluation.** Whether collecting attendance data, administering participant satisfaction surveys, or collecting youth outcome data, all programs are capable of some basic form of data collection that can feed into program evaluation.

- **The degree to which program services are established is important; program "age and stage" help determine how to select an evaluation plan.** An evaluation is approach is dependent on the level of service development the program has achieved. Young programs are focused more on startup concerns, such as recruitment, implementation, and staff training. Older and more stable programs can begin assessing the effects of their services. An evaluation that takes program evolution into account can plan ahead for future needs.

- **The input of all stakeholders is critical when planning and evaluation.** Local programs can include parents, youth, program staff, school staff, police officers, health care professionals, parks and recreation departments, community-based organizations, and city government officials. Recognizing the stakeholders' importance to the evaluation process from the beginning increases their willingness to participate and helps avoid resentment and address concerns as they arise.

- **Evaluation can be an empowering process for all stakeholders.** Evaluation can lead to a feeling of empowerment. It can make people feel a part of the project. By empowering stakeholder, programs can become stronger and more viable. By continuously assessing both services delivery and family progress, a program can generate valuable, ongoing feedback that can be used to develop better programs.

(Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs-September 2002)

## How will the progress of participants be evaluated?

- Grades

- Tests

- Parents

- Behavioral Scales

- Surveys

- Teacher

## How will the program's goals, outcomes and effectiveness be evaluated?

- Attendance

- School Improvement

- Numbers Served

- Behavioral Improvement

- Comparing performance with delivery of plan

## Selecting Indicators of Success

Indicators of success should be established for all aspects of a program. Programs should assess whether they are achieving the goals they have set for meeting their students' needs by examining student performance, drug use and violence reduction, parental satisfaction, and impact of the community.

(Keeping Schools Open As Community Learning Centers-July 1997)

# Determining the Right Evaluation Question(s)

| In order to: | Ask: |
|---|---|
| Respond to participant needs | • How can we better serve our families?<br>• How do they view our program? |
| Respond to key stakeholders | • How do community members perceive our program?<br>• Why did our public relations efforts work? |
| Understand community resources and the need for additional services | • Is our community satisfied with our efforts?<br>• In what ways can our program affect our community? |
| Understand the services you provide and who you provide them to | • Who are we serving and how often?<br>• What are the most useful amounts and types of service? |
| Improve on what you are doing | • In what ways is our program tailored to unique family and youth circumstances?<br>• Are families and youth satisfied with the services we provide? |
| Describe and measure the impact of your services | • Are certain types and amounts of services more useful than others for our youth and our community?<br>• Are we providing services that will help sustain our program over time? |
| Determine the costs of your program | • Is our program effective in attaining its stated goals?<br>• How much do our programs cost, and are we providing services efficiently?<br>• Is there a way to market our successful strategies to ensure future financial support? |
| Plan for the future | • What services can we add to better serve our families?<br>• How can we coordinate these efforts? |

(Documenting Progress and Demonstrating Results: Evaluating  Local Out-of-School Time Programs-September 2002)

# Assessment Tools

Improving the quality of out-of-school time programs must start with a commitment from providers to examine their programs with critical eyes. A quality program is willing to improve, change and grow and believes in successful outcomes for participants. Providers embrace the idea that improving quality is an ongoing process.

Assessment tools provide an opportunity for program providers and key staff, along with other stakeholders, to utilize a common set of standards to assess, plan, design, and execute strategies for ongoing program improvement.

As more research is conducted, assessment tools are enhanced. Many instruments have been developed and organized under essential elements of an effective out-of-school time program. Most instruments follow specific standards of practice that provide guidelines for ensuring quality outcomes.

Various organizations, states and national accrediting agents have created assessment tools.

The **Standards of Excellence in After School Programming document on the following page** can be used or adapted to assess and then map growth and improvements in each area of out-of-school time programming. The SC Afterschool Alliance's Program Quality and Evaluation Committee reviewed and merged several quality standard checklists to develop **The Standards of Excellence in After School Programming Assessment Tool** for South Carolina providers. The committee was comprised of practitioners representing the following:

● Boys & Girls Clubs of Metro Spartanburg

● South Carolina Afterschool Alliance

● South Carolina After School Association, formally the SC School-Age Care Alliance

● South Carolina Conference of the United Methodist Church

● South Carolina Department of Education/21st Century Community Learning Centers

● South Carolina Department of Social Services (SCDSS)

● YMCA, Greenville, SC

Six performance categories with specific indicators were identified.

● Management/Administration

● Physical Environment

● Health and Safety

● Relationships

● Program Structure

● Evaluation

The Survivors Test for Successful After school Initiatives is another checklist that can be used to assess your program. **Refer to Section IX, O.**

# The Standards of Excellence in After School Programming Assessment Tool

## Recommended Use of Assessment Tool

The Standards of Excellence in After School Programming document can be used to assess and then map growth and improvements in each area of after school programming. Upon completion, the following steps are suggested:

(1) Consider those areas that are "Not done" and then focus on those that are "Somewhat" being done;
(2) Prioritize them within each performance category area;
(3) Develop an action plan that includes timelines and indicates responsible parties;
(4) Implement the plan; and
(5) Conduct periodic reviews to address concerns and monitor progress

## Management & Administration

*A quality program provides structure, administrative policies and procedures and leadership with a defined mission and goal.*

| Does this program... | Not Done | Somewhat | Meets | Exceeds |
|---|---|---|---|---|
| Have a defined mission? | ○ | ○ | ○ | ○ |
| Require all employees to pass a Criminal-record check? | ○ | ○ | ○ | ○ |
| Require all emloyees to pass a Registered Sex Offender check? | ○ | ○ | ○ | ○ |
| Have staff trained and certified in First Aid? | ○ | ○ | ○ | ○ |
| Have staff trained and certified in CPR? | ○ | ○ | ○ | ○ |
| Have written personnel policies and confidential files on each employee? | ○ | ○ | ○ | ○ |
| Provide opportunities for professional growth and development? | ○ | ○ | ○ | ○ |
| Assure and support that program staff are competent, diverse and encourage respectful interaction? | ○ | ○ | ○ | ○ |
| Have current documentation on all participants (media and school data release) | ○ | ○ | ○ | ○ |
| Provide a Parent Handbook? | ○ | ○ | ○ | ○ |
| Have written policies that address: arrival & departure/emergency evacuation & preparedness/medical emergencies/transportation? | ○ | ○ | ○ | ○ |
| Have necessary insurance coverage? | ○ | ○ | ○ | ○ |

## Program Structure

| Does this program... | Not Done | Somewhat | Meets | Exceeds |
|---|---|---|---|---|
| Provide a variety of engaging and challenging activities that promote the development of academic, social, and personal skills? | ○ | ○ | ○ | ○ |
| Provide activities that are linked to the regular school day? | ○ | ○ | ○ | ○ |
| Provide age-appropriate, project-based activities that foster the participants' creativity? | ○ | ○ | ○ | ○ |
| Operate a minimum of twelve hours per week? | ○ | ○ | ○ | ○ |
| Maintain a maximum student-staff ratio of 15 to 1? | ○ | ○ | ○ | ○ |
| Provide participants opportunities to express their ideas, concerns and opinions? | ○ | ○ | ○ | ○ |

## Health & Safety

*A quality program promotes the health and nutrition of all children and staff and protects them from preventable illness and injury.*

| Does this program... | Not Done | Somewhat | Meets | Exceeds |
|---|---|---|---|---|
| Use safe, clean and suitably equipped space for activities? | ○ | ○ | ○ | ○ |
| Have sufficient exits throughout the facility? | ○ | ○ | ○ | ○ |
| Conduct all required fire and safety drills? | ○ | ○ | ○ | ○ |
| Assure that children are adequately supervised? | ○ | ○ | ○ | ○ |
| Provide nutritious snacks and/or meals? | ○ | ○ | ○ | ○ |
| Record and inform staff of special health needs of participants? | ○ | ○ | ○ | ○ |
| Have safety procedures and share them with parents? | ○ | ○ | ○ | ○ |
| Have current participant's emergency information and makes accessible to staff? | ○ | ○ | ○ | ○ |

## Physical Environment

*A quality program provides a safe, healthy and nurturing environment for all participants.*

| Does this program... | Not Done | Somewhat | Meets | Exceeds |
|---|---|---|---|---|
| Offer adequate space for learning in small groups? | ○ | ○ | ○ | ○ |
| Have ample space outdoors or indoors suitable for different types of play? | ○ | ○ | ○ | ○ |
| Have age-appropriate and well maintained furnishings that do not over-crowd any classroom? | ○ | ○ | ○ | ○ |
| Provide a stimulating and welcoming environment that safeguards the health and safety of participants? | ○ | ○ | ○ | ○ |
| Use program space that is suitable for activities being conducted? | ○ | ○ | ○ | ○ |
| Develop and manage effective arrival, dismissal and pick-up procedures? | ○ | ○ | ○ | ○ |
| Meet building fire and safety codes? | ○ | ○ | ○ | ○ |

# The Standards of Excellence in After School Programming Assessment Tool

## Relationships

*A quality program nurtures and maintains positive relationships and interactions among children and adult; staff and families; and children and their peers.*

| Does this program... | Not Done | Somewhat | Meets | Exceeds |
|---|---|---|---|---|
| Create a welcoming environment for participants and their families? **Examples:** *Children are greeted; interactions with caregiver; share information* | ○ | ○ | ○ | ○ |
| Show professional respect for one another? **Examples:** *the staff is cooperative, positive, and interacts positively* | ○ | ○ | ○ | ○ |
| Show respect for youth and their families? **Examples:** *Staff is engaging; supportive; encouraging; smiles; speak optimistically* | ○ | ○ | ○ | ○ |
| Encourage staff, families and youth to work together to prevent and resolve problems? **Examples:** *Staff uses positive reinforcement; encourage cooperation; set limits* | ○ | ○ | ○ | ○ |
| Require staff to promote practices that reflect and celebrate diversity? **Examples:** *Multicultural materials used and visible; environment promotes an appreciation for diversity* | ○ | ○ | ○ | ○ |

## Evaluation

| Does this program... | Not Done | Somewhat | Meets | Exceeds |
|---|---|---|---|---|
| Staff sets and references goals (that support the program's mission) to monitor progress? | ○ | ○ | ○ | ○ |
| Assess or evaluates to overall program with qualitative and quantitative data? | ○ | ○ | ○ | ○ |
| Use evaluation findings for future planning and program development? | ○ | ○ | ○ | ○ |
| Provide and encourage staff/caregiver communication? | ○ | ○ | ○ | ○ |
| Provide caregivers opportunities to share concerns? | ○ | ○ | ○ | ○ |
| Provide progress reports to caregivers (verbal or written)? | ○ | ○ | ○ | ○ |
| Survey participants to determine: interest, needs and satisfaction? | ○ | ○ | ○ | ○ |
| Provide staff opportunities to meet and plan? | ○ | ○ | ○ | ○ |
| Follows a daily schedule that is structured yet flexible, and one that supports the mission of the program? | ○ | ○ | ○ | ○ |
| Have files on each participant reflecting school performance data and how this data will be used? | ○ | ○ | ○ | ○ |
| Provide survey opportunities to: participants, parents, teachers, stakeholders? | ○ | ○ | ○ | ○ |

# Section VI. **Reading**

## Why is there a need for PAIRS in South Carolina?

Between September 2003 and April 2004, the South Carolina Education Oversight Committee (EOC) held community meetings in each of South Carolina's 46 counties. These meetings, known as "Conversations with the EOC," revealed three strong areas of consensus:

1) The success of students depends upon activities that reinforce and extend learning acquired in school.

2) South Carolina has a significant resource in people and groups who want to be involved, but are not certain how to get started or may not be connected to other efforts.

3) There is a synergistic impact when these individuals and groups work together.

Ultimately, these meetings identified a critical need for all citizens to actively reinforce and support the mission of schools, particularly in the area of reading.

Building on the energy from the "Conversations" meeting, the EOC analyzed existing data in order to better understand and quantify the importance of reading and its relationship to high-school performance. EOC studies show that there is an almost 1-to-1 correlation between eighth grade reading proficiency and graduation rates.

The section will look at a critical component of any successful extended learning program – reading. Reading aloud is the foundation for literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000). It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996). It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader (Mooney, 1990).

Listening to others read develops key understanding and skills, such as an appreciation for how a story is written and familiarity with book conventions, such as "once upon a time" and "happily ever after" (Bredekamp et al., 2000). Reading aloud demonstrates the relationship between the printed word and meaning—children understand that print tells a story or conveys information—and invites the listener into a conversation with the author.

Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. This, in turn, helps them understand the structure of books when they read independently (Fountas & Pinnell, 1996). It exposes less able readers to the rich and engaging books that fluent readers read on their own, and entices them to become better readers. Students of any age benefit from hearing an experienced reading of a wonderful book.

Since the mission of PAIRS is based on the relationships that exist between adults and children centered on the activity of reading, this section will examine the following:

- Essential components for reading

- Strategies for creating strong readers

- Tips for reading to your child: a resource for parents

- Literacy training

- Reporting

- Literacy resources

## Five Essential Components of Reading

Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these five components:

1. **Phonemic Awareness**
   Recognizing and using individual sounds to create words, or phonemic awareness. Children need to be taught to hear sounds in words, and learn that words are made up of the smallest parts of sound, or phonemes.

2. **Phonics**
   Understanding the relationships among written letters and spoken sounds, or phonics. Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds help children to recognize familiar words accurately and automatically, and "decode" new words.

### 3. Fluency

Developing the ability to read a text accurately and quickly, or reading fluency. Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

### 4. Vocabulary Development

Learning the meaning and pronunciation of words, or vocabulary development. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

### 5. Reading Comprehension

Acquiring strategies to understand, remember and communicate what is read, or reading comprehension strategies. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

Source: U.S. Dept. of Education

## Simple Strategies
## for Creating Strong Readers

Without doubt, reading with children spells success for early literacy. Putting a few simple strategies into action will make a significant difference in helping children develop into good readers and writers.

Through reading aloud, providing print materials, and promoting positive attitudes about reading and writing, you can have a powerful impact on children's literacy and learning.

1. Invite a child to read with you every day.

2. When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.

3. Read a child's favorite book over and over.

4. Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.

5. Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"

6. Stop and ask about the pictures and about what is happening in the story.

7. Read from variety of children's books, including fairy tales, song books, poems, and information books.

Reading well is at the heart of all learning. Children who can't read well, can't learn.

Source: U.S. Dept. of Education

## Building a Love of Reading

Make books a prominent part of your environment! Create a cozy, inviting reading corner with bookshelves, beanbag chairs, a rug, and pillows. Tifton, Georgia, considers itself "The Reading Capitol of the World." In local businesses, community leaders and groups sponsor "Corner Spots," comfortable places to sit and enjoy a good book. Think about it – the signs could read: "This 'Corner Spot' brought to you by PAIRS."

**Create Plays or Skits from Favorite Books**. Plays can be very simple, put together in an hour or so or they can be elaborate projects, complete with scripts and costumes.

*Crazy Hair Day*, by Barney Saltzerg, is a book geared toward grades K-3. Many schools, libraries, and museums have developed fun programs for children centered around the book.

**Assign "Reading Buddies"**: Have older and younger children read to each other on a regular basis. Older children will enjoy training and learning about appropriate "reading coach" techniques.

**Encourage children to keep journals**. Children can write about their thoughts and feelings, or simply what happened to them that day.

**Engage children in conversation!** Talking to children and listening allows them to organize their thoughts, present clear answers, and enjoy conversation. Research shows that interactive conversation is very important to developing literacy and reading skills.

# Tips for Reading to Your Child: A Resource for Parents

1. Try relaxing your family's bedtime rules once a week or on the weekend. Let your child know that he can stay up as late as he wants—as long as he's reading in bed.

2. To find books your kids will love, keep these things in mind:
   - Child's interests
   - Child's age
   - Child's recent experiences—moving, visiting grandparents, zoo trip
   - Child's reading level (but don't over-emphasize this). If child can read the first page aloud to you, chances are she can read the entire book.

3. Help your child start their own library—paperback books are fine. Encourage child to swap books with friends. Check used bookstores. Give books as gifts.

## Here's how to spot easy-to-read books:
- Large, clear printing.
- Pages have lots of empty space.
- Pictures give lots of clues about what the words mean.

4. Want your children to be good readers? Let them see you read. Set an example of reading and your child will be more apt to follow it.

5. Try the magic of poetry when you read aloud to your children. In *The Read-Aloud Handbook*, Jim Trelease offers these suggestions: read it aloud, read it often, keep it simple, keep it joyous or spooky or exciting.

6. Try holding D-E-A-R times at your house. "DEAR" stands for "Drop Everything And Read." During DEAR time, everyone in the family sits down for some uninterrupted reading time. The TV goes off. The telephone goes unanswered.

7. With young children, try reading to them during bath time.

## Watch these DON'Ts when reading aloud:

1. Don't read stories you don't enjoy yourself.

2. Don't get overly comfortable while you're reading. If you lie down, you're likely to get drowsy. If you slouch, your voice will lose its energy.

3. Don't be surprised if your kids interrupt with a lot of questions. And answer their questions right away. There's no hurry.

4. Don't confuse quantity with quality. Your child will remember ten minutes of reading together far longer than he will remember two hours of television.

5. Don't try to compete with television.
   - Children improve their reading ability by reading, and reading, and reading some more. Research shows that kids who spend as little as 30 minutes a day reading books, magazines, and newspapers are more likely to become good readers. They're more likely to read faster, score higher, and do better in high school and college. How does your family rate? This week try keeping a chart of your and your children's reading and TV time.
   - Talk to your children. Spoken language is the basis for reading. Talk about what you are doing around the house. Go for walks and talk about what you see. And try to answer your child's questions. (You can always say, "I don't know. Let's find out.")
   - Try reading in unusual places.
   - Use the "Rule of Thumb" to see if a book is on your child's reading level: Have your child read a page of the book aloud. Have her hold up one finger for each word she does not know. If she holds up four fingers and a thumb before the end of the page, the book is probably too hard for her to read alone. But it might be a great book to read aloud.

Source: The Parent Institute, 2005

## Literacy Training

Trainers from outside organizations can conduct training for the reading portion of the program. Often, this involves paying trainers a fee, but some organizations provide training services free of charge. To set up trainings, you can contact organizations that offer these services:

### The National Institute on Out-of-School Time (NIOST)

NIOST works with training associates around the country and can set up a training session to fit your needs. To contact NIOST, call (781) 283-2546

### The National School-Age Care Alliance (NSACA)

You can access the NSACA website at www.NSACA.org or call them at (617) 298-5012.

**The Corporation for National and Community Service and the LEARNS partners** recently have unveiled a web-based tutor training for reading programs. This interactive website is available at http://www.nwrel.org/learns/index.html.

**The National Association for Child Care Resource and Referral Agencies (NACCRRA)** is another resource for learning about possible training resources in your community. The following offices in South Carolina are accredited by NACCRRA:

United Way Success By 6 CCR&R
24 Vardry St., Ste. 404
Greenville, SC 29601
PHONE: (864) 467-4800
TOLL FREE: (877) 467-4800
FAX: (864) 467-4805
Email: childcare@unitedwaygc.org
**Website:** http://www.ccrrupstatesc.com

South Carolina CCR&R Network
C/O Interfaith Com Services of SC
Columbia, SC 29250
PHONE: (800) 879-2219
FAX: (803) 799-1572
Email: icsofsc@earthlink.net

Child Care Resource and Referral/
Trident United Way
P.O. Box 63305
North Charleston, SC 29419
PHONE: (843) 747-9900
TOLL FREE: (877) 227-3454
FAX: (843) 566-7193
Email: care4kids@tuw.org
**Website:** http://www.tuw.org

Interfaith Community Services
of South Carolina, Inc
P.O. Box 5150
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Success By 6 - United Way of Sumter,
Clarendon & Lee Counties, Inc.
215 N. Washington St.
Sumter, SC 29150
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E-mail: mmartin@uwaysumter.org
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sumtersuccessby6

Child Care By Choice/
United Way of Aiken County
P.O. Box 699
Aiken, SC 29801
Phone: (803) 648-8331
Toll Free: (877) 919-2828
Fax: (803) 641-2887
E-mail: mharper@childcarebychoice.org
**Website:** http://www.childcarebychoice.org

## Planning Training Sessions for Volunteers

Training sessions should be interactive and model methods that participants can use with the young people they will work with.

## Volunteer/Tutor Selection and Training

The LEARNS partners have compiled this list of training activities designed to enliven training sessions with volunteers, tutors, mentors and staff. Each description includes context, goals, materials, and follow-up questions. Pages at the end of this section present sample training activities suitable for adult volunteers/tutors and learners.

Section IX: N contains sample reading activity plans, designed for 30-minute and 45-minute sessions.

Information used with permission from the Northwest Regional Educational Laboratory.

## Evaluation/Reporting

The PAIRS Affiliate Organization Responsibilities includes an agreement to collect and submit data annually. The data collection is based on the ability of each Affiliate but we encourage Affiliates to collect volunteer hours, test scores, or other school and reading performance information. For example, note the progress of individual students (number of books, subject interests, interest levels, etc.) Note: test scores must be given voluntarily by parents.

**A PAIRS Reporting Form can be found in Section IX: M.**

Performance measurement is the process of assessing regularly the results produced by your program. It allows programs to track both work done and the impact of the work on those who benefit from the program. Performance measurement is a useful tool for managing programs in order to:

- Track progress toward larger goals
- Identify program strengths and possible areas for improvement
- Ensure accountability
- Improve services and client outcomes

**See additional information on evaluation in Section V.**

Examples of data sources for documenting outputs and outcomes:

- Standardized reading test data (PACT, etc.)
- Student work samples and documentation of performances
- Reading assessment benchmark data
- Volunteer session logs and reflection sheets
- Logs of books read at increased reading levels
- Voluneer training agendas
- Volunteer-created session activities
- Parent event attendance sign-in sheets
- Surveys (student and parent surveys, teacher feedback forms, etc.)
- Report cards
- School attendance records
- LEARNS Literacy Assessment Profile (LLAP)
- Attitude and behavior reports

## Literacy Resources

The following sources are good contacts for free or reduced-price books:

**National Book Scholarship Fund (NBSF):** The NBSF provides books and materials directly to local literacy programs.

> **Contact Information:**
> **Website:** http://www.nbsf.org/

**First Book:** First Book is a national non-profit organization with a mission to give children from low-income families the opportunity to read and own their first new books.

> **Contact Information:**
> 1319 F Street, NW, Suite 1000
> Washington, DC 20004-1155
> (202) 393-1222
> **Website:** http://www.firstbook.org

**Reading is Fundamental (RIF)**: Reading Is Fundamental, Inc. prepares and motivates children to read by delivering free books and literacy resources to those children and families who need them most.

> **Contact Information:**
> 1825 Connecticut Avenue, N.W.
> Suite 400
> Washington, DC 20009
> Toll Free: 1 (877) RIF-READ
> or (202) 673-0020
> **Website:** http://www.rif.org

**Rolling Readers USA:** Our mission is to develop successful, lifelong readers by providing disadvantaged children and families with high-impact program materials, books and volunteer services.

> **Contact Information:**
> 4007 Camino Del Rio South, Suite 203
> San Diego, CA 92108
> Phone: (619) 516-4095
> **Website:** http://www.rollingreaders.org

**International Reading Association:** The International Reading Association is a professional organization dedicated to promoting high levels of literacy for all by improving the quality of reading instruction, disseminating research and information about reading, and encouraging the lifetime reading habit.

# Sample Literacy Enrichment Activities

## Literacy Training: Alphabet Recognition

### Context:

By the time many children come to school, they are able to sing the alphabet song. Some are even able to recognize the letters in their names. Beginning readers need to learn how to visually recognize letters of the alphabet. They also need to be able to name letters quickly and easily. Learning the alphabet is more than being able to "recite" the alphabet or sing the alphabet song. Children need to be able to identify and name all 26 uppercase and lowercase letters.

### Goals:

- To understand the importance of the alphabetic principle
- To demonstrate how to support children's developing abilities to identify alphabet letters

### Materials/Preparation:

Paper, glue, and buttons

### Activity:

Children who know the letters of the alphabet have more success learning about letter sounds. Teachers have different ways of teaching the alphabet. Some teach a letter a week; others teach the more common letters before the less common ones (for example, m and t before q and x); and still others teach using children's names or words from favorite books. While there is no consensus on the best sequence for teaching the letters of the alphabet, many agree that the important concepts to learn include:

1. Letter names
2. Letter shapes or forms
3. Letter sounds

Talk with volunteers/tutors about the importance of understanding how the classroom teacher teaches the letters of the alphabet. Most teachers will appreciate volunteers/tutors helping children recognize letters by making tactile letter shapes.

Invite volunteers/tutors to use the buttons to form the first letter in their names. As volunteers/tutors work, invite them to model how they would talk with children about forming letters. Encourage them to use words such as line, curve, and round, and to talk about how their letters are alike and different. Both A and V contain two straight lines, for example. Running their fingers over the buttons helps reinforce the shapes of the letters.

### Key Questions and Points to Remember:

- Teach children letter names, shapes, and sounds.
- Understand how to make learning the alphabet a concrete experience for children.

Make learning the alphabet more relevant for children by using the letters in their names.

## Literacy Training: Beyond Round Robin Reading

### Context:

There are many ways to support pairs or small groups of readers. Many volunteers/tutors may remember round-robin reading from their school days, but such techniques work against students' abilities to practice reading longer texts with fluency. The following activities offer alternative ways to help students practice reading aloud and silently, and to support their ability to read with ease and control.

## Goals:

Volunteers will be able to help children:

- Practice supported reading
- Develop fluency

## Materials/Preparation:

Books that are somewhat easy for students to read on their own

## Activity:

Model these supported reading techniques, which can be done in pairs or small groups.

- Choral reading. Reading together is a wonderful way to share poetry or other texts with a distinct pattern. Students keep their voices together as they read in unison.

- Reader's Theater. Using a familiar book, invite students to choose a favorite part or character. Each student should reread the selected part independently a few times. When students are familiar with their parts, they should read them aloud to the group. Students can synchronize their reading and perform the selection for other students or the teacher.

- Echo reading. Pairs of students take turns reading short passages or dialogue. Students should practice reading to themselves before reading aloud with one another.

- Rereading. Rereading to a partner is a great way to have students practice their skills and strategies while developing fluency.

## Key Questions and Points to Remember:

All students need practice reading material that is not too challenging for them. When a text is too challenging, students can become frustrated and comprehension jeopardized. Talk with volunteers/tutors about ways they engage with students as well as the adage practice make perfect. Ask volunteers/tutors:

- How do you ensure that each student gets enough reading practice?

- What does the adage practice makes perfect mean to you? How do you think it applies to reading development?

## Literacy Training: Building Comprehension Through Questions

### Context:

This activity asks volunteers/tutors to practice and model questioning skills about books and stories in three specific ways. Such questions help children make connections

with what they read and build comprehension skills, while deepening the volunteer/child relationship. Introduce this activity after volunteers have established a relationship with their students and have discovered some mutually interesting topics to share. The strategies are useful for reading at any grade level.

## Goals:

Comprehension questions allow reading tutors to:

- Learn how children connect their own experience to stories and topics (text-to-self)
- Help children make broader connections between stories, prior knowledge, and world events (text-to-world)
- Help children compare, contrast, and make connections between books on similar topics (text-to-text)
- Build literacy and comprehension skills through discussion
- Model enthusiasm for reading

## Materials/Preparation:

Ask volunteers/tutors to bring two or three good books on the same topic — books they think their students might enjoy. Sample topics might be pets, sports, heroes and heroines, travel adventures, magic, the circus, etc.

## Activity:

Point out that good readers ask themselves questions while reading in order to make connections to and between the text, their own lives, the world around them, and other texts. Introduce three specific modes of questioning:

- Text-to-self: connections between the story and personal experience. Example: Do you have a pet, too?

- Text-to-world: connections between the story and the broader world. Example: Do you know what happens to pets when they get lost?

- Text-to-text: connections between this story and other books. Example: Have you read any other stories about someone who has a special pet?

- Ask volunteers to work in pairs, with one playing the role of students and the other playing the volunteer. Volunteers ask students to select two of the books they brought and then read the books to or with them. As they read, volunteers practice asking and modeling questions. Have students change roles halfway through the exercise.

**Key Questions and Points to Remember:**

Debrief the activity by discussing the following questions:

- What worked best (for building relationships, creating interesting discussions, etc.) in the questions you asked?

- What good strategies did you observe or experience?

- What was difficult about this activity? How can we make it easier?

## Literacy Training: Children's Literature

### Context:

Stories are a part of all cultures, and listening to good stories helps children to grow as thinkers. Stories give children the opportunity to see the commonalities of the human experience as they see themselves reflected in other people's stories. Hearing good literature builds vocabulary, acquaints children with the conventions of storybook language, and helps them to understand the structure of stories. Children need to be exposed to a wide range of story content so that they can learn about other people's lives and different cultures, as well as become familiar with multiple authors. Exposing volunteers/tutors to a broad selection of children's literature will give them more choices when considering what books to read to and with children. This activity is best used as a series of trainings for volunteers/tutors throughout the year.

### Goals:

- To become familiar with children's literature
- To use this increased knowledge about children's literature to choose books that reflect the interests of the children in your program

### Materials/Preparation:

Go to your local library (or school library) and seek out the support of the librarian in choosing good examples of children's literature. If you are going to do this activity as a series, you may want to choose a different sub-genre of children's literature each time, such as multi-cultural books, family stories, animal stories, fairy tales, adventure stories, or classics. Books should be short enough to read in one session.

### Activity:

At the training session, have each participant read as many of the books as possible and choose one or two favorites to share with the group. If volunteers have used any of the books previously, ask them to share which ones were most successful and why. The group can then compile an annotated bibliography that will serve as a resource for everyone.

**Key Questions and Points to Remember:**

There are hundreds of wonderful children's books and more are published every day. Volunteers/tutors need support to become familiar with the range of books available.

## Literacy Training: Choosing Books for Emergent Readers

### Context:

One key to reading success is choosing books that are appropriate to the reading level of the child being tutored. For emergent readers in particular, it is crucial that the child not be overwhelmed or lose confidence because a book is too difficult. Volunteers/tutors need help to become familiar with books that support very early readers, and this activity can provide that training. It can be offered at the beginning of the year or on multiple occasions, as needed.

### Goals:

To become familiar with books that particularly support the learning needs of early/emergent readers

### Materials/Preparation:

Go to your local library (or school library) and ask the librarian to help you collect a group of books for beginning readers. These books should have a limited amount of print and might feature a rhyme, a pattern, or a repetitive phrase throughout. If your program is in a school, kindergarten and first-grade teachers or the reading resource teacher can also help you.

### Activity:

Have your volunteers read the books and notice what they have in common, such as how the print is arranged, the relationship between the pictures and the words, the number of words on a page, and the use of pattern, repetition, and rhyme. Think about how these books support emergent readers and how they can be used to support the learning of the specific children that participants work with. Participants can compile a bibliography as a resource for other volunteers and the program.

### Key Questions and Points to Remember:

It is important to ensure that tutors know the characteristics of books for emergent readers so that they can adequately support their learning needs.

## Literacy Training: Concepts of Print

### Context:

Even before children learn to read, they need a firm understanding of how the world of print works. Children who have plenty of experiences with books and printed material understand concepts of print. Others without such experiences may lack such understanding.

### Goals:

- To explore the different concepts of print
- To understand how to talk with children about the concepts
- To model a typical session with young children

### Materials/Preparation:

- Simple, easy-to-read books

### Activity:

Concepts of print is a global term that includes concepts related to conventions, purpose, and functions of print. As we work with young children, we can help them develop an understanding of the following concepts:

- The purpose of print – that it carries meaning
- The different forms of print – signs, newspapers, books, etc.
- The relationship between print and the spoken word
- How to hold a book and turn pages one at a time
- How stories work – many have a beginning, middle, and end
- The concept of a word and word boundaries
- The difference between a word and a letter
- The parts of a book – front cover, back cover, title page, etc.
- Directionality – how to read left to right, top to bottom

Talk with volunteers/tutors about "thinking aloud" as they read with children. "Thinking aloud" is an effective teaching strategy. For example, the reader might say, "The cover of the book gives me a lot of good information about the story. It tells me the title and who wrote the story and drew the pictures. Remembering the title of the book will help me better understand the story as I read." Ask an adult to volunteer to model reading with a child using a "think aloud" teaching strategy.

### Key Questions and Points to Remember:

Ask adults for their ideas about how to help children develop knowledge about the following concepts:

- Directionality and where we start reading
- The parts of a book
- The difference between a letter, word, and sentence

## Literacy Training: Double Entry Journals

### Context:

Proficient readers are actively engaged in the reading process, set clear goals, and monitor their own comprehension as they read. They also use comprehension strategies to help them construct meaning. Double entry journals help students make powerful connections as they learn to monitor their own comprehension.

### Goals:

Volunteers/tutors will be able to help students:

- Monitor their reading comprehension
- Make note of significant events in the text

### Materials/Preparation:

Blank paper, pencils or pens, texts or literature

### Activity:

Model the process with volunteers/tutors by using a simple children's picture book. (Because picture books are quicker to read than longer chapter books, they are good for modeling with volunteers/tutors and students. However, this activity works with books of any length.) Ask volunteers/tutors to flip through the book and make an initial prediction about what they think will happen in the story. Then show them how to use a double entry journal:

1. Create a journal template. Draw a line down the middle of the page to make two columns: Predictions and Confirmations. For younger children, these columns can be: What I Think Will Happen and What Happened.

2. Write predictions about the story in the first column and begin reading.

3. While reading, monitor understanding by confirming or refining predictions and making notes in the second column.

4. After reading, write a new prediction under the first one. The process continues in this way until the end of the book. Use the journal entry as a way to reflect on the reading process.

## Key Questions and Points to Remember:

Talk with volunteers/tutors about how to use this strategy with students. For example, volunteers/tutors can model the strategy by reading the title, showing selected pictures, and reading the summary on the back cover of the book to make initial predictions. Discuss additional uses of double entry journals. For example, they can help students:

- Pace and document reading. If students read two chapters each day, they make two corresponding journal entries.
- Retell or summarize the story.
- Reflect on their own reading development by examining their past entries.

## Literacy Training: Frozen Pictures

### Context:

When reading a story to groups of students, volunteers/tutors may find that children often become restless. Allowing students to create "frozen pictures," or tableaux of the action, can provide physical activity and creative play, while still maintaining focus on the story. After a "frozen picture" break, children will settle back into listening, reading, or other quiet work with renewed attention. To train volunteers/tutors in this activity, model the technique with them as you would do it with children.

### Goals:

The "frozen picture" activity allows children to:

- Build verbal and collaborative skills through discussion and negotiation with their peers
- Use their bodies in space to create visual images of the action or plot
- Interpret visual images and relate them to story sequence
- Create unique and individual expressions related to the story

### Materials/Preparation:

Pick one good, award-winning children's book to use in this session (adventure stories and stories of children in the community work well). For suggestions, consider your volunteers' favorite books, ask a children's librarian, or consult one of the many Web sites with recommended book lists, such as:

- www.ucalgary.ca/~dkbrown/usawards.html
- www.nancykeane.com/rl/

## Activity:

Read the story aloud to your volunteer/tutor group (the larger the group, the better). Either complete the book or stop after reading a significant "chunk" of story. Inform the participants that the story publishers are looking for new ideas to illustrate the book and ask if they would be willing to help. Divide the large group into smaller groups of 3-4 tutors/children. Tell them that a good way to discover new ideas for illustrations might be for them to create "frozen pictures," using their own bodies to capture moments from the story. Ask each group to: 1) decide on a favorite scene or event in the story, and 2) create a "frozen picture" to depict it. Check with groups often to answer any questions.

Ask each group to show its "picture" to the whole group, allowing the observers to discuss and interpret what they see. When you have viewed, discussed, and given titles to all the pictures, you can arrange them in sequence for a final viewing to help children recall the sequence of events.

## Key Questions and Points to Remember:

In groups, the frozen picture activity allows students to:

- Stand up, move, and use physicality and activity to create visual images
- Collaborate and negotiate verbally with peers about story sequence and meaning
- Create new work that interprets existing texts based on shared understanding

## Literacy Training: The Hamburger Model of Writing

### Context:

Graphic organizers help students organize ideas and information for reading and writing. The hamburger model is a graphic organizer that students can use to help them prepare and structure their ideas for report and persuasive writing.

### Goals:

Volunteers/tutors will be able to help children:

- Understand of the structure of a paragraph
- Write for a variety of purposes and audiences

### Materials/Preparation:

Colored construction paper for making a visual representation of the hamburger model

## Activity:

Begin by talking with volunteers/tutors about their experiences with writing when they were in school. Discuss different ways to help students learn to organize their ideas for writing. Volunteers/tutors can then use construction paper to make the parts of a hamburger — top bun, burger, lettuce, tomato, condiments, bottom bun — to use with their students. Model and practice two ways to use the model:

**Analyzing a paragraph.** To understand the structure of a paragraph, students can identify the parts — topic sentence, supporting sentences, and concluding sentence — and write them on the appropriate parts of the hamburger model. Use a paragraph from a student text or a story you have read together. Discuss the functions of the different parts. For example, supporting sentences (the condiments) add juicy details and important information, while the concluding sentence (the bottom bun) holds the whole paragraph — or burger, together.

**Writing a paragraph.** Volunteers/tutors can then support students as they write their own paragraphs. They may need to brainstorm topics before writing. Students can brainstorm and write individually, in pairs, or in small groups. Writing sentences on the parts of the hamburger will demonstrate the function of the different parts of the paragraph and make writing more fun for students.

## Key Questions and Points to Remember:

Talk with volunteers/tutors about how best to support students' writing and help them analyze their own work. Good reflection questions include:

- Is the paragraph clear? Can the reader understand main idea?
- Does it have a strong, clear topic sentence?
- Does it have three or more supporting details?
- Does it have a concluding sentence?

## Literacy Training: Making Reading Games

### Context:

Children become successful readers and writers through the development of a wide range of skills and strategies. When literacy skills are presented in game form, children who have been struggling will often be able to tackle the task. Additionally, making reading games together gives volunteers/tutors the opportunity to discuss the learning needs of children and share ideas for games and other tutoring strategies. All volunteers/tutors working with children will benefit from this activity, which may occur several times a year in order to meet the various needs and abilities of all children.

## Goals:

- To share strengths and areas of concern about students
- To create games that can help reinforce the skills children are learning

### Materials/Preparation:

Everyone can bring materials for making the games (i.e., file folders, glue, markers, colored pencils, pictures from magazines or old workbooks). Notify participants in advance, so that they can bring adequate supplies.

### Activity:

Give volunteers/tutors the opportunity to discuss one child with whom they are working. Have them talk about the child's strengths as well as areas in which the child needs additional support. Think about what kind of game would give the child the opportunity to practice and reinforce his or her skills in these areas (see www.nwrel.org/learns/trainingopps/games for ideas and examples of games). Have volunteers/tutors create games based on the ideas generated. In a follow-up session, ask volunteers/tutors to share how children responded to the games, what they learned from playing the games, and possible next steps.

### Key Questions and Points to Remember:

Children need a variety of ways to learn and practice the skills with which they are having difficulty. In the context of a game, children are often willing to engage in learning that they might otherwise resist. It is also important that we bring as much variety as possible to tutoring sessions, and games can help us do so.

## Literacy Training: Matching Sounds

### Context:

The ability to understand that words are made up of sounds is an important beginning reading skill. Language and word games can help children develop the ability to listen for sounds in spoken words. This skill, phonemic awareness, is completely oral, as it involves working with sounds rather than print. This simple listening game helps children develop their ability to listen for and identify initial and final sounds.

### Goals:

- To learn about phonemic awareness
- To understand how to develop children's ability to identify and discriminate between sounds

### Materials/Preparation:

Volunteers/tutors will need to collect or draw pictures of objects whose names begin with clear consonant sounds.

Pictures should represent objects children will be able to recognize and name, such as bat/bird, cat/corn, dog/door, fan/fish, goat/gum, and so on. Volunteers/tutors can glue pictures to index cards to make them more durable.

### Activity:

Review with volunteers/tutors the concept that words are made up of a series of sounds. Explain that the word bat contains three sounds, /b/, /a/, /t/. Continue to explain that helping children hear the beginning sounds in words will later help them understand how to associate sounds with letters and to manipulate sounds to create words.

Lead volunteers/tutors to this understanding by asking them to listen as you say three words and tell you which words begin with the same sound. For example, bat, fall, big. Slowly say each word, emphasizing the beginning sound. Bat and big begin with /b/ while fall begins with /f/.

- Have volunteers/tutors work in pairs to match beginning sounds using their picture cards. (Two pictures should begin with the same sound while the third begins with a different sound.) Invite one volunteer/tutor to play the role of the child. After a few rounds of play, volunteers/tutors should switch roles.

### Key Questions and Points to Remember:

This same game can be played using ending sounds. Whether listening for beginning or ending sounds, children will need plenty of time and word play to master the ability to identify sounds in words. Talk with volunteers/tutors about what they noticed as they played the game. Make sure volunteers/tutors remember the following:

- Don't make the game feel like a test.
- Pay close attention to how you pronounce words when talking with and reading to children.

Pronounce each picture name correctly, and don't drop the ending sounds in words.

## Literacy Training: Oral Language Development

### Context:

Children are natural communicators. They learn to talk by being immersed in language. The size of a child's vocabulary is determined in part by how much a parent or primary caregiver talks with the child. Teachers and volunteers/tutors can support language and vocabulary development simply by holding authentic conversations with children.

### Goals:

- To understand how to support the development of speaking and listening skills
- To explore ways to have dynamic conversations with children

### Materials/Preparation:

Ask volunteers/tutors to start a folder of "discussion starters" containing colorful pictures from magazines or children's books, including nonfiction and informational books.

### Activity:

Talk with volunteers/tutors about how their habits of talking with and listening to children will make a difference in children's language development. Explain that talking with children helps develop important language skills. Remind them that children themselves can provide many topics to explore, so special prompts are not always necessary to stimulate conversation.

Brainstorm with volunteers/tutors about topics children like to discuss, and review how not to engage children in sensitive topics. Possible topics might include school routines and recent field trips. If necessary, pictures or books can help prompt conversations.

Invite volunteers/tutors to share their discussion starters. Then model the following strategies for supporting children's language development:

1. Rephrase and extend children's ideas. If children offer, "I see a car," tutors can extend the idea by saying, "Yes, I see it too. It's a big, blue car with fancy lights."

2. Ask open-ended questions. We often ask questions that result in a yes/no answer, or "closed" questions. Open-ended questions encourage children to think about their answers more fully. For example, instead of asking, "Did you like the movie?" ask, "What was your favorite part of the movie?"

3. Ask clarifying and elaborating questions. Many of our responses actually stop conversations. For example instead of "That's a nice picture," say, "Tell me about the picture you drew."

### Key Questions and Points to Remember:

Talk with volunteers/tutors about their experiences talking with children. Model the use of rephrasing and asking clarifying, elaborating, and open-ended questions as you discuss ideas.

# Literacy Training: The Picture Walk

## Context:

A picture walk can establish interest in the story and set up positive expectations about what is to come. It also reinforces the strategy of relying on visual cues while reading, a good strategy for all types of reading sessions — reading aloud, shared reading, or helping the child to read independently. Do this activity with beginning volunteers/tutors as they prepare to meet their first children/tutees. Having volunteers/tutors practice together will also socialize your group and open them up to collective enjoyment of children's literature.

## Goals:

The picture walk allows reading volunteers/tutors to:

- Explore how children see and interpret visual images
- Discuss and predict the shape of the story from visual cues
- Help children connect visual images to their own experiences and activate prior knowledge
- Let children practice holding the book and turning the pages
- Model enthusiasm for books by sharing stories and experience related to the topic(s)

## Materials/Preparation:

Gather several good, award-winning children's books for tutors to use in this session. For suggestions, ask your local children's librarian or consult one of the many Web sites with recommended book lists, such as:

- www.ucalgary.ca/~dkbrown/usawards.html
- www.nancykeane.com/rl/

## Activity:

Ask participants to select a book and find a partner (preferably someone they don't know very well). Tell the group they will be doing a "picture walk rehearsal," and model a picture walk for them before they begin. Some useful questions/prompts to model include:

- Let's look at the front cover. What do you think this story is about?
- Do you have any experience with _____? An experience I had was…
- Turn the page. What do you see? What do you think is happening?
- What do you think will happen next?
- Here we are almost at the end of the book. How will the story end?
- What are you curious to know more about in the story? I wonder if….

When one partner has conducted their picture walk, ask pairs to trade roles. When they are done, ask participants to reflect on the activity.

## Key Questions and Points to Remember:

Conducting a picture walk before reading a story allows readers to:

- Create interest in reading the story and activate prior knowledge about the topic
- Learn about a child's experience related to the story
- Practice using visual cues (pictures) as a reading strategy
- Think about questions to explore while reading

# Section VII. Specialized Areas & Programs

## A. Programming in Rural Communities: A RURAL PERSPECTIVE

### Will your program be located in a rural area?

### Will you provide services to programs in rural areas?

If the answer to either of these questions is "Yes", the following components associated with starting and implementing programs in a rural area will be worthy of your consideration.

A study conducted by the SC Afterschool Alliance "The State of Out-of-School Time Programs in South Carolina," revealed that over forty percent of providers in the state serve rural areas. Because these children are important and are often underserved, we encourage providers to consider the following issues that have specific impact on after school programming.

### Transportation

Transportation was identified in the study as one of the top three "most difficult challenges to overcome in offering after school services"-coming in third behind funding (44.3%) and staffing (34.3%). These findings show transportation to be of considerable concern for providers in all areas; however it has a significantly greater impact for rural areas.

There are high transportation costs associated with programming in rural areas: greater distance between schools and the program sites; between program sites and homes; and from program sites to field trip destinations.

Other transportation issues that can impact your program services are:

- A large amount of the budget is often allocated to transportation. Consider partnering with your school district or others to reduce or assume some of this cost.

- Some elementary, middle and high schools have varied end times, and participants may arrive with at the program site with only one to two hours for program activities.

- Consider the impact of Daylight Saving Time on your program. Some program sites end early during

Daylight Saving Time to allow children to get home before dark. Some programs adjust their schedule and program longer when Daylight Saving Time is not in effect (i.e. program would typically end at 5 p.m., and when the days are longer the program would end at 6:30 p.m.)

**Staffing.** Staffing was identified as the second most difficult challenge to overcome in programming. The impact for programs operating in rural areas is equally impacted by this circumstance. Many programs lack the staff to do arts and crafts, recreation, life skills and other non-academic activities. They also lack the program time to implement such activities for all participants.

**South Carolina's Hispanic population.** After school programs in South Carolina have seen an increase in the Hispanic population. The majority of programs do not have Spanish-speaking staff. Fragmented communication efforts take time and add to the frustration of staff and students.

Students often leave school and seek the support and assistance of after-school program staff in the completion of their assignments. Often times these students will choose to work on their school assignments and forego other enrichment activities offered by the program.

### Involvement & Support

Some rural providers enlist the support and participation of parents and community members while some continue to have difficulties. Parents, business/industry, colleges/universities and other community stakeholders have a wealth of resources to offer.

**Parent Involvement.** Be aware that when looking for parents to get involved in your program, many have jobs out of the area and may not be able to volunteer their time during regular program hours, but they may be able to do so for special activities and trips or to donate resources, snacks, etc. or volunteer in other ways. Broaden your view of what it means to volunteer.

**Community Stakeholder Involvement.** In small rural areas, many organizations solicit resources from a limited number of community stakeholders. Keep a record of whom you have contacted. Remember to utilize members of your Advisory Board to make contact within certain businesses, organizations, agencies, etc.

# Advisory Board/Board of Directors

The development of an Advisory Board or Board of Directors in rural areas is a significant element in programming in rural areas. This group can and will be helpful in identifying resources to assist in all aspects from program start up to sustainability.

This group should represent a cross section of the community, business, industry, education, community, school, etc. The roles of this group should be defined clearly and each member should be made aware that as the organization/program develops and grows their role may change.

**Example: The Board may have a very active role in the initial start phase, i.e. securing funding, grant writing, securing space/building for programming, fundraising, marketing, etc. However, during the program implementation phase and once staff are hired, roles may change, and the nature of involvement in day-to-day operations will decrease, focus will be redirected to program sustainability and assisting with organizational development.**

Training is an important part at all levels of after school programming; and this is an area that is not to be neglected. Involve board members in training opportunities when appropriate and provide board development activities. These activities help to unite your group and focus their efforts.

Regardless of the geographic area you serve, urban, suburban, rural or small town, make the provision of quality programming your highest goal. The areas addressed above have been identified by several rural providers as areas causing potential roadblocks to effective quality programming.

# B. Occasional Paper 4: Afterschool and Community Learning Network

## Using Afterschool and Summer Programs to Amplify Family Connections for Student Success

In today's world, the importance of education and studentsuccess in life and in the world of work is unparalleled. Despite this compelling connection between student success and increased education, the most important ally for better education, a student's family, is often not fully engaged nor adequately invited to be a full partner in improving learning. Afterschool programs can be an important vehicle to better link families to their children's learning.

The income gap between high school graduates and those that pursue post-secondary education/training is almost double. Now, imagine what the gap is for those that dropout, or lack sufficient opportunities to learn what is now termed "21st Century Skills." Those include basic skills plus instruction in a foreign language and technology. To compete and succeed in the 21st Century, students also need experiences and opportunities in the arts to develop their creativity and communication and collaboration skills as well as learn various art forms. These are increasingly being shortchanged during the regular school day.

One promising strategy for addressing these issues involves the implementation of comprehensive afterschool and summer learning programs. In addition to developing afterschool programs to give children and youth more learning and developmental opportunities, quality afterschool programs can maximize the results by including strong family involvement strategies.

A key component of student success that has been consistently documented in the research is parental involvement. Children are more successful in school when their parents and families are involved in their lives. A synthesis of research (Henderson & Mapp 2002) confirms in a broad analysis of many recent studies that students with parental involvement, no matter their background, were more likely to:

- Make higher grades and test scores, and enroll in higher-level program

- Be promoted, pass their classes, and earn credits.

- Attend school regularly.

- Have better social skills, show improved behavior, and adapt well to school.

- Graduate and go on to postsecondary education.

Most of these studies take place within the typical school environment, yet afterschool and summer programs offer an important outlet for extended parental involvement in learning outside of the home. Afterschool and summer projects tend to be smaller and more personalized than the regular school day and frequently have stronger community connections. These conditions present opportunities to be more intentional in afterschool and summer learning programs to increase family connections to student success.

There are six types of parental involvement that have been identified by Dr. Joyce Epstein (1995). These include:

1. **PARENTING:** setting home conditions that support students at each grade level

2. **COMMUNICATING:** providing information from school-to-family and family-to-school

3. **VOLUNTEERING:** involve parents as audiences to support students and programs

4. **LEARNING AT HOME:** involve parents in learning activities with their children

5. **DECISION MAKING:** include parents in decisions, governance, and advocacy

6. **COLLABORATING WITH THE COMMUNITY:** coordinate resources for families with businesses and community agencies.

Afterschool and summer programs provide opportunities for each type of parental involvement.

A recent survey conducted by The South Carolina Afterschool Alliance (2004) found that afterschool providers rated "working with parents" as the most sought after training. Despite the recognition of its importance, the research on effective methods for connecting families and afterschool remains fairly limited. One recent study has provided some guidance on how parents can become involved in their child's education through afterschool programs.

The Institute for Responsive Education (Weiss and Brigham, 2003) conducted a study of practices of family participation in afterschool programs. They found that the goals for afterschool programs in regards to parental involvement were typically linked to helping parents assist their children with schoolwork, meeting the parents' needs, and encouraging parents to support the staff of afterschool programs.

Their study also articulated the ways to connect families with the afterschool program and learning centers: communicating with families; connecting families with programs that center around the students; allowing parents to make decisions and take an active role in leadership; and services just for families. The study also found that parental participation was more successful when food and childcare were put into action. The focus of this Occasional Paper will provide specific approaches to garner more parent and family connections to student learning through afterschool programs. Practical case examples will also highlight efforts both in a small city summer school program and an urban afterschool program to building parental involvement.

## Voices from the Field: Strategies for Fostering Parental Involvement

The Afterschool and Community Learning Network conducted a study to determine what practitioners believed were the most important factors involved in getting parents actively engaged in their afterschool programs. Forty randomly chosen 21st Century Community Learning Center coordinators from across America responded with their recommendations for better fostering family involvement in afterschool programs.

First the 21st Century Community Learning Center coordinators rated 18 commonly identified strategies for increasing parental involvement. The four most highly rated strategies were:

- Focus on building trusting collaborative relationship among teachers, families, and community members.
- Use various means to communicate with families about their children's education.
- Create an after school environment that welcomes parents.

- Recognize, respect, and address families' needs, as well as their differences.

The next highest rated set of strategies included actions that involve specific family participation activities as well as attitudes.

- Sponsor family math and/or family art nights at various times during the year to encourage student-family-school connections.

- Share knowledge of community resources and activities.

- Communicate activities regarding the program through family newsletters.

- Provide translations for families with limited English skills.

- Recruit family volunteers to help with the program.

- Embrace a philosophy of partnership where power and responsibility are shared.

- Sponsor workshops for parents in the evenings or weekends

## Specific Ideas for Practioners:

The second phase of the study provided "voices from the field" in which afterschool coordinators gave, in their own words, their best ideas for fostering parental involvement. The broad array of ideas presented fit into four general categories:

1. Family and Community Collaborations
2. Family Programs and Activities
3. Communication
4. Parental Needs

## The following are practitioners "best ideas" for increasing family connections to afterschool:

### Family and Community Collaborations

- Make sure that the after school program's focus is in line with the needs of the surrounding community, which will insure community buy in.
- Work together with Parent Teacher Associations.
- Work with local churches to encourage program

participation and bring families to the table to work for the betterment of children.

- Encourage parents to visit whenever they can.
Family Programs and Activities

- Sponsor regular family night activities where students and families are involved in the planning, implementing, and evaluation of activities in the program.

- Have monthly family meetings based on a survey of needs.

- Plan fieldtrips that involve the children and their parents.

## Communication

- Talk with parents daily.

- Let the parents know what is going on at the afterschool program.

- Set aside time to call and visit parents in their homes.

- Talk to parents directly and also use surveys to find out what parents are thinking and to determine how to better manage the afterschool program.

## Parental Needs

- Provide transportation when possible.

- Schedule classes for parents who need their GED.

- Offer parental enrichment classes to empower parents to better help their children.

- Create an environment that welcomes parents, and provide frequent opportunities for parent to come together to learn new skills, to socialize, and interact with other parents.

- Respect the cultural diversity, talents, and contribution that all parents and families can share.

- Introduce families to schools to increase their comfort level at school.

- Provide ideas and workshops for things that families can do to help benefit their child's education.

Afterschool programs provide a positive venue and time to help engage families in their children's learning. In this study, the 21st Century Community Learning Center coordinators give us a viable framework, general strategies and specific approaches to increase family involvement and engagement in afterschool programs and in education in general. All afterschool programs would be well advised to heed this advice if they want to be successful. Connections between parents, schools, and afterschool programs should be a priority to improve education and children's development.

# Case Studies from the Field
## Parental Involvement in the Small City Summer School Setting

*An excerpt of School, Family, and Community Partnerships during Summer School: Examples from the Wausau School District*

Over the past four years, the Wausau School District has been utilizing the National Network of Partnership Schools model (Epstein, et al, 2002) for it's parental and community involvement efforts. This research-based model provides a framework and a structure to guide districts and schools and has become a component of the Wausau School District's overall school improvement plan. There are six keys to successful school, family, and community partnerships: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Our district holds a six-week summer school program that runs Monday through Thursday. Each day classes are in session for 4.5 hours. By utilizing the Epstein model, there are several ways in which school, family, and community partnerships have been extended into a successful summer school program.

Several examples utilizing each of the six keys:

PARENTING. At Jefferson Elementary School special parent meetings are held to assist parents in registering their children for summer school, answering questions they have about the program, and provide support and information to develop parent skills. Bilingual aides call each family and invite parents to these meetings that are held both during the day and after school. Topics of discussion include everything from appropriate bedtimes, to why summer school has been recommended for your child. Teachers send home a summer school recommendation form indicating what classes each student. Parents sign and return the form indicating whether or not they are making a commitment to send their child to summer school.

COMMUNICATING. Typically schools communicate in a one-way fashion, however with our summer school program we have had effective 2-way communication. Over the course of several years, parents expressed concerns about our summer school program. We heard from parents during the registration progress, through the teacher recommendation form, and via direct with principals about two specific issues. Many parents wanted to send their child to summer school, but there were two barriers, transportation and inconvenient locations for

summer school that prevented them from getting their child to summer school. As a result of this 2-way communication, the elementary summer school program was expanded from three sites to six, and a better bus schedule was developed. The overall impact was an increase of enrollment by 42 percent from 2003 to 2004, even though our district has been in a period of declining enrollment.

**VOLUNTEERING.** AmeriCorps and VISTA are federally funded programs in which volunteers receive training and then assist local agencies. Within the education setting AmeriCorps work specifically and directly with students in the area of literacy. AmeriCorps volunteers have worked in preschool and elementary classrooms and their duties include reading with students and tutoring. VISTA's have worked in setting up community literacy programs such as a highly successful community book drive and in developing a story time in which community members came to summer school sites and read to students.

**LEARNING AT HOME.** During summer school parents receive support for their child's reading with the Summer Success curriculum (Great Source Education Group, 2002). The Summer Success Reading Kits provide teach ers with weekly newsletters that are customized for their students, giving parents suggestions for reading and other activities at home. There are also weekly take home materials such as games and books, as well as a theme related magazine that is sent home and families keep. Our school libraries are open and students also check out books.

**DECISION MAKING.** Although we do not have specific organized groups that meet over the summer for the sole purpose of governance of the summer school program, our decision making in regards to summer school has come directly from parents. As described earlier our summer school was expanded and improved through the 2-way communication of parents and schools.

**COLLABORATING WITH THE COMMUNITY.** Our summer school programs involve partnerships with local law enforcement, which provides a Safety City Course for fall kindergarten students. We have partnerships with bookstores, which run summer reading incentive programs for students enrolled in summer school. Students who reach the summer reading goal take a field trip to a local bookstore and receive a free book for their reading efforts. On Fridays when our summer school is not in session, our 21st Century Grant program provides Friday Fun Field trips which have included trips to parks, museums, and even a local woman's garden. These Friday field trips have been selected as activities that will help to

build background knowledge, vocabulary and reinforce literacy standards and benchmarks of the regular school year curriculum. Our City Parks and Recreation Department offers summer programs at many of our schools and a community childcare agency even offers afternoon daycare at one of our summer school sites. We also provide parents with information from the YMCA, YWCA, University, Technical College and other community agencies about their summer offerings.

Summer school can help to prevent learning loses, can promote effective partnerships and provide students with high quality, fun summers they deserve.

*Marla Berg coordintes a successful, district-wide summer learning program in Wasau, Wisconsin and is principal of Jefferson Elementary School.*

# Parental Involvement in the Urban Afterschool Setting

## By Tommy Brewer II

As an organization that endeavors to create a safe and engaging place for children to be after school, LA's BEST is attentive to the importance and the power that lies in connecting each child to his/her family, school and community. It is widely understood at LA's BEST that success in engaging children is largely influenced by an ability to create opportunities for on-going family involvement. This commitment is established in the vision, mission and values of LA's BEST and it is put into practice through the efforts of its staff on a daily basis – from the initial registration of children into the after school program to regular opportunities to celebrate their success in learning and recreation activities. However, the program's approach to family involvement has been refined over time.

In its first year or two, LA's BEST began involving parents in the traditional "head start" model of workshops with "experts." It was a dismal failure. The organization attracted the same parents who served on PTA boards, bilingual committees and school based management committees, but few of the parents who would have benefited most. LA's BEST reviewed and revised its approach. Funds that otherwise would have supported "parent workshops" were re-directed to encouraging parents to join the many field trips that were offered – not merely as chaperones, but as communicators purposefully available to have "over the fence," "backyard" conversations. Staff members were encouraged to find common ground in a conversation (e.g., topics about music, The Lakers, cooking, etc.) and not to begin with the more profound conversations

about homework help and alternative styles of discipline until a comfortable relationship was developed. From these beginnings, relationships – many of which required multiple field trips to foster – were formed that provided opportunities for trust and disclosures that otherwise would not have come about. As one veteran LA's BEST site coordinator observed: "the way to get parents involved is to talk to them." Sometimes parents have to be talked into talking, and entry-level paraprofessional staff members need help in building conversational skills. Often that's not included in staff training or thought about with respect to parent involvement activity.

Each day, LA's BEST staff members interact with parents, siblings, and other relatives of children – oftentimes bridging the seemingly increasing gap between home and school with a simple conversation. Parent orientations at the beginning of the school year and occasional parent meetings (open houses) yield opportunities for staff and parents to talk about program activities, expectations for participation, and the benefits gained from participation in LA's BEST. Likewise, the daily procedures involved in signing out students at the end of the day also bring parents or their designee to the campus to interface with LA's BEST staff. This helps them to become more comfortable on the school campus and to learn more about their children's education. Parents also get to know staff, thereby fostering teamwork and building comfort in sharing their concerns with staff. LA's BEST staff members are encouraged to take advantage of these opportunities to establish and build relationships with families because a key component to realizing consistency in family involvement rests with the quality of the interaction between the program, the kids and the families.

In the words of Carla Sanger, LA's BEST President and CEO, "we have to be as fresh as the streets." Realizing the competition that after school programs face for the attention of children, it is incumbent upon organizations like LA's BEST to commit resources to ensuring that programs are dynamic, truly engaging and of high interest to children.

At LA's BEST, through its annual citywide events (e.g., Drill Team, Science Fair, Community Jam and seasonal sports) and system-wide programs (e.g., After School Arts Program – ASAP), parents and families take part in rooting-on their children to success and celebrating at the culminating events of special projects. In these environments, parents see their children perform and get to know site staff, as well as other parents. Many parents rally to make costumes for their children's teams for given events, while others bring respective talents to sites

by volunteering on a regular basis for a specific LA's BEST club. Teachers and administrators often attend citywide events also, creating an opportunity to meet with parents on an informal basis.

## Parents Have Allies In Heathy Lifestyles

Parent-program interaction not only occurs daily through informal communication when parents pick up their children, but also takes place in more profound circumstances such as when 22 winners of the citywide science fair and their parents travel for a weekend to the NASA Space Camp in Huntsville, Alabama. This is an enormous luxury for many parents to spend a weekend learning and having a new encounter with their child; it provides a bonding experience that in many instances otherwise could not be had because of time and economic-constraints and the overall family dynamic.

Another key family involvement initiative of LA's BEST is the Healthy Children Healthy Futures (HCHF)-Parent Advocate program, which is a component of the LA's BEST health and fitness program, BEST Fit. Sponsored by the MetLife Foundation, the California Endowment and the Strang Preventive Medicine Institute, this program is designed to engage parents in trainings and activities that encourage healthy eating and physical activity, both at home and at school. The HCHF-Parent Advocate program empowers parents to strengthen their families and communities through promoting health and nutrition not only by practicing learned strategies with their families, but also by sharing this information with other parents.

LA's BEST is steadfast in its commitment to provide a safe and supervised after school education, enrichment and recreation program for elementary school children in the City of Los Angeles.

As LA's BEST strives to assist in the positive development of children, it celebrates family and community involvement as a strong indicator of success. To have children's parents and other relatives serve as volunteers, participate in special events, and lend their ideas and voices to the betterment of LA's BEST strengthens the organization, but more importantly it strengthens the bond of children to their families and their communities.

Tommy Brewer, II is Director of Staff Development for LA's BEST in Los Angeles, California.

# Concrete Steps for Building Parental Participation in Afterschool Programs

1. Before beginning any new activity or making any change in the program or schedule consult numerous parents. Use multiple formats and times for soliciting input. Seek out the parents most affected by the changes and those that have a reputation for dissent

2. Once you have input from parents – Listen To Them! Don't go through the motions of "illusion of inclusion." Challenge them to set, define, and implement goals for action.

3. Encourage diversity. Create opportunities, activities, and agendas that incorporate multiple views that still share the core values. Recruit extended family members (grandparents, aunts/uncles) if participation is low or underrepresented by either gender.

4. Offer parent support for meetings beyond simply providing food. Vary meeting times, provide child-care, provide interpreters if necessary, and arrange car-pools.

5. Offer parent orientation classes, parenting skills, math nights, and computer instruction. Create opportunities to help parents become leaders by providing them with basic information on standards, budgets, evaluation, how government works, and college requirements.

6. Get to know who your parents are. Utilize a "Parent Talent Survey" to find out their interests, hobbies, occupations, when they can help and what they can do to help. Honor them as experts!

7. Parents are the best recruiters of other parents. Parents are more likely to be involved if they already know someone who is active and can articulate the benefits of membership. They can also be a major force in finding donations and in-kind services from the family and friends. Many parents want to be involved if they see it as meaningful and non-threatening. Provide opportunities for parents to meet and network.

8. Avoid using professional "jargon" when working with parents. Print all materials in multiple languages if needed.

**PROVIDED BY EVE MOODY (DIRECTOR OF CURRICULUM, ARNOLD'S ALL STARS)**

# Parent Talent Survey

Name: _____

Phone: _____

Address: _____ E-mail: _____

Please circle all areas of your expertise that you would be willing to assist us with.
I am able to help with:

- decorating
- making phone calls
- interpreting
- performances
- cooking
- planning
- organize events
- parent meetings
- field trips
- dance
- fundraising

- chess
- animals
- science
- writing/journalism
- photography
- reading
- sports
- community development
- library supervision
- other _____

I have hobbies and talents in:

- music
- arts and crafts
- dance
- graphic design
- computers
- video
- woodworking
- makeup/modeling
- hair/skin/nail care
- rocketry
- storytelling
- rock climbing
- cheerleading
- skateboarding
- cartooning
- mechanics
- gardening
- travel
- sewing
- cooking
- drama

I am usually available to help:

- mornings (8am – 12pm)
- early afternoons (1-3pm)
- after-school (3-6pm)
- evenings (6-8pm)
- Mondays
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

I am interested in taking parent classes in the following topics:

- computers
- math homework help
- language arts homework help
- citizenship classes
- discipline and behavior
- English
- Spanish
- arts & crafts
- college readiness

DEVELOPED BY EVE MOODY (DIRECTOR OF CURRICULUM, ARNOLD'S ALL STARS)

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EPSTEIN, J.L., Sanders, M.G., Salinas, K.C., Jansor, N.R., and Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA: Corwin Press.

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WEISS, A.R. and BRIGHAM, R.A. (2003). The Family Participation in After-School Study. Boston, MA: Institute for Responsive Education.

# Additional References

Afterschool Alliance:
www.afterschoolalliance.org

Charles Stewart Mott Foundation:
www.mott.org

Southwest Educational Development Laboratory:
www.sedl.org
(See SEDL Store and then Community and Family Involvement)

Institute for Responsive Education:
www.responsiveeducation.org

Promising Practices in After School:
www.afterschool.org

National Coalition for Parent Involvement in Education:
www.ncpie.org

National Network of Partnership Schools:
www.csos.jhu.edu/p2000

# Section VIII. Additional Resources

In this section, the resources are categorized into four parts: **Management/Administration/Evaluation; Program Structure; Finance; and Agencies and Organizations.**

## A. Management/Administration/Evaluation

**The Finance Project:** The Finance Project is a specialized non-profit research, consulting, technical assistance and training firm for public and private sector leaders nationwide.

**Contact Information:**
1401 New York Avenue, NW
Suite 800
Washington, D.C. 20005
Phone: (202) 587-1000
Website: http://www.financeproject.org

**National Afterschool Association (NAA):** The National Afterschool Association, formerly the National School-Age Care Alliance, was founded in 1987, offers a self-study tool to assist providers interested in working toward national accreditation and serves as the leading voice of the after-school profession, dedicated to the development, education, and care of children and youth during their out-of-school hours.

**Contact Information:**
1137 Washington Street
Dorchester, Massachusetts 02124
Phone: (617) 298-5012
Fax: (617) 298-5022
Website: http://www.naaweb.org

**School-Age Care Environmental Rating Scale (SACERS):** The School-Age Care Environment Rating Scale (SACERS) helps to define high-quality care for school-age children and to assess levels of quality of care in school-age programs. SACERS consists of 49 assessment items organized into seven categories: space and furnishings, health and safety, activities, interactions, program structure, staff development, and supplementary items for children with special needs. SACERS can be used by after-school program staff for self-assessment, by directors as a program-quality measure for planning program improvement, by agency staff for monitoring, by staff-development programs, or by parents concerned about quality care for their children. The scale is particularly useful for research and program evaluation of school-age programs.

**Contact Information:**
Teachers College Press
Post Office Box 20
Williston, Vermont 05495-0020
Phone: (800) 575-6566
Fax: (802) 864-7626
Website: http://www.store.tcpress.com/

# B. Program Structure

**Education World:** Education World's goal is to make it easy for educators to integrate the Internet into the classroom. With 98 percent of the nation's public schools connected to the Internet, the need for a complete online educational guide is evident. Education World is designed to be that resource for educators.

**FOUNDATIONS, Inc.:** FOUNDATIONS seeks to improve program performance and enhance student achievement in school and during non-school hours.

**Kids Domain Family Resource:** Kids Domain is a leading and critically acclaimed educational and entertainment destination for parents, grandparents, caregivers, educators and kids (5-14 years old) who are actively involved in the search for and use of appropriate, educational and entertaining content for kids.

**Scholastic.com-Teachers:** Scholastic, the global children's publishing- and media-company, has a corporate mission supported through all of its divisions of instilling the love of reading and learning for lifelong pleasure in all children. Recognizing that literacy is the cornerstone of a child's intellectual, personal and cultural growth, Scholastic, for more than 80 years, has created quality products and services that educate, entertain and motivate children and are designed to help enlarge their understanding of the world around them.

**Summer Food Service Program:** The Summer Food Service Program was created to ensure that children in lower-income areas could continue to receive nutritious meals during long school vacations, when they do not have access to school lunch or breakfast. But, although millions of children depend on nutritious, free- and reduced-price meals and snacks at school for nine months of the year, just a fraction of that receive the free meals provided by the SFSP during the summer months.

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**Contact Information:**
1062 Barnes Road, Suite 301
Wallingford, Connecticut 06492
Website: http://www.educationworld.com

**Contact Information:**
Moorestown West Corporate Center
2 Executive Drive, Suite 1
Moorestown, New Jersey 08057-4245
Phone: (856) 533-1600, or Toll Free:
(888) 977-5437 or
Fax: (856) 533-1601
Website: http://www.foundationsinc.org

**Contact Information:**
Kaboose Inc.
505 University Avenue, Suite 1400
Toronto, Ontario M5G 1X3
Phone: (416) 593-3000
Fax: (416) 593-4658
Website: http://www.kidsdomain.com

**Contact Information:**
557 Broadway
New York, New York 10012
Phone: (212) 343-6100 (General Information)
Website: http://www.teacher.scholastic.com

**South Carolina Contact Information:**
South Carolina Department of Social Services
1535 Confederate Avenue
Post Office Box 1520
Columbia, South Carolina 29202
Phone: (803) 898-0971
Fax: (803) 898-0960
Website:
http://www.summerfood.usda.gov/,
http://www.state.sc.us/dss/index.html for South Carolina or
http://www.fns.usda.gov/cnd/Summer/About/index.html

# C. Finance

Funding is often a big issue with non-profit programs. Seeking and achieving funding can often be a time-consuming job. There are often many deadlines to adhere to. It is important to remember that foundations give money to projects they believe in. They provide money to programs and projects they think will be able to turn their money into good works. There are many resources online to assist you in grant writing.

## Corporate Funding

**Alcoa Foundation:** Alcoa Foundation is a global resource that actively invests in the quality of life in Alcoa communities worldwide. With more than $388 million invested since its inception in 1952, Alcoa Foundation invests in four "Areas of Excellence", which are: Conservation and Sustainability, Global Education and Workplace Skills, Business and Community Partnerships, and Safe and Healthy Children and Families.

Contact Information:
Phone: (412) 553-2348
Website: http://www.alcoa.com

**AT&T:** The AT&T Foundation is the principal instrument for AT&T philanthropy in the United States and throughout the world. The foundation gives cash grants to non-profit organizations for innovative programs that focus on helping people achieve self-sufficiency and lead productive lives.

The foundation is particularly inclined toward projects that employ innovative technological solutions in the following program areas: Education, Civic & Community Service, and Arts & Culture.

Contact Information:
Website: http://www.att.com/foundation/guidelines.html#edu

**Bank of America:** Through its Neighborhood Excellence Initiative, Bank of America provides $200,000 in general operating support and provides leadership training over two years to two non-profit organizations working to create vibrant neighborhoods.

Contact Information:
Phone: (800) 218-9946
Website: http://www.bankofamerica.com/foundation

**The Barbara Bush Foundation for Family Literacy:** The Barbara Bush Foundation supports the development of family literacy programs where parents and children can learn and read together.

Contact Information:
The Barbara Bush Foundation
for Family Literacy
1201 15th Street, NW
Suite 420
Washington, DC 20005
Phone: (202) 955-6183
Website: http://www.barbarabush
foundation.com

## C. Finance

**Bellsouth Foundation:** BellSouth Foundation's mission is to improve education in the South and other communities where BellSouth operates by stimulating fundamental change in education institutions and systems that will result in active learning and improved life chances for all students.

Contact Information:
Email: grants.manager@bellsouth.com
Website:
http://www.bellsouthfoundation.org

**Bristol-Myers Squibb Foundation:** The Bristol-Myers Squibb Foundation's aim is to align the focus areas of the Foundation with the most pressing needs of society. The Foundation's activities support a broad range of programs that address important health matters and educational issues around the world.

Contact Information:
345 Park Avenue
New York, New York, USA 10154-0037
Phone: (212) 546-4000
Website: http://www.bms.com

**Caterpillar Foundation:** Formed in 1952, the Caterpillar Foundation has distributed almost $200 million to support education, health and human services, and civic, cultural, and environmental causes.

Contact Information:
Caterpillar Foundation
Grant Information
100 N.E. Adams Street
Peoria, IL 61629-1480
Website: http://www.cat.com

**Coca Cola Foundation:** The mission of The Coca-Cola Foundation is to improve the quality of life in the community and enhance individual opportunity through education. The foundation supports educational programs primarily within three main areas: higher education, classroom teaching and learning, and international education. Programs support scholarships for aspiring students; encourage and motivate young people to stay in school; and foster cultural understanding.

Contact Information:
The Coca-Cola Foundation
Post Office Box 1734
Atlanta, Georgia 30301
Phone: (404) 676-2568
Website: http://www2.coca-cola.com/
citizenship/foundation_coke.html

**Daimler Chrysler Corporation Fund:** DaimlerChrysler Corporation, a subsidiary of DaimlerChrysler AG, established the Chrysler Fund in 1953 as a non-profit entity with the sole purpose of enriching the physical, educational and cultural needs of our communities.

Contact Information:
Email: grants.manager@bellsouth.com
Website:
http://www2.daimlerchrysler.com/dccfund/

**Dollar General Community Foundation:** Dollar General's community grants program provides support for non-profit organizations committed to the advancement of youth literacy initiatives.

Contact Information:
Dollar General
100 Mission Ridge
Goodlettsville, TN 37072
Website:
http://www.dollargeneral.com/community/
communityinvestments.aspx

**DuPont:** Each year, DuPont contributes to numerous efforts that meet the needs of various groups and global communities where the company operates. Areas of support include educational programs; culture and the arts; environmental initiatives; human and health service organizations; and civic and community activities.

Contact Information:
Corporate Contributions Office
DuPont Public Affairs
1007 Market Street
Wilmington, DE 19898
Phone: (800) 441-7515
**Website:**
http://www1.dupont.com/NASApp/dupont-global/corp/index.jsp?page=/content/US/en_US/social/outreach/index.html

**Ford Motor Company - Good Works Foundation:** Ford Motor Company Fund makes awards in five categories: education; environment; public policy; health and social programs; civic affairs and community development; and arts and humanities.

Contact Information:
Ford Motor Company Fund
One American Road
P.O. Box 1899
Dearborn, MI 48126
Phone: (888) 313-0102
**Website:**
http://www.ford.com/en/goodWorks/fundingAndGrants/default.htm

**Freddie Mac Foundation:** Since 1991, Freddie Mac and the Freddie Mac Foundation have granted more than $217 million to programs that provide services or advocate for its core concerns: strengthening families, youth development, and foster care and adoption.

Contact Information:
8200 Jones Branch Drive
McLean, VA 22102-3110
**Website:** http://www.freddiemac.com/citizenship/foundation.html

**GE Foundation:** The GE Foundation focuses on improving access, equity and quality of education in targeted GE communities. The foundation defines focused, research-based grant initiatives and partner with schools and organizations to develop high-impact efforts.

Contact Information:
GE Foundation
Information Line: (203) 373–3216
Fax: (203) 373–3029
E-mail: gefoundation@ge.com
**Website:** http://www.ge.com/foundation/grant_initiatives/education.html

**Goldman Sachs Foundation:** The Goldman Sachs Foundation is a global philanthropic organization funded by The Goldman Sachs Group, Inc. The Foundation's mission is to promote excellence and innovation in education and to improve the academic performance and lifelong productivity of young people worldwide.

Contact Information:
**Website:** http://www.gs.com/foundation

## C. Finance

**Hitachi Foundation:** The Foundation strives to improve the quality of life for economically isolated people in the United States. The foundation has three major programs - the Business and Communities Grants Program, the Hitachi Community Action Partnership and the Yoshiyama Award for Exemplary Service to the Community.

**Contact Information:**
1509 22nd Street, NW
Washington, DC 20037-1073
Phone: (202) 457-0588
Website: http://www.hitachifoundation.org

**IBM International Foundation:** Through major initiatives such as Reinventing Education, the IBM KidSmart Early Learning Program, and IBM MentorPlace, IBM is working to raise student achievement and enhance academic productivity to support thriving communities around the globe.

**Contact Information:**
IBM Corporation
1133 Westchester Avenue
White Plains, New York 10604
Phone: (800) 426-4968
Website: http://www.ibm.com/ibm/ibmgives

**JC Penney Company Afterschool Fund:** The JC Penney Company Afterschool Fund, a 501 (c)(3) non-profit organization provides funding to its five national partners: Afterschool Alliance, Boys & Girls Clubs of America, 4-H Afterschool, Junior Achievement, and YMCA of the USA to help expand their after school programs while raising awareness nationwide of the need for more programs.

**Contact Information:**
Website:
http://www.jcpenneyafterschool.org/InterfaceNK.html

**Lucent Technologies Foundation:** The Lucent Technologies Foundation manages the global philanthropic activities of Lucent Technologies. The primary focus is on education, youth development and volunteerism.

**Contact Information:**
Lucent Technologies Foundation
600 Mountain Avenue, Room 6F4
Murray Hill, NJ 07974
Phone: (908) 582-7906
E-mail: foundation@lucent.com
Website: http://www.lucent.com/social/foundation/home.html

**Mattel Children's Foundation:** Increasing access to education and promoting literacy is one of the foundation's goals for 2005.

**Contact Information:**
333 Continental Boulevard
El Segundo, CA 90245-5012
Phone: (310) 252-2000
Website: http://www.mattel.com/about_us/Comm_Involvement/default.asp

**Merrill Lynch and Co. Foundation, Inc.:** The education of underserved children and youth in the areas of financial literacy, entrepreneurship, leadership development, career planning and business awareness is Merrill Lynch's principal philanthropic focus.

**Contact Information:**
Global Philanthropy and Community Relations
2 World Financial Center, 5th Floor
New York, NY 10281
Website: http://philanthropy.ml.com

# C. Finance

**MetLife Foundation:** MetLife and MetLife Foundation work toward strengthening the quality of education by supporting activities and programs that improve the education system, include the classroom teacher in the process, involve parents in their children's education and provide all children, especially those who have been traditionally underserved and disadvantaged, with the resources and opportunities they need to succeed.

Contact Information:
Website: http://www.metlife.com

**Staples Foundation for Learning:** Since its launch in 2002, Staples Foundation for Learning has contributed to over 250 non-profit groups across the nation. The foundation's mission is to teach, train, and inspire people from all walks of life by providing educational and growth opportunities.

Contact Information:
E-mail: foundationinfo@staples.com
Website: http://www.staplesfoundation.org/

**Starbucks Foundation:** The mission of the foundation is to create hope, discovery and opportunity in communities where Starbucks partners (employees) live and work. Since then the Starbucks Foundation has maintained a focus on improving young peoples' lives by supporting literacy programs for children and families. To date, the Foundation has provided over $11 million to more than 700 youth-focused organizations in the United States and Canada.

Contact Information:
Website: http://www.starbucks.com/aboutus/foundation.asp

**Levi Strauss Foundation:** The foundation seeks to reflect the voices of the communities where Levi Strauss & Co. has a business presence and make a difference by having the courage to address tough social issues and by empowering people to solve their own problems and those of their communities. They fund opportunities which enhance economic self-sufficiency through micro-enterprise programs and asset — and wealth-building initiatives for disadvantaged women and youth.

Contact Information:
Website: http://www.levistrauss.com/responsibility/ foundation

**Target Foundation:** Target offers store-based grants that support projects promoting early childhood education, the arts and family violence prevention. They fund programs that promote a love of reading or encourage children to read together with their families, with a particular focus on programs that inspire young readers (birth through third grade).

Contact Information:
Target Foundation
1000 Nicollet Mall, TPS-3080
Minneapolis, MN 55403
Phone: (612) 696-6098
Website: http://target.com

**Time Warner, Inc.:** Time Warner is committed to developing the next generation of leaders from among diverse and underserved youth. To achieve this goal, they fund youth organizations that prepare teens for college, help them build skills in media and communications, raise awareness about the importance of after-school programs and develop adult leaders for the public schools.

Contact Information:
One Time Warner Center
New York, NY 10019-8016
Phone: (212) 484-8000
Website: http://www.timewarner.com/corp/citizenship/education/index.html

## C. Finance

**Verizon Foundation:** Basic literacy and computer literacy is one of Verizon Foundation's major priorities due to its enormous impact on education, health, economic development and the digital divide.

Contact Information:
Website: http://foundation.verizon.com/index.shtml

**Walmart Foundation Good Works Program:** The Wal-Mart Good Works community involvement program is based on the philosophy of operating globally and giving back locally. Funding initiatives are channeled directly into local communities by associates who live there.

Contact Information:
Website: http://www.walmartfoundation.org

## D. Agencies and Organizations

### Federal Funding Sources

The U.S. Department of Education funds faith-based and afterschool community initiatives. To learn more about the funding guidelines, go to **www.ed.gov**.

Title I, III, IV, VI, Comprehensive School Reform Demonstration (CSRD), Head Start, Temporary Assistance for Needy Families (TANF), Reading Excellence Act (REA), and Home Instruction Program

**National Institute for Literacy:** The National Institute for Literacy's activities to strengthen literacy across the lifespan are authorized by the U.S. Congress under two laws, the Adult Education and Family Literacy Act (AEFLA) in the Workforce Investment Act and the No Child Left Behind Act (NCLB)

Contact Information:
Website: http://www.nifl.gov

### South Carolina Funding Sources

**Central Carolina Community Foundation:** The Central Carolina Community Foundation is a non-profit, community corporation created by and for the people of central South Carolina to help our donors make a positive impact on their community.

Contact Information:
1400 Pickens Street, Suite 300
Columbia, SC 29201
Post Office Box 11222
Columbia, South Carolina 29211
Phone: (803) 254-5601
Fax: (803) 799-6663
Website: http://www.cccfsc.org

**Community Foundation of Greater Greenville:** The Community Foundation of Greater Greenville is a public charity established in 1956 by visionary donors who sought to create a way to give back to their community and improve the quality of life for the citizens of Greenville County.

Contact Information:
27 Cleveland Street, Suite 101
Greenville, South Carolina 29601
Phone: (864) 233-5925 or
Fax: (864) 242-9292 or (864) 242-9770
Website: http://www.cfgg.com

## D. Agencies and Organizations

**Community Foundation of the Lowcounty:** The Community Foundation of the Lowcountry is a 501(c)(3), non-profit organization through which individuals, families, and businesses carry out their charitable giving, and non-profit organizations seek funding.

**Contact Information:**
4 Northridge Drive, Suite A
Post Office Box 23019
Hilton Head Island, South Carolina 29925-3019
Phone: (843) 681-9100
Fax: (843) 681-9101
Website: http://www.cf-lowcountry.org

**Foothills Community Foundation:** The Foothills Community Foundation is a non-profit 501(c) (3) charity formed in 1999 to retain and nurture the charitable wealth in the four South Carolina counties of Abbeville, Anderson, Oconee and Pickens.

**Contact Information:**
907 North Main Street
Post Office Box 1228
Anderson, South Carolina 29622
Phone: (864) 222-9096
Fax: (864) 222-9727
Website: http://www.foothillscommunity-foundation.org

**Foundation For The Carolinas:** The purpose of Foundation For The Carolinas is to advance philanthropy by serving donors, increasing charitable giving and improving our communities.

**Contact Information:**
217 S. Tryon Street
Charlotte, North Carolina 28202
Phone: (704) 973-4500 or
(800) 973-7244
Website: http://www.fftc.org

**Sisters of Charity Foundation of South Carolina:** Our mission is to address the needs of the poor and underserved in South Carolina through a variety of programs, grant opportunities and collaborative ventures. These include providing grant funds, technical assistance and other resources. The Foundation's grant-making is limited to programs and projects located within South Carolina.

**Contact Information:**
2711 Middleburg Drive, Suite 115
Columbia, South Carolina 29204
Phone: (803) 254-0230
Fax: (803) 748-0444
Website: http://www.sistersofcharity foundationsc.com

**The Community Foundation Serving Coastal South Carolina:** A charitable public foundation through which donors create funds to provide dollars for grant-making, now and in the future.

**Contact Information:**
90 Mary Street
Charleston, South Carolina 29403
Phone: (843) 723-3635
Fax: (843) 577-3671
Website: http://www.ccfgives.org

# D. Agencies and Organizations

**The Spartanburg County Foundation:** The Spartanburg County Foundation is a community trust established for the purpose of promoting such charitable pursuits, as in the judgment of The Trustees of The Foundation, will best make for the mental, moral, intellectual and physical improvement, assistance, relief, and well being of the citizens of the Greater Spartanburg County, South Carolina area.

**Contact Information:**
320 East Main Street, Suite 3
Spartanburg, South Carolina 29302
Phone: (864) 582-0138
Fax: (864) 573-5378
Website: http://www.spcf.org

## Agencies and Organizations

**Afterschool Alliance:** The Afterschool Alliance is a non-profit organization dedicated to raising awareness of the importance of after school programs and advocating for quality, affordable programs, for all children.

**Contact Information:**
1616 H Street, NW
Washington, D.C. 20006
Phone: (202) 347-1002
Website: http://www.afterschoolalliance.org

**Center for Nutrition Policy and Promotion- Food Guide Pyramid (Graphic):** The Center for Nutrition Policy and Promotion was created in the U.S. Department of Agriculture and is the focal point within USDA where scientific research is linked with the nutritional needs of the American public.

**Contact Information:**
3101 Park Center Drive, Room 1034
Alexandria, Virginia 22302-1594
Phone: (703) 305-7600
Fax: (703) 305-3400
Website: http://www.usda.gov/cnnp/
graphics.html

**Food and Nutrition Service:** The Food and Nutrition Service (FNS) administers the nutrition assistance programs of the U.S. Department of Agriculture. FNS works in partnership with the States in all its programs. States determine most administrative details regarding distribution of food benefits and eligibility of participants and FNS provides funding to cover most of the States' administrative costs.

**Contact Information:**
United States Department of Agriculture
Food and Nutrition Service
3101 Park Center Drive
Alexandria, Virginia 22302
Phone: (703) 305-2286
Website: http://www.fns.usda.gov

**Harvest Hope Food Bank - Kids Café:** Harvest Hope Food Bank is a 501 (c)(3) non-profit organization established in 1981 whose mission is to provide for the needs of hungry people by gathering and sharing quality food with dignity, compassion and education.

**South Carolina Contact Information:**
Harvest Hope Food Bank - Columbia
2220 Shop Road
Post Office Box 451
Columbia, South Carolina 29202
Phone: (803) 254-4432
Fax: (803) 254-6011
Website: http://www.harvesthope.org/
cafe.htm

# D. Agencies and Organizations

**Healthy Helpings:** The Family Nutrition Programs of the South Carolina Department of Social Services all have one special goal -- making it possible for every single South Carolinian to have adequate, nourishing food every single day.

**Contact Information:**
South Carolina Department
of Social Services
1535 Confederate Avenue, Room 307
Columbia, South Carolina 29202
Phone: (803) 898-7576
Website: http://www.healthyhelpings.org, http://www.healthyhelpings.org/assp_menus.htm or http://www.state.sc.us/dss/index.html

**Learning Point Associates:** A non-profit educational organization, which empowers educators to transform students learning by equipping them with research-based strategies and services that are user friendly, cost effective and responsive to the unique needs of the field.

**Contact Information:**
1120 East Diehl Road, Suite 200
Naperville, Illinois 60563
Phone: (630) 649-6500
Fax: (630) 649-6700
Chicago Office:
120 South LaSalle Street, Suite 1875
Chicago, Illinois 60603
Washington, D.C., Office:
1825 Connecticut Avenue NW
Washington, D.C. 20009
Website: http://www.learningpt.org

**National Center for Community Education:** The National Center for Community Education promotes community education by providing leadership training to people who are interested in community schools, as well as leadership training to further the development and skills of those implementing community education.

**Contact Information:**
1017 Avon Street
Flint, Michigan 48503
Phone: (810) 238-0463
Website: http://www.nccenet.org

**South Carolina Association for the Education of Young Children (SCAEYC):** The purpose of the South Carolina Association for the Education of Young Children shall be to serve and act on behalf of the needs, rights, and well-being of all young children, to encourage the study, interpretation, and improvement of their education and general well-being, to cooperate with other groups having compatible purposes, and to support and promote local SCAEYC chapters/cluster.

**Contact Information:**
Phone: (803) 516-4728
Fax: (803) 536-8895
Website: http://www.scaeyc.org

# D. Agencies and Organizations

**South Carolina Association of Nonprofit Organizations (SCANPO):**
SCANPO's mission is to improve charitable services to the citizens of
South Carolina by strengthening the leadership and management
capacities of non-profit organizations. This is accomplished through
advocacy, cost-saving programs, networking, information and resources
and education and training.

Contact Information:
SCANPO
900 Elmwood Ave., Ste. 101
Columbia, South Carolina 29202
Phone: (803) 929-0399
Fax: (803) 929-0173
Toll Free: (800) 438-8508
Website: http://www.scanpo.org

**South Carolina Department of Education:** The mission of the South
Carolina Department of Education is to provide leadership and services
to ensure a system of public education through which all students will
become educated, responsible, and contributing citizens.

Contact Information:
1429 Senate Street
Columbia, South Carolina 29201
Phone: (803) 734-8500
Fax: (803) 734-3389
Website: http://www.myscschools.com

**South Carolina Law Enforcement Division (SLED):** The primary mission of the State Law Enforcement Division is to provide quality manpower and technical assistance to law enforcement agencies and to
conduct investigations on behalf of the state as directed by the
Governor and Attorney General.

Contact Information:
South Carolina Law Enforcement Division
Central Records Department
P.O. Box 21398
Columbia, SC 29221
Phone: (803) 896-7043
Fax: (803) 896-7218
Website: http://www.sled.state.sc.us

**Schools Out South Carolina:** The Alliance promotes standards of
quality, improve the quality of existing programs, encourage and
facilitate programs where they are needed, and encourage and
facilitate partnerships to foster and improve programs.

Contact Information:
Post Office Box 63305
North Charleston, South Carolina 29419
Phone: (843) 740-9000 ext. 254
Website: http://www.schoolsoutsc.org

**21st Century Community Learning Centers:** The 21st CCLC Program
is a key component of President Bush's No Child Left Behind Act. It is
an opportunity for students and their families to continue to learn new
skills and discover new abilities after the school day has ended.

Contact Information:
1429 Senate Street
Columbia, South Carolina 29201
Phone: (803) 734-5804
Website: http://www.sde.state.sc.us

# **D.** Agencies and Organizations

**United Way Association of South Carolina:** Parent organization for United Way organizations in the South Carolina

**Contact Information:**
United Way Association of South Carolina
2711 Middleburg Drive, Suite 305
Columbia, South Carolina 29204
Phone: (803) 929-1000
Website: http://www.uwasc.org

**University of South Carolina School of Library and Information Science:** The mission of the University of South Carolina School of Library and Information Science is to provide and promote education and leadership in library and information science, services, and studies through the highest levels of teaching, research and service.

The BEST Center, affiliated with the Library School, serves as a previewing and reviewing center for recently published materials contributed by several prominent publishers. These contributions allow the BEST Center to provide educators, parents, students, and librarians with hands-on access to recent and award-winning books for children and young adults. The BEST Center also provides access to book reviews, bibliographies, professional journals, as well as other instructional materials.

**Contact Information:**
College of Mass Communications and Information Studies
University of South Carolina
Carolina Coliseum
Columbia, SC 29208
(803) 777-4105
Website: http://www.libsci.sc.edu/

**Voices for South Carolina's Children:** Voices for South Carolina's Children is an independent, non-profit child advocacy organization that works to improve the lives of children in the Palmetto State by providing information and resources to families, child advocates, lawmakers and concerned citizens on current children's issues.

**Contact Information:**
Post Office Box 11644
Columbia, South Carolina 29211
Phone: (803) 256-4670
Fax: (803) 256-8093
Website: http://www.scchildren.org

## Volunteers

### Books

Lynch, Rick and McCurley, Steve.
*Essential Volunteer Management. Directory of Social Change*, 1996.

Lynch, Rick and McCurley, Steve.
*Volunteer Management: Mobilizing All the Resources of the Community*. Heritage Arts Publishing, 1996

Macduff, Nancy.
*Volunteer Screening: An Audio Workbook*. MBA Publishing, 1996.

**Energize, Inc.:** Energize, Inc. is an international training, consulting and publishing firm specializing in volunteerism.

**Contact Information:**
5450 Wissahickon Ave.
Philadelphia, Pennsylvania 19144
Phone: (215) 438-8342
Fax: (215) 438-0434
Website: http://www.energizeinc.com

# D. Agencies and Organizations

**Points of Light Foundation:** The Points of Light Foundation & Volunteer Center National Network engages and mobilizes millions of volunteers who are helping to solve serious social problems in thousands of communities. Through a variety of programs and services, the Foundation encourages people from all walks of life — businesses, nonprofits, faith-based organizations, low-income communities, families, youth, and older adults — to volunteer.

**Contact Information:**
1400 I Street, N.W. Suite 800
Washington, DC 20005-2208
Phone: (202) 729-8000
Fax: (202) 729-8100
Website: http://www.PointsofLight.org
(navigation: Resources/Tip Sheets and
Resource Packets)

**Volunteer Today:** Volunteer Today is an e-newsletter for those who manage the work of volunteers in nonprofit, government or corporate programs. Its aim is two-fold: 1) build the capacity of individuals to organize effective volunteer programs; 2) enhance the profession of volunteer management.

**Contact Information:**
925 "E" Street Walla
Walla, Washington 99362
Phone: (509) 529-0244
Fax: (509) 529-8865
Website: http://www.volunteertoday.com

## Articles

**Allrecipies:** Allrecipes is home to one of the Internet's most comprehensive collections of cooking information. In the Advice section you'll find over 500 articles, tips, step-by-step photo tutorials, glossaries, and reference charts telling you everything you need to know about cooking, baking, grilling, entertaining, healthy eating, and more.

"After School Snacks that Everyone can Agree On", written by Jennifer Anderson, Managing Editor of Allrecipes.com, is highlighted in the Nutritious After-School Snacks section.

**Contact Information:**
400 Mercer Street, Suite 302
Seattle, Washington 98109
Phone: (206) 292-3990
Fax: (206) 292-1793
Website: http://allrecipes.com/advice/coll/
all/articles/629P1.asp

### Internet Sources - Websites

**FamilyFun.com:** FamilyFun.com has been providing families with creative ideas and real-life solutions. It's vibrant, user-friendly, and full of what parents need to make family life everything it can be.

**Contact Information:**
Website: http://www.familyfun.com

**ProHealth's WeightLossResource.com (USDA Food Guide Pyramid Overview and Components):** Home for Weight Loss news, support, and comprehensive nutritional solutions.

**Contact Information:**
2040 Alameda Padre Serra, Suite 101
Santa Barbara, California 93103
Customer Service: (800) 366-6056
Fax: (805) 965-0042
Website: http://www.weightlossresource.
com/resources/food-pyramid.cfm

# D. Agencies and Organizations

**Wilderdom: Index to Group Activities, Games, Exercises and Initiatives:** The activities on this site can be used in almost any setting with a wide variety of different groups. Typical applications are for experiential education and training, camps, group-based therapy and adventure-based programs. The purposes of each individual activity vary, but the general purpose is to stimulate personal growth and group development.

Contact Information:
Website:
http://www.wilderdom.com/games/AboutThisSite.html

## South Carolina Media List
(information current as of June 2005, subject to change)

### Daily Newspapers

Aiken
Aiken Standard
P (803) 648-2311
F (803) 648-6052

Anderson
Anderson Independent-Mail
P (864) 260-1275
F (864) 260-1276

Beaufort
The Beaufort Gazette
P (843) 986-5517
F (843) 524-8728

Bluffton
Carolina Morning News
P (843) 837-5255
F (843) 837-5266

Columbia
Associated Press
P (803) 799-5510
F (803) 252-2913

Seneca
Daily Journal-Messenger
P (864) 882-2375
F (864) 882-2381

Florence
Florence Morning News
P (843) 317-7261
F (843) 317-7292

Greenville
The Greenville News
P (864) 298-4457
F (864) 298-4395

Rock Hill
The Herald
P (803) 329-4068
F (803) 329-4021

Greenwood
The Index-Journal
P (864) 943-2525
F (864) 223-7331

Bluffton
The Island Packet
P (843) 706-8141
F (843) 706-3070

Sumter
The Item
P (803) 774-1272
F (803) 774-1210

Charleston
The Post and Courier

P (843) 937-5555
F (843) 937-5579

Spartanburg
Spartanburg Herald-Journal
P (864) 562-7425
F (864) 594-6350

Columbia
The State
P (803) 771-8456
F (803) 771-8430

Myrtle Beach
The Sun News
P (910) 754-9868
F (843) 626-0356

Orangeburg
The Times & Democrat

P (803) 533-5552
F (803) 533-5595

Union
Union Daily Times
P (864) 427-1234
F (864) 427-1237

# D. Agencies and Organizations

## Non-Daily/Community Newspapers

Abbeville
The Press & Banner
P (864) 366-5461
F (864) 366-5463

Bamberg
Kilgus Publishing
P (803) 245-5204
F (803) 245-3900

Barnwell
People-Sentinel
P (803) 259-3501
F (803) 259-2703

Belton
The Belton & Honea Path
News-Chronicle
P (864) 338-6124
F (864) 338-1109

Bennettsville
Marlboro Herald-Advocate
P (843) 479-3815
F (843) 479-7671

Bishopville
Lee County Observer
P (803) 484-9431
F (803) 484-5055

Blacksburg
Blacksburg Times
P (864) 839-2621
F (864) 839-5710

Camden
Camden Media Company
P (803) 432-6157
F (803) 432-7609

Charleston
Charleston Chronicle
P (843) 723-2785
F (843) 577-6099

Charleston City Paper
P (843) 577-5304
(843) 853-6899

Daniel Island News
P (843) 345-1563

Cheraw
Cheraw Chronicle
P (843) 537-5261
news@thecheraw
chronicle.com
F (843) 537-4518

Chesnee
Chesnee Tribune
P (864) 461-2815
F (864) 476-3511

Chester
News & Reporter
P (803) 385-3177
editor@onlinechester.com
F (803) 581-2518

Clinton
Clinton Chronicle
P (864) 833-1900
F (864) 833-1902

Clover
Clover Herald
P (803) 684-9903
F (803) 628-0300

Clover Voice
P (803) 222-4933
clovervoice@bellsouth.net
F (803) 222-4980

Columbia
Black News
(803) 799-5252
scbnews@aol.com
(803) 799-7709

Carolina Panorama
P (803) 256-4015
F (803) 256-6732

The Columbia Star
P (803) 771-0219
F (803) 252-6397

Free Times
P (803) 765-0707
editor@free-times.com
F (803) 765-0727

Conway
Conway Horry
Independent
P (843) 248-6671
F (843) 248-6024

Darlington
Darlington News and Press
P (843) 393-3811
F (843) 393-6811

Dillon
Dillon Herald
P (843) 774-3311
dillonnews@yahoo.com
F (843) 841-1930

Easley
Easley Progress/Monitor
P (864) 855-0355
F (864) 855-6825

Edgefield
The Edgefield Advertiser
(803) 637-3540
(803) 637-0602

Edgefield Citizen News
(803) 637-5306
citizennews@bellsouth.net
(803) 637-5661

Florence
The Community Times
P (843) 667-1818
F (843) 662-9880

News Extra
P (843) 317-6397
F (843) 317-7292

The News Journal
P (843) 667-9656
F (843) 611-7102

Fort Jackson
Fort Jackson Leader
(803) 751-1742
(803) 751-2272

Fort Mill
Fort Mill Times
P (803) 547-2353
F (803) 547-2321

Fountain Inn
Tribune-Times
P (864) 967-9580
F (864) 967-9585

Gaffney
The Cherokee Chronicle, Inc.
P (864) 488-1016
F (864) 488-1443

The Gaffney Ledger
P (864) 489-1131
F (864) 487-7667

Georgetown
Georgetown Times, Inc.
P (843) 546-4148
F (843) 546-2395

Goose Creek
Goose Creek Gazette
P (843) 572-0511
gcnews@bellsouth.net
F (843) 572-0312

Greenville
The Greenville Journal
P (864) 679-1250
news@greenvillejournal.
com
F (864) 679-1238

La Opinion Hispana
P (864) 246-4410

LINK
(864) 298-3761
(864) 298-4395
F (864) 246-5467

MetroBEAT
P (864) 232-4479
F (864) 370-0500

Greer
The Greer Citizen
P (864) 877-2076
F (864) 877-3563

Hampton
Hampton County
Guardian
P (803) 943-4645
hcguardian@islc.net
F (803) 943-9365

Hartsville
Hartsville Messenger
P (843) 332-6545
F (843) 332-1341

Inman
Inman Times
P (864) 472-9548
inmantimes@aol.com
F (864) 472-5398

Kershaw
Kershaw News-Era
P (803) 475-6095
newsera@comporium.net
F (803) 475-6095

Kingstree
The News
P (843) 355-6397
thenews@ftc-i.net
F (843) 355-6530

Lake City
Lake City News & Post
P (843) 394-3571
F (843) 394-5057

Lake Wylie
Lake Wylie Pilot
P (803) 831-8166
F (803) 831-0660

Lancaster
Carolina Gateway
P (803) 283-1154
F (803) 285-5072

The Lancaster News
P (803) 283-1133
F (803) 283-8969

Landrum
Landrum News Leader
P (864) 457-3337
F (864) 457-5231

Laurens
Laurens County
Advertiser
P (864) 984-2586
advertiser@charter.net
F (864) 984-4039

Leesville
The Twin-City News
P (803) 532-6203
F (803) 532-6204

Lexington
Chronicle and Dispatch
News
P (803) 359-2646
chronicleeditor@alltel.net
F (803) 359-2936

Loris
The Loris Scene
P (843) 756-1447
lsnews@sccoast.net
F (843) 756-7800

Manning
The Manning Times
P (803) 435-8422
F (803) 435-4189

Marion
Marion Star &
Mullins Enterprise
P (843) 423-2050
F (843) 423-2542

Mauldin
Latino
P (864) 627-1945
latino@innova.net
F (864) 627-1943

McCormick
McCormick Messenger
P (864) 465-3311
mccmess@wctel.net
F (864) 465-3528

Moncks Corner
The Berkeley
Independent
P (843) 761-6397
F (843) 899-6996

Mount Pleasant
Vida Latina
P (843) 388-8894
F (843) 388-0808

Myrtle Beach
Myrtle Beach Herald-Star
(843) 626-3131
mbherald@aol.com
(843) 448-4860

Newberry
The Newberry Observer &
Herald News
P (803) 276-0625
F (803) 276-1517

Ninety Six
The Star & Beacon
P (864) 543-3444
nsstar@inetgenesis.com
F (864) 543-3440

North Augusta
The Star
P (803) 279-2793
starstuff@northaugusta
star.com
F (803) 278-4070

## D. Agencies and Organizations

### Non-Daily/Community Newspapers

North Charleston
The Hanahan, Goose Creek and
North Charleston News
P (843) 744-8000
F (843) 744-5505
hanahancom@aol.com

North Myrtle Beach
Times Newspapers
P (843) 249-3525
nmbtimes@gte.net
F (843) 249-7012

Pageland
Pageland Progressive-Journal
P (843) 672-2358
ppj@shtc.net
F (843) 672-5593

Pawley's Island
Coastal Observer
P (843) 237-8438
editor@sccoast.net
F (843) 235-0084

Pickens
Pickens Sentinel
P (864) 878-2453
F (864) 878-2454

Ridgeland
Okatie Sun
P (843) 726-6161
jaspercountysun@yahoo.com
F (843) 726-8661

Sun Times Inc.
P (843) 726-6161
F 843) 726-8661

St. George
The Eagle-Record
P (843) 563-3121
eagle_record@bellsouth.net
F (843) 563-5355

St. Matthews
The Calhoun Times
P (803) 874-3137
thecalhountimes@alltel.net
F (803) 874-1588

Saluda
Saluda Standard Sentinel
P (864) 445-2527
sentinel@saludasc.com
F (864) 445-8679

Spartanburg
Spartanburg County News
P (864) 476-3513
F (864) 476-3511

Sullivans Island
Island Publications Inc.
P (843) 849-1778
editor@islandpapers.com
F (843) 849-0214

Summerville
Summerville Journal-Scene
P (843) 873-9424
F (843) 873-9432

Travelers Rest
The Travelers Rest Monitor
P (864) 836-6820
trnews@bellsouth.net
F (864) 836-8048

Walterboro
The Press & Standard
P (843) 549-2586
thepress@lowcountry.com
F (843) 549-2446

Westminster
Walhalla-Keowee Courier and the
Westminster News
P (864) 647-5404
westnews@bellsouth.net
F (864) 647-5405

Winnsboro
Herald Independent
P (803) 635-4016
F (803) 635-2948

Woodruff
Boiling Springs Sentry
P (864) 476-3513
F (864) 476-3511

Ware Shoals
Ware Shoals Observer
P (864) 456-7772
theobserver@emeraldis.com
F (864) 456-7122

Hemingway
The Weekly Observer
P (843) 558-3323
F (843) 558-9601

Whitmire
Whitmire News/
Woodruf News
P (803) 694-4444
F (803) 694-4444

Williamston
Williamston Journal
P (864) 847-7361
editor@thejournalonline.com
F (864) 847-9879

York
Yorkville Enquirer
P (803) 684-9903
F (803) 628-0300

### Television Stations

WBTW-TV
Florence
(843) 317-1342
(843) 317-1418

WCBD-TV
Mount Pleasant
(843) 884-2288
(843) 884-6624

WCIV-TV
Mount Pleasant
(843) 723-4403
(843) 849-2519

WCSC-TV
Charleston
(843) 402-5755
(843) 402-5744

WHNS-TV
Greenville
(864) 213-2121
(864) 987-1219

WIS-TV
(803) 758-1261
(803) 758-1278

WLTX-TV
Columbia
(803) 776-9508
(803) 776-1791

WOLO-TV
Columbia
(803) 735-9605
eyewitnessnews@wolo.com
(803) 691-4015

WPDE-TV
Conway
(843) 234-9733
(843) 234-9739

WRDW-TV
North Augusta
(803) 278-3111
(803) 442-4561

WSPA-TV
Spartanburg
(864) 587-4462
(864) 587-5430

WYFF-TV
Greenville
(864) 240-5258
(864) 240-5305

### Radio Stations

Columbia
SC News Network
P (803) 790-4319
F (803) 790-4309

WVOC-AM
P (803) 799-6399
news@wvoc.com
F (803) 376-4815

# Section IX. Forms & Templates

The forms and templates contained in this section can be found in the order below.
Each form or template is made up of a single page, unless otherwise noted.
You may make copies of these documents, or you may find electronic
versions of the documents on the compact disc included in this guide.

A_1    Action /Activity Plan Template
A_2    Action / Activity Plan Sample
B      Parent Survey
C      Parent Permission Form
D      Enrollment Form (two pages)
E      Transportation Authorization
F      Site Director Job Description
G_1    Volunteer Job Description
G_2    Volunteer Application (two pages)
G_3    Volunteer Evaluation (two pages)
H      Budget
I_1    Component and Activities Grid Template
I_2    Component and Activities Grid Sample
J_1    Daily Schedule Sample
J_2    Daily Schedule Template
J_3    Weekly Schedule Sample
J_4    Weekly Schedule Template
K      Advisory Board Member Job Description
L      Media and Communications Plan (six pages)
M      PAIRS Reporting Form
N      Reading Activity Plans (five pages)
O      Survivor's Test for Successful After school Initiatives (three pages)

# ACTION PLAN: OUT-OF-SCHOOL TIME PROGRAM

Date ____ / ____ / ____

Name of Program or Site _____

Plan Completed By _____

| Need/Problem/Concern Identified | Action To Be Taken | Planned Completion Date | Actual Completion Date | Who Will Be Responsible | Follow-Up and/or Comments (Were the plans met? Unforeseen Challenges, etc.) |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# ACTION PLAN: OUT-OF-SCHOOL TIME PROGRAM    Date ___/___/___

Name of Program or Site _____    Plan Completed By _____

| Need/Problem/Concern Identified | Action To Be Taken | Planned Completion Date | Actual Completion Date | Who Will Be Responsible | Follow-Up · Comments (Were the plans met? Unforeseen Challenges, etc.) |
|---|---|---|---|---|---|
| No policy in place to address Discipline | Develop and Distribute Policy | 8/2/2005 | 8/2/2005 | Program Director | Policy was developed and update in parent & participant handbook. |
| Paint is chipping on the walls in the 1st and 2nd Grade Room | Paint walls *Color: Soft yellow* | 8/31/2005 | 9/17/2005 | Site Coordinator, Volunteer Team; & Advisory Board | Deadline was not met due to the underestimated amount of work need in prepping the room for painting. |
| Insufficient storage for Arts & Crafts Supplies | -Purchase wall storage unit w/ shelves to store supplies<br><br>-Purchase clear plastic storage bins to organize and store supplies | 9/15/2005 | 9/14/2005 | Site Coordinator & Program Director | |
| | | | | | |

## JOHN DOE AFTER SCHOOL PROGRAM

12345 After School Drive ⋅ Anywhere, SC 29200 ⋅ (803) 333-3333

# PARENT SURVEY

Thank you for agreeing to participate in this survey. Your responses will help us in our efforts to continually improve the quality of programming. Please answer all questions honestly.

Date: ____/____/____

1. Total number of children attending program = _____

2. Please indicate your child's/children's age and grade:
Child One:      Age _____   Grade _____          Child Three:   Age_____   Grade _____
Child Two:      Age _____   Grade _____          Child Four:     Age_____   Grade _____

3. How many days each week does your child attend this program? _____

4. How long has your child attended this program?      _____Months      _____Years

5. The program staff interacts positively with children?
☐ Always        ☐ Sometimes ☐ Never

6. The program staff interacts positively with parents/guardians?
☐ Always        ☐ Sometimes ☐ Never

7. I receive information about my child's progress in the program:
☐ Daily         ☐ Weekly         ☐ Monthly       ☐ Yearly

8. I have volunteered with this program?          ☐ Yes      ☐ No

9. I am interested in volunteering with the program. ☐ Yes        ☐ No          ☐ Not at this time

10. I think this program is positively impacting my child.       ☐ Yes ☐ No

11. My child enjoys participating in the program?
☐ Yes ☐ No   ☐ Sometimes

12. I talk to my child about what he/she is doing in the program:
☐ Always    ☐ Sometimes      ☐ Never

13. What do you like <u>most</u> about your child's program?
_____
_____

14. What areas of the program need improving?
_____
_____

Thank You!

## JOHN DOE AFTER SCHOOL PROGRAM
12345 After School Drive · Anywhere, SC 29200 · (803) 333-3333

# PARENT PERMISSION FORM

Participant's Name _____     Age _____

Address _____

Phone _____     E-mail _____

I, _____, give _____
   Parent/Caregiver Name           Child's Name

permission to participate in the field trip to the SC State Museum on September 30, 2005.

I also authorize _____ to represent the JOHN DOE AFTER SCHOOL PROGRAM in the media if such an opportunity occurs.

_____   _____
**Parent/Caregiver's Signature**       **Date**

## JOHN DOE AFTER SCHOOL PROGRAM
12345 After School Drive · Anywhere, SC 29200 · (803) 333-3333

# 2004-2005 Enrollment Form

**PERSONAL INFORMATION**
Program Name: _____     Date: _____

Child's Name _____     Age _____   Grade _____
Address _____
City, State and Zip Code_____
Telephone: _____

Name of School that the Child Attends_____

Mother's Name _____     Phone _____
Address _____
Father's Name _____     Phone _____
Address _____
Custodial Parent's Name _____
Home Phone _____   Work Phone _____   Cellular/Pager _____

**ARRIVAL AND DEPARTURE INFORMATION**
How will the child get to the center? _____
Scheduled time of child's arrival and departure each day _____

*(Please specify below days and times different than regular time of arrival and departure.)*
Monday_____     Tuesday_____     Wednesday_____     Thursday_____     Friday_____

Authorized Person(s) to pick child up from center and their relationship to the child:
Name _____     Relationship _____
Name _____     Relationship _____

**MEDICAL INFORMATION**
Condition of child's general health _____

Is the child presently taking any kind of medication? Yes___   No___
If yes, give name of medication _____

List any major illness that the child has or has had (for example: Sickle cell, diabetes, heart murmur)
_____

Does the child have allergies or reactions to food, insect bites or other substances? Yes ___   No_____
If yes, please explain:
_____

1

Do you have insurance? Yes _____ No_____
Carrier Name _____
Insured Name and Policy Number _____
Company/Group Name _____

IN THE CASE OF AN EMERGENCY, WHOM SHOULD WE CONTACT?
Name                          Phone                     Relationship

_____
_____

Doctor's Name, Address, and Telephone Number:
_____

If the child requires emergency assistance, do you have a hospital of preference?
_____

Do you live in Columbia Housing Authority Property? Yes_____ No_____
If yes, what area: _____

---

**PARENT/GUARDIAN AGREEMENT FORM**
To the best of my knowledge, the information on this form is correct. I will immediately notify the center if any changes occur,


_____
Signature of Parent/Guardian                          Date

**I AGREE**
1. to provide the required proof of birth and immunization records on my child.
2. That any pictures taken of my child may be used in newspapers, displays, bulletin boards, or other types of educational publications.
3. That my child may accompany his/her class on all scheduled field trips.

**WAIVER AND RELEASE**
1. I do certify that to the best of my knowledge, my son/daughter is physically and mentally able to participate. I understand that I cannot hold the [Name of Program], its staff, or [anyone else affiliated with center] responsible for any accident or injury sustained while participating in the [Name of Program]. I agree to hold the center and staff harmless from any claim, loss, damage, judgment, suit, or expenses arising or resulting from any such accident or injury.

2. That in case of an emergency, I understand every effort will be made to contact the parents or guardians. If the parent/guardian cannot be reached, I give my permission to the center's staff to secure the needed emergency medical care.


_____
Signature of Parent/Guardian                          Date

2

# TRANSPORTATION AUTHORIZATION

*To Whom It May Concern:*

I, _____, do hereby authorize the
                  (Parent or Guardian Name)

**John Doe After School Program** to pick up my child, _____,
                                             (Child's Name)

from _____,
                        Name of School

unless otherwise notified by myself or the **John Doe After School Program**.


_____
Parent/Guardian Signature                                Date


_____
John Doe After School Program Representative Signature      Date

**JOHN DOE AFTER SCHOOL PROGRAM**
12345 After School Drive · Anywhere, SC 29200 · (803) 333-3333

# Site Director Job Description

**JOB TITLE:** Site Director      **REPORTS TO:** Program Director
**LOCATION:** Columbia, South Carolina      **APPROVED BY:** Advisory Board

_____

SUMMARY OF DUTIES
Responsible for the programs daily activities and supervision of program staff

RESPONSIBILITIES

- Plan and coordinate daily program activities
- Purchase program materials and supplies
- Maintain all program records and files (attendance, discipline, registration, release, etc.)
- Manage program staff (supervision, evaluation, timesheets)
- Responsible for the oversight of program policies and procedures

WORK EXPERIENCE

*Minimum:* 1 year of experience working with school-age children

*Preferred:* 1 year of experience programming for school-age children

EDUCATION REQUIREMENTS

*Minimum:* High School Diploma or GED

*Preferred:* Associate's Degree (In related field)

# Volunteer Job Description

Job Title: Volunteer

Job Description: Volunteers play a staff member role, including working directly with students one-on-one and in groups, leading activities, teaching classes, and managing behavior. Volunteers are supported with professional development and training as needed.

Responsibilities: Meeting and/or greeting youth after school, supporting and participating in structured activities such as, games and offsite events, working with youth in a group and individual setting, assisting in group facilitation and behavior management, and involvement in staff development.

Volunteers must have flexible hours between 2:30 pm – 6:30 pm Monday – Friday.

Skills Required: Experience and comfort working with children and/or youth and the ability to work closely in a team setting. There is a minimum age requirement of 18 for volunteers.

Source: http://www.citywild.org/docs/cityWild_volunteers.pdf

12345 After School Drive · Anywhere, SC 29200 · (803) 333-3333

## Application Form for Potential Volunteers

Date _____

**PERSONAL INFORMATION**
Name (First, Last, MI): _____
Address _____
City/State _____ Zip _____
Home Phone _____ E-mail Address _____
Date Of Birth _____ Gender _____ Marital Status _____
Citizenship _____ Social Security Number _____

**EDUCATION**
**High School** Name/Address_____ Years Attended ____
Degree/Major                          Years Attended


**College**
Graduate School

Military Service: Branch _____ Rank _____ Years of Service ___

Do you anticipate any family or vocational changes during next 12 months? Please explain.

Prior volunteer experience months:

Physical/Emotional illness during last 5 years:

Have you ever been arrested or convicted or a crime?

Date of Arrest:

Explain:

This information is confidential. List names, addresses and phone numbers of two (2) persons to be contacted for personal references. Persons listed must have known you for a year or more. One person should be a co-worker. Do not list relatives.

Name:                                   Occupation:
Address:                                City/State/Zip:
Work Phone Number:                      Home Phone Number:

Name:                                   Occupation:
Address:                                City/State/Zip:
Work Phone Number:                      Home Phone Number:


Name of person granting leave time:
Phone Number:

**Employment (Give history of 5 years)**

Present Employer:                                 Occupation:
Address:
City/State:                                       Zip:
Work Phone Number:                        Fax Number:
Work hours/shift:                       Supervisor's Name:

Previous Employer:                             Occupation:
Address:
City/State:                                         Zip:
Work Phone Number:                        Fax Number:
Work hours/shift:                       Supervisor's Name:

Previous Employer:                             Occupation:
Address:
City/State:                                         Zip:
Work Phone Number:                        Fax Number:
Work hours/shift:                       Supervisor's Name:


**Applicant's Statement**
I hereby certify that all information on this application form to be true to the best of my knowledge.

Applicant's printed name:

Applicant's signature: _____
(date)

# JOHN DOE AFTER SCHOOL PROGRAM

12345 After School Drive · Anywhere, SC 29200 · (803) 333-3333

# <u>Volunteer Evaluation Form</u>

**Please take a moment to tell us about your experiences with the program**

Name (optional)_____

Duties Assigned

_____

How often did you volunteer?

_____

**Please indicate the appropriate number response to each question.**
**5-Outstanding   4-Very Good   3-Average   2-Fair   1-Poor   NA- Not Applicable**

**Program**

Provided input on how best to work with student         _____
Needed materials or equipment were available         _____
Consistency of schedule provided for visits         _____
Preparation for your visit         _____
Orientation
Fact sheet on the program         _____
Contact information
Map provided         _____
Background information of the program and what to expect   _____
Volunteer Assignment
Match between your skills and the job         _____
Meaningful tasks         _____
Support from program director when needed         _____
Expectations of the job were correct         _____

**Overall**

Effectiveness of program         _____
Supervision         _____
Appreciation of volunteers         _____
Job satisfaction         _____

Did you feel as though you were helping the students/children?      ____Yes   ____No

Did you usually have a good relationship with your students?          ____Yes ____No

If you answered no to any of the questions above, please explain:



Did you enjoy being a volunteer?                                    ____Yes  ____No

Do you plan to be a volunteer next year?                            ____Yes ____No

What suggestions do you have for future training?



What other activities would you like to do in the classroom?



How did you learn about the volunteer program?



Other comments:

# JOHN DOE AFTER SCHOOL PROGRAM
12345 After School Drive · Anywhere, SC 29200 · (803) 333-3333

# Organizational Budget

**Operational Year:** August 1, 2005 - June 30, 2006

|  | Year 1 |
|---|---|
| **REVENUE** | |
| Donations | $ 3,000 |
| Membership Fees | $ 4,000 |
| Grant *(C.L.W. Foundation)* | $ 3,000 |
| *Total Revenue* | *$ 10, 000* |
| | |
| **PROGRAM EXPENSES** | |
| Salaries/Stipends | $ 800 |
| Supplies | $ 1,500 |
| Food | $ 500 |
| Transportation | $ 5,500 |
| Training | $ 250 |
| *Total Program* | *$ 8,550* |
| | |
| **Fixed EXPENSES** | |
| Rent | $ 1,100 |
| Telephone | $ 350 |
| *Total Capital* | *$ 1, 450* |
| | |
| **TOTAL EXPENSES** | **$ 10,000** |
| | |

**Component and Activities Grid**: This schedule defines specific components and activities planned for after school programming.

Month: _____

| Component | Activities | Duration | Frequency | Leader |
|-----------|-----------|----------|-----------|--------|
|           |           |          |           |        |
|           |           |          |           |        |
|           |           |          |           |        |

**Component and Activities Grid**: This schedule defines specific components and activities planned for after school programming.

Month _____

| Component | Activities | Duration | Frequency | Leader |
|---|---|---|---|---|
| **Check-in, Mix n' Mingle & Snacks** | Allows participants the opportunity to enjoy snacks and socialize with others before instructional planning is started | 30 minutes | Everyday | June Thomas |
| **Homework/Study Sessions** | This time is provided for participants to concentrate on lessons learned during the school day and to focus on completing assigned homework | 1 hour | Everyday with the exception of Friday's (according to sample weekly schedule) | May Reese |
| **Enrichment Activity** | These activities are designed to stimulate participants thinking and creativity | 45 minutes | Everyday | April Mott |

**Daily Schedule**: This schedule reflects assigned daily duties for staff and participants. It is important for a routine schedule to be in place, in order to, keep time management and organizational skills up to par.

**Today's Date** _____

| Time | Activity/Activities |
|------|---------------------|
| 3:00 p.m. | **Check-in (Arrival), Mix n' Mingle & Snacks**<br>(Participants can enjoy snacks and socialize before instructional activities are started) |
| 3:30 p.m. | **Homework/ Study Sessions**<br> (Allows participants to review information discussed during school hours) |
| 4:30 p.m. | **Enrichment Activity**<br>(Special activities designed to stimulate participants thinking and creativity) |
| 5:15 p.m. | **Cleanup, Free Time and Dismissal** |

**<u>Daily Schedule</u>**: This schedule reflects assigned daily duties for staff and participants. It is important for a routine schedule to be in place, in order to, keep time management and organizational skills up to par.


**Today's Date** _____

| Time | Activity/Activities |
|------|---------------------|
| **3:00 p.m.** | |
| **3:30 p.m.** | |
| **4:30 p.m.** | |
| **5:15 p.m.** | |

**Weekly Schedule**: This schedule reflects weekly assigned duties for staff and participants. It provides a complete breakdown for the entire week.

**Week of**: _____

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **3:00** | Check-in, Mix n' Mingle & Snacks | Check-in, Mix n' Mingle & Snacks | Check-in, Mix n' Mingle & Snacks | Check-in, Mix n' Mingle & Snacks | Check-in, Mix n' Mingle & Snacks |
| **3:30** | **Homework/Study Sessions** | **Homework/Study Sessions** | **Homework/Study Sessions** | **Homework/Study Sessions** | FRIDAY MOVIE DAY |
| **4:30** | **Enrichment Activity**<br><br>**5-10:**<br>Reconstructing Artifacts<br><br>**10-14:**<br>A Symbol of Myself<br><br>**14-18:**<br>The African American Experience | **Enrichment Activity**<br><br>**5-10:**<br>W. African Dance Club<br><br>**10-14:**<br>Celtic Harps<br><br>**14-18:**<br>The African American Experience | **Enrichment Activity**<br><br>**5-10:**<br>Flight and Motion<br><br>**10-14:**<br>Cooperative Creators Club<br><br>**14-18:**<br>Women in Science | **Enrichment Activity**<br><br>**5-10:**<br>Kalendar Kidz<br><br>**10-14:**<br>Sports and Hobby Math<br><br>**14-18:**<br>Snack Palace | **Enrichment Activity**<br><br>**Collective Activity for All Age Groups** |
| **5:15** | Cleanup, Free Time & Dismissal | Cleanup, Free Time & Dismissal | Cleanup, Free Time & Dismissal | Cleanup, Free Time & Dismissal | Cleanup, Free Time & Dismissal |

**Weekly Schedule**: This schedule reflects weekly assigned duties for staff and participants. It provides a complete breakdown for the entire week.

**Week of:** _____

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--------|---------|-----------|----------|--------|
|      |        |         |           |          |        |
|      |        |         |           |          |        |
|      |        |         |           |          |        |
|      |        |         |           |          |        |

**Advisory Member/ Board of Directors – Sample Job Description**

**GENERAL STATEMENT OF DUTIES**

The primary responsibilities of the (*name of program*) Board of Directors include setting policy; hiring, firing and evaluating the Executive Director; evaluating the program; representing (*name of program*) in the community; and giving and raising money. The Board works closely with the Executive Director to ensure program effectiveness, quality, and integrity.

**EXAMPLES OF DUTIES**

• Develop and implement plans for fundraising;
• Review and approve budgets to ensure financial solvency;
• Approve program plans and authorize implementation of new or modified programs;
• Develop short- and long-range plans;
• Evaluate the effectiveness of the organization in fulfilling its mission;
• Provide guidance to the Executive Director;
• Establish Board objectives and monitor degree of achievement;
• Represent our program to the public, including sources of financial support;
• Communicate public needs and interests to our program;
• Fulfill legal responsibilities by adhering to applicable federal, state and local laws in governance of our program;
• Establish and update required policies;
• Actively serve on at least one committee and participate in decision making by attending Board meetings;
• Nominate and elect new Board members;
• Meet minimum financial commitments set by the Board;
• Assist with special program projects; and
• Participate in all fundraising events.

**HOURS**
Meetings are held on (*day*) from (*timeframe*). They are held at (*meeting location*).

**QUALIFICATIONS**
Our Agency strives to maintain a variety of skills and talents on the Board. Examples of qualifications sought include excellent organizational skills, management background, knowledge of local community and resources, outstanding communication skills, ability to work well with a wide spectrum of people, creative thinker, self-starter, budget/financial/fundraising experience, public relations background and human resources expertise.

**Contact:**
**Meadow Valley Baptist Church Afterschool Program**
**Jill Smith, (803) 555-1213**

**Mayor to Visit Local Reading Program**
**Mayor Joins School Superintendent in Honoring Students and Program**

Mayor Murray Johnson and Ridgeville 1 Superintendent Burt Weathersby will visit Meadow Valley Church Afterschool Program's Reading Program, Academic Power Hour, on Wednesday, January 8, 2005. The mayor and superintendent will congratulate the program's students, staff, and volunteers on their highly successful program focusing on boosting the reading scores of the participating children. The mayor will present Meadow Valley's pastor, Rev. William Rivers, and the Program Director, Jill Smith, with a certificate commending the student's accomplishments and will tour the church and observe the students in action.

Since the reading program's inception in January 2001, over 200 students from area schools have participated in the academic enrichment program, which works with middle school students in need of assistance in the areas of reading and writing. An assessment of standardized scores from participating students show a marked improvement in English Language Arts. The program operates after school and during the summer months and is operated by members of the site church, Meadow Valley Baptist Church.

Members of the press are invited to cover the event.

**WHO:**    Mayor Murray Johnson
Ridgeville 1 Superintendent Burt Weathersby
Rev. William Rivers, Meadow Valley Church Pastor
Jill Smith, Academic Power Hour Coordinator

**WHAT:**    Presentation of certificates to graduates Meadow Valley Baptist
Church's academic enrichment program

**WHY:** To commend the students, staff, and volunteers fro their
community service and dedication to the academic performance of students.

**WHEN:**    Wednesday, January 8, 2005

**WHERE:**    Meadow Valley Baptist Church
35 Grove Lane
Anytown, SC 20000

**CONTACT:**   Jill Smith, (803) 555-1213. jillsmith@meadowvalley.org
###

*Sample News Release*

*For Immediate Release: January 8, 2005*

**Contact:**
**Meadow Valley Baptist Church Afterschool Program**
**Jill Smith, (803) 555-1213**


**Mayor Honors High Performers of Local Reading Program**
***Mayor Joins School Superintendent in Honoring Students and Program***

ANYTOWN, SC -- The success of 25 students and 12 volunteers with the Academic Power Hour Program, based at Meadow Valley Baptist Church, have made their program a local and state model for academic enrichment initiatives.

Today, Mayor Murray Johnson and Ridgeville 1 Superintendent Burt Weathersby visited Meadow Valley Church Afterschool Program's Reading Program, Academic Power Hour. The mayor and superintendent will congratulate the program's students, staff, and volunteers on their highly successful program focusing on boosting the reading scores of the participating children. Volunteers in the after school/summer program helped the children raise their reading levels by 20 percent.

"The children at Meadow Valley are excited about reading and it is evident in their scores. The volunteers are just as proud of their success. Programs such as this one show that we can all make a tremendous difference in the lives of our children," Mayor Johnson stated.

The mayor presented Meadow Valley's pastor, Rev. William Rivers, and the Program Director, Jill Smith, with a certificate commending the student's accomplishments. He and the school superintendent toured the church and the program, observing the students as they were tutored in reading and writing.

Since the reading program's inception in January 2001, over 200 students from area schools have participated in the academic enrichment program, which works with middle school students in need of assistance in the areas of reading and writing. An assessment of standardized scores from participating students show a marked improvement in English Language Arts. The program operates after school and during the summer months and is operated by members of the site church, Meadow Valley Baptist Church.

*###*

**SAMPLE MARKETING / COMMUNICATIONS PLAN**

**1. Set goals for the following:**

- Public awareness;
- Funding; and
- Mentors.

**2. Assign one person to coordinate and oversee efforts.**

**3. Engage the Board (Advisory Group):**

- Provide information;
- Elicit approval; and
- Allow Board members to become active marketers soliciting mentors and/or donors.

**4. Create marketing materials:**

- Flyers;
- Brochures;
- Press releases;
- Short bulletins suitable for newsletters, religious organizations, civic associations and companies;
- Draft an introductory letter; and
- Compile materials into a program packet.

**5. Make assignments:**

- Group 1—schools, libraries;
- Group 2—chamber of commerce, Rotary, Kiwanis and so on;
- Group 3—religious organizations;
- Group 4—civic associations, women's clubs;
- Group 5—police, fire department, municipal officials; and
- Group 6—large companies.

**6. Report the following out:**

- Interim status;
- Problems; and
- Follow-up action need

# COMMUNICATING WITH VARIOUS AUDIENCES

**Audience #1: Business Community – corporations, small business, labor, professional associations.**
Objective: To generate volunteers, internships/jobs, funding.

Forms of Promotion:
- Out-of-school time program articles in corporate newsletters and trade magazines;
- Presentations to corporate volunteer councils and private industry councils; and
- Information packet/brochure and letter to community affairs/public relations departments (requires telephone follow-up).

Benefits of Involvement:
- Publicity as an active, positive corporate citizen;
- An increase in the number of self-sufficient individuals and a better educated/trained workforce; and
- More highly motivated employees who are proud to work for an involved, caring organization.

**Audience #2: Local Media – TV, radio, newspapers.**
Objectives: To position your program as a new, exciting way of enhancing community support services; to assist in recruitment and funding assistance for general public; to provide volunteers, guest speakers, and internships/jobs.

Forms of Promotion:
- Send press releases and information packets to community affairs/public relations departments, news departments, columnists and producers of special features (columns or talk shows).
- Position program as a newsworthy item. Prepare news releases from a variety of perspectives:
- Unique collaboration among a variety of agencies;
- Human interest focus on the volunteer (can be tied into volunteer recognition themes);
- Issue focus on ultimate goal of program, such as increased job retention, decreased school dropouts, prevention of substance abuse, reduced welfare dependency or career development (can be tied into media's interest in covering a particular issue); and
- The impact of volunteer relationships (can be tied into national service, points of light" volunteerism angle).
- Develop public service announcements. Work with a TV station to tie into theme of existing media (e.g., Volunteer Connection, Time to Care, Youth Plus; check with your local PBS station, many of which are involved with special features on mentoring).

Benefits of Involvement:
- Less work for media to research news stories; and
- Media organization positioned as concerned corporate citizen and community partner.

**Audience #3: Fraternal/Civic Volunteer Organizations – Kiwanis, Lions, Jaycees, Chamber of Commerce, Junior League and so forth.**

Objective: To recruit volunteers and generate in-kind support.

Forms of Promotion:
- Articles in organizational newsletters/magazines;
- Presentations to members; and
- Letter and information packet to organization's public relations/community affairs person.

Benefits of Involvement:
- Increased opportunity for civic involvement; and
- Recognition of volunteer efforts of members.

**Audience #4: Local Government – department of human services, social service, state/city offices of volunteerism, welfare offices.**
Objectives: To recruit volunteers; to encourage word-of-mouth promotion; to generate awareness among potential volunteers

Forms of Promotion:
- Articles in government newsletters;
- Presentations; and
- Literature/posters in local client offices of welfare/social services.

Benefits of Involvement:
- Expanded network of service;
- Alternative to one-to-one support for clients, which overburdened government offices cannot provide;
- Opportunity to link clients with comprehensive services; and
- New volunteer opportunities for government employees.

**Audience #5: Schools/Universities.**

Objective: To recruit volunteers, Obtain assistance in staff training and development, help to develop activities, potential site location

Forms of Promotion:
- Presentations to board of education, PTAs, university student associations and faculty;
- Articles/feature stories in newsletters and students newspapers; and
- Special events to bring participants/volunteers/students/parents together.

Benefits of Involvement:
- Motivated, informed students; and
- Recognition as an active institution responsive to community needs.

**Audience #6: Health/Human Services Agencies.**

Objectives: To obtain cooperation of the health and human services agencies in the community. To recruit program participants and potential to obtain funding

Forms of Promotion:
- Articles in nonprofit newsletters/publications;
- Information packet for organization's volunteer coordinator, public relations head, executive director; and

          • Task force of service providers convenes to look at impact of what you are doing.

Benefits of Involvement:
          • Enhanced network of social services;
          • Visibility and recognition highlighting cooperative efforts; and
          • Increased opportunities for client referral.

## Audience #7: Churches.

Objectives: To recruit volunteers. To generate awareness among possible participants and parents/caregivers; obtain potential funding and other in-kind gifts and donations

Forms of Promotion:
          • Informal networks of various denominations to publicize need for mentors;
          • Church bulletins; and
          • Articles in regional religious newspapers.

Benefits of Involvement:
          • Opportunity for expanded outreach and ministry; and
          • Recognition of church members' efforts.

## Audience #8: Community Foundations/Other Funding Sources.

Objective: To generate contributions and in-kind support.

Focus of Promotion:
          • Formal proposal focusing on the interests and mission of the foundation.
Benefits of Involvement:
          • Visibility; and
          • Tangible enhancement of their missions.

Your marketing plan should be detailed but flexible. You should take advantage of marketing opportunities. Almost always, your best opportunities stem from individual success stories and positive program outcomes. Keep a file of success stories—the media love them. They're valuable for recruitment, too.

Plan to develop promotional materials that help achieve your goal. At a minimum, you will probably want
          • A volunteer outreach brochure;
          • A participant outreach brochure;
          • A fact sheet about your organization and your partner (s); and
          • Program letterhead.

Avoid the temptation to combine the Volunteer and participant brochures to save money. The benefits are different for each group. A combined brochure will waste money in the long run.

# PAIRS Program Reporting Form

Program Name: _____

Coordinator: _____

Please indicated the number of volunteers and young people participating in your program?

Active volunteers: _____                     Active youth participants: _____

Volunteer Hours     _____
                    Name                       Date                   Hours Worked

                    _____
                    Name                       Date                   Hours Worked

                    _____
                    Name                       Date                   Hours Worked

Student Performance  In terms of improving student performance, what were the primary objectives and accomplishments for your program during the last three months?

| Dates | Objective | Accomplishment |
|-------|-----------|----------------|
|       |           |                |
|       |           |                |
|       |           |                |
|       |           |                |
|       |           |                |

What other outcomes within your program can be measured?




What would you like to improve about your program?




I would like PAIRS to send me information regarding:        ___ Affiliate Membership
                                                            ___ Funding
                                                            ___ Training Models
                                                            ___ Media Relations
                                                            ___ Evaluation / Reporting

What are you planning to accomplish with your program during the next 3 months? How can PAIRS assist you?




**Please return form to:**     **Dana Yow, PAIRS Coordinator**
                                **Fax:** (803) 734-6167 ● **Phone:** (803) 734-6164 ● **E-mail:** danay@eoc.state.sc.us

# READING ACTIVITY PLAN #1: ONE-ON-ONE TUTORING (30 minutes)

Date ___/___/___          Plan Completed By _____

Name of Volunteer:

Name of Child:

| Activity | Approximate time in minutes | Follow-Up and Comments (Were the plans met? Unforeseen Challenges, etc.) |
|---|---|---|
| Select a book and read to the child. | 10 | |
| Talk with the child about the book. | 2 | |
| Listen to the child reread several books that she has read in classroom instruction | 8 | |
| Reread a favorite book that you and the child have read together before. Invite the child to join in on familiar parts. Do it twice if there is time. | 5 | |
| Write a sentence together about the story. | 5 | |

# READING ACTIVITY PLAN #2: ONE-ON-ONE TUTORING (30 minutes)

Date ___/___/___          Plan Completed By _____

Name of Volunteer:

Name of Child:

| Activity | Approximate time in minutes | Follow-Up and Comments (Were the plans met? Unforeseen Challenges, etc.) |
|---|---|---|
| Listen to the child reread several books that she has heard in classroom instruction | 10 | |
| Ask the child to choose one or two books and reread them. | 5 | |
| Introduce a new book and read it with the child. Ask the child to draw the part she likes best. Write a dictated sentence below the child's picture. Use inexpensive books children can keep. | 10 | |
| Talk about what the child will do with the book at home. | 5 | |

# READING ACTIVITY PLAN #3: ONE-ON-ONE TUTORING (30 minutes)

Date ___/___/___          Plan Completed By _____

Name of Volunteer:

Name of Child:

| Activity | Approximate time in minutes | Follow-Up and Comments<br>(Were the plans met? Unforeseen Challenges, etc.) |
|---|---|---|
| Read a book aloud to the child. This might be a favorite book that she has heard before or a new selection. | 8 | |
| Invite the child to make a book like the one you read. Talk about what you might say in the book. | 2 | |
| Make the book, rereading each page as you add words and rereading from the beginning each time you add a page. Paste on pictures or help the child draw them. | 20 | |

# READING ACTIVITY PLAN #4: ONE-ON-ONE TUTORING (45 minutes)

Date ___/___/___        Plan Completed By _____

Name of Volunteer:

Name of Child:

| Activity | Approximate time in minutes | Follow-Up and Comments (Were the plans met? Unforeseen Challenges, etc.) |
|---|---|---|
| Read a book aloud to the child. This might be a new selection or a favorite book that has been read before. | 10 | |
| Listen to the child read several books from her book box. | 20 | |
| Assist the child in writing a page for her journal. Reread what is written. Write a response to what the child has written for her to read. | 15 | |

# READING ACTIVITY PLAN #5: ONE-ON-ONE TUTORING (45 minutes)

Date ___/___/___          Plan Completed By _____

Name of Volunteer:

Name of Child:

| Activity | Approximate time in minutes | Follow-Up and Comments<br>(Were the plans met? Unforeseen Challenges, etc.) |
|---|---|---|
| Ask the child to reread the books in her book box. | 10 | |
| Invite the child to make another book and talk about it. | 5 | |
| Make a book, rereading each page and the whole book. | 20 | |
| Let the child choose a book for you to read aloud and read it. | 10 | |

# Survivors' Test For Successful After School Initiatives

Can your out-of-school time programs handle the heat and pressure to survive/be sustained? Take this test and see how your programs score.

I. The first ingredient for surviving is that your program has to be successful and full of quality elements. How does your program stack up? On each element rate your program from 10 to 1 (high to low).

**Success and Quality Ingredients-The "Six E's":**

_____ENGAGING (A rating of "10" should have at least these indicators.)

- ✓ We balance academics with fun activities, enrichment opportunities, and youth development.
- ✓ We are aggressively reaching out to children who need extra time and help to achieve and have a significant percentage of students and families who previously were not involved.

_____ENRICHING

- ✓ The students regularly participate in intentional learning that reinforces and stretches their skills (e.g., the arts, technology, 2nd and 3rd languages, interest clubs—chess, filming and international).
- ✓ The learning activities are linked to the school day, help the children "catch up and keep up," but are not "drill and kill" worksheets; however, they do embed state academic standards.
- ✓ Students are involved in asset mapping to support the program and it's development.

_____EXTRA CONNECTIONS, HANDS AND HOPE

- ✓ Participants have mentors and tutors to learn basic skills and see first-hand how their learning relates to their future (e.g., senior citizens, college students as well as from local businesses).
- ✓ Civic, youth, and faith-based groups and CBO's help deliver engaging and enriching content and connect the young people and their families to positive activities in the community.
- ✓ Cultural groups daily supply artists and music instructors.

_____EDUCATIONAL EXPERTISE ALSO FLOWS FROM THE SCHOOLS TO THE COMMUNITY

- ✓ The school's learning resources (e.g., library, computers, fitness equipment, drama and music facilities, and language labs) are made available as organized community learning centers.
- ✓ Students do community service - - teach what they know to adults and senior citizens (e.g. computers, 2nd languages), maintain neighborhood libraries, and tutor younger students.

_____EXCELLENCE and HIGH EXPECTATIONS

✓ We have expected outcomes, measure them, and report them loudly and often to everyone touched by the program (i.e., better grades, lower discipline referrals, and better attendance).
✓ Very direct connections and experiences are made available to help parents and students see and learn the pathways to college and promising careers.

_____ENERGETIC STAFF

✓ Our staff is energetic, even at 5 pm, and they regularly upgrade their skills.
✓ They link to the regular classroom teachers and community groups and resources.
✓ The teachers and mentors in the program are real advocates for the program in the community.

_____**Subtotal:** What is your score on this first half of After School Survivor Test?
Spring

**II.** The second ingredient for surviving and sustaining after school and summer programs is diversified funding and strong school-family-community connections. Rate Each Element from 10 to 1 (high to low):

_____PARENT CONTRIBUTIONS AND SUPPORT (A rating of 10 should include all indicators)

✓ The activities and projects reflect what families want to enhance their children's opportunities and to enhance their own skills, and we have an easily accessible parent resource center.
✓ Parents and family members regularly contribute in a variety of ways (e.g., volunteering time, paying on a sliding fee schedule), and they bring in other community resources.
✓ They advocate for and recruit support from others for increased local, state and federal funding.

_____DIVERSIFIED FUNDING

✓ We are entrepreneurial and position ourselves for new funding opportunities (e.g., Title I Supplemental Services, AmeriCorps) and seek funding from city and county governments.
✓ We are staffed to handle a mixture of local, state, federal, and private funding.
✓ The local school board, superintendent, town and county leaders, and United Way support our programs because we supply them and other key leaders with solid evaluation data.
✓ We recognize all kinds of resources and invite all kinds of contributions.

_____"IN-KIND" RESOURCES ARE FULLY USED

✓ We have the buy-in of key teachers and the principal and use the school's computer and language labs, library, art and music rooms, and sports facilities.
✓ We recruit, organize and train college and high school students as tutors as well as reach out to members of faith-based organizations and employers to secure mentors.
✓ Parks, recreation and the public libraries are working with us, and our activities are connected.

_____WIN-WIN PARTNERSHIPS

✓ We work with local high schools and colleges to recruit students to earn service and internship hours and help with the program.
✓ Local museums, public libraries, and cultural facilities offer projects for our students at their sites and ours.
✓ Communities in Schools, Y's, 4-H, Junior Achievement, Boys and Girls Clubs, and Big Brother Big Sister are offering what they do best and work in partnership, including on transportation.
✓ Law enforcement and safe community programs are partners.

_____BUILDING SENIOR CITIZEN, LOCAL BUSINESS, AND PUBLIC SUPPORT

✓ Retirees are both recruited as volunteers and provided programs as lifelong learners
✓ We researched what local businesses would like to contribute and seek that support.
✓ We have a well organized public awareness campaign, including using the AfterSchool Alliance ads and participate in their Lights-On event. We sponsor visits of officials to our programs.
✓ We make program users and lead staff aware of the program quality and funding fragility.

_____Subtotal: What is your score on the second half of After School Survivor Test?

_____BONUS: Add 10 points if you and ten of your local colleagues are lobbying regularly for more state and federal funding for after school and building alliances with other groups.

_____**TOTAL SCORE:** (Out of 120)


Do you think this is high enough to survive 5 to 10 years? What are you going to do about it? When? You can sustain your program!!!

*Prepared by: Dr. Terry Peterson, Director, Afterschool and Community Learning Network and Senior Fellow at the University of South Carolina and College of Charleston*

***Fax your survivor test scores and comments about this tool to (843) 576-6198***