beyond the BELL®

Third Edition

TOOLS FOR *SCHOOL IMPROVEMENT*

Principal's Guide to Effective Afterschool Programs

Principal's Guide to Effective Afterschool Programs: Tools for School Improvement

2005

Krista C. Diedrich

Carol K. McElvain

Seth Kaufman

LEARNING POINT
Associates™

1120 East Diehl Road, Suite 200
Naperville, IL 60563-1486
800-356-2735 • 630-649-6500
www.learningpt.org

Contents

Introduction

Afterschool programs provide an important educational and developmental setting for an increasing number of children and youth. These programs offer opportunities for students to learn, develop, explore, and have fun beyond the normal school day. They also provide a safe, educational place for students while their parents are working.

Quality afterschool programs offer participants productive ways to spend the crucial afterschool hours—whether these hours are between 3 p.m. and 6 p.m. on school days, during weekends, or before school—that otherwise might be spent in unsupervised and potentially harmful activities. Also, afterschool programs help provide additional support to struggling learners, reduce drug use, and prevent violence and youth crime. Afterschool programs are a proven way to reach your neediest students in meaningful ways while considering their varied backgrounds and cultures.

Focusing on Principals

One of the most important factors in building an effective school-linked afterschool program is having strong support from the participating school's principal. Unfortunately, not every afterschool program enjoys that strong administrative support. Oftentimes, afterschool programs are looked on as one more responsibility for principals who are often overburdened, overstressed, and underresourced.

Whether you are the principal of a small, rural K–12 school or an assistant principal of a large, urban school specifically in charge of out-of-school-time activities, or anywhere in between, the *Beyond the Bell Principal's Guide to Effective Afterschool Programs* can show you why a quality afterschool program is a benefit to any school. It also aims to reassure you that providing strong leadership and helping build an effective program do not have to be overwhelming burdens for a principal.

The support of the principal helps determine the success of an afterschool program, but providing support does not have to be overly time-consuming or cumbersome. The principal's involvement in an afterschool programs can vary depending upon the circumstances. From running the program to hiring a coordinator to just providing the space and support, the principal can decide what type of role to play.

This guide has two primary objectives. The first objective is to explain how afterschool programs can provide assistance to principals when their school is moving toward improvement, addressing achievement gaps, supporting a population of English language learners, helping struggling learners, or addressing other goals. A second objective is to provide practical tools and tips that a principal can use to seamlessly support the establishment or improvement of an afterschool program associated with the school.

Defining "Afterschool"

In *Beyond the Bell*, we use the term *afterschool* to represent all out-of-school time. The term represents more than just the hours after school. It also includes the time before school as well as school intersessions, weekends, summer, or any other time not during the school day itself.

Using This Guide

This guide is designed to help you as a principal learn about the benefits of afterschool programs, understand what it takes to start an afterschool program, and decide your role in supporting effective afterschool programs. Thus, this guide is divided into the following four sections:

> The Benefits of Afterschool Programs

> Starting an Afterschool Program at Your School

> Determining Your Program's Finances

> Effective Management and Programming

Each section contains tips and tools to help principals create effective afterschool programs. In turn, those programs will provide benefits to the students, school, and families.

The Benefits of
Afterschool Programs

An abundance of research supports the need for afterschool resources for school-aged children and their families: The current estimate of the number of children who care for themselves after school is 14.3 million (Afterschool Alliance, 2004). Multiple reports confirm that children are most likely to experience violence or participate in risky behaviors—like using drugs or alcohol—during the afterschool hours of 3 p.m. to 6 p.m. (Newman, Fox, Flynn, & Christeson, 2000). Plus, many children who are struggling to meet school standards because of their own learning challenges or language barriers could benefit from additional academic opportunities. In all of these situations, an afterschool program can provide structure, offer connections with others, provide more academic help, and create occasions for participants of any age to develop new skills.

Gil Noam (2003) suggests that principals need to follow three simple steps to reap the many rewards of an afterschool program. First, principals need to recognize the value of investing in an afterschool program for students, families, the school, and the community. Second, they must select high-quality afterschool programs, considering learning environments, staff, and programming. Third, they need to learn how to manage and integrate a program into their school and accept the fact that the afterschool program is connected to, but not an extension of, the school day.

Benefits of an Afterschool Program for Students

Effective afterschool programs can offer numerous benefits to students, such as:

> A safe place to hang out after school.

> Opportunities for building skills that enhance learning.

> Opportunities to belong and be a part of a community.

> Opportunities to build strong relationships.

> A chance to experience new activities in arts, culture, life skills, and recreation.

> Opportunities to build leadership skills.

> Opportunities to make connections with peers.

> A place to practice developing language skills.

Benefits for Students and Families

Afterschool programs can provide extra support and enrichment for the neediest students during afterschool hours, when they can receive more individualized attention. Besides meeting the needs of students, afterschool programs help families by providing a safe place for children. In addition, afterschool programs help increase community and family support and involvement in schools.

Benefits of an Afterschool Program for the School

Effective afterschool programs can offer numerous benefits to schools. For example:

> The achievement gaps can be addressed through afterschool programs by providing more focused and individualized instruction and enrichment for struggling students.

> English language learners can obtain additional support through afterschool programs and experience more opportunities to learn and use English in an educational setting.

> Students can better retain and even enhance what they are learning in the classroom each day when the afterschool program provides organized enrichment activities that link to the school-day curriculum

> Students can work together and learn in smaller group sizes.

> Students are offered a safe, developmental, learning environment.

> Students are less likely to engage in risky behaviors during the crucial nonschool hours.

> Students have an opportunity to complete homework in a supportive and structured setting.

> Students are provided a safe, secure place to go after school.

> Parental involvement is encouraged and enhanced. The afterschool program provides another way to get parents involved in the school.

> Community involvement is encouraged and enhanced.

Help for the Principal: The Afterschool Coordinator

Principals are vital to making afterschool programs successful and effective. They have the power to guide the afterschool program and ensure that it enhances and complements the regular school day, rather than duplicating or imitating the school day's methods of instruction and learning. Although principals have the important roles of engaging the community, ensuring program quality, and integrating the program with the overall curriculum and standards, they do not have to do it all alone. Some of this work can be delegated to the afterschool coordinator.

The afterschool coordinator is an essential part of an effective afterschool program. It is important for the principal to hire a knowledgeable coordinator who knows the school's community and resources and can manage all of the afterschool activities and staff. Some principals even refer to their coordinator as the "afterschool principal." See **Tool 1: Job Description for Afterschool Program Coordinator** for job requirements and qualifications needed in this position. (For additional information on the role of the afterschool coordinator, refer to page 16.)

Starting an Afterschool Program at Your School

Starting an afterschool program at your school may sound like a daunting task; however, you do not have to do it alone. You can hire an afterschool coordinator or designate someone else to be the afterschool administrator as you provide support. In any event, this section will help guide you through the initial steps of starting a program.

In order to establish an effective afterschool program that meets the needs of the children you want to serve, you'll need to determine what you want your program to accomplish. Whether you want to support struggling learners, at-risk students, or English language learners, it is important to designate the primary focus for the afterschool program at your school. Knowing what you want the afterschool program to accomplish is critical to help guide your decision making, find resources, seek funding, build partnerships, and even plan where your afterschool program will take place (in your school building, at a nearby community organization, local parks, or other locations).

Forming a Planning Committee or Advisory Group

Although the initial vision and drive of one key person often is necessary to get the ball rolling, most afterschool "visionaries" rely on many others to help with the actual work of starting the program. As you create or improve your program, one of the most important things you can do is to develop champions who will talk positively to others about the prospect of starting a program. A Planning Committee (or Advisory Group) can help provide support, expand the scope of your potential resources, and generally make for a better program with more input on its development. Whether your Planning Committee consists of four or 14 people, think about creating a team that represents the community, the school, parents, local organizations, and corporations. It should include your key stakeholders, including parents, student representatives, volunteers, staff members, school faculty and administrators, and community organizations.

This team will help you establish potential collaborations with other organizations and people. It also may include individuals from potential partnering organizations. These people may have suggestions for whom to work with to meet your participants' needs. **Tool 2: Worksheet for Finding Partners** provides help in forming these partnerships. **Tool 3: Partnership Planning (or Advisory Group) Worksheet** provides guidelines to help you in establishing a relationship with your partners.

The Principal's Central Role

The principal can play a central role in a variety of managerial, logistical, and funding-related issues. Such issues are important to all afterschool programs, whether they are newly formed or have been in existence for some time.

Potential Roles for the Planning Committee or Advisory Group

> Make programming suggestions.
> Help create job descriptions and hiring procedures.
> Aid in drawing up program operational policies.
> Address community needs and requests.
> Offer advice in funding allocations.
> Participate in fundraising.
> Monitor the effectiveness of the program.
> Help with marketing.
> Help develop business plans.

Mendota Elementary School in Madison, Wisconsin, serves 240 students in Grades K–5. It recently was named by the Wisconsin Department of Public Instruction as a "Wisconsin Promise School of Recognition" due to its high academic achievement and work in closing the achievement gaps. Mendota's principal, Sandra Gunderson, attributes her school's success partially to the school's afterschool program and clubs. The afterschool program, called Safe Haven, is a collaborative effort between the Madison School & Community Recreation and the Madison Metropolitan School District. The program provides recreation and enrichment opportunities for low-income, at-risk, elementary school-aged children. Afterschool activities include homework help, tutoring, art, science, sports, and field trips. Mendota Elementary School also has a variety of afterschool clubs with different focuses. These clubs are open to all students and are run by community volunteers.

Principal Gunderson, who recently won an award for her collaboration with the school's afterschool program, is quite proud of the program. "We have a terrific afterschool program at our school, which is a very high poverty school," she says. "I am a big supporter of 'keeping the lights on afterschool.'" Gunderson believes that afterschool programs have a positive impact on three important factors of school: engagement, relationships, and learning. Her students have a high attendance rate of 95 percent, and the school has seen increases in academic achievement since the induction of the afterschool program.

Gunderson's involvement in her school's afterschool program is an essential part of the program's success. In particular, she offers her school's space to the program. She also works collaboratively with her afterschool coordinator. The coordinator is invited to all staff meetings, where she meets with teachers and has a chance to discuss the afterschool program. This participation helps the coordinator feel a part of the school staff. In addition, it helps the coordinator ensure that the afterschool program is aligned with the school's goals and objectives and is meeting students' needs.

Assessing Community Needs

It is important to recognize that even though you and your planning group have good ideas on which to base a program, you do not have all of the answers. To create a strong and successful afterschool program, you need to address community needs and create a program that will be attractive and interesting to the participants you want to serve.

Use **Tool 4: Community Needs Assessment for Afterschool Programming** as a base to determine what families currently use for afterschool (and sibling) care. Remember, as with any of the tools, you can alter the tool to fit the needs of your own particular community.

Also, whatever your goals are for your afterschool program, evidence suggests that effective programs need to be designed to reflect the interests of the children they intend to serve. Asking your potential participants what they want to do in the afterschool hours can help you design the hours and activities you can plan. Then, when you get started, you will have a base of support built by children who see that their opinions and voices have been valued. Use **Tool 5: Student Preference Survey** to help determine what your potential participants are interested in and to guide your program planning.

It also is helpful to ask for your teachers' input on an afterschool program. Use **Tool 6: Teacher Preference Survey** to gauge their preferences and interests in an afterschool program. This input helps create an afterschool program that contributes to the academic improvement of students. It also helps ensure teacher buy-in to the programming.

The chart on page 7 describes the many different types of afterschool activities and indicates the various needs that can be met through afterschool programming.

A Brief Primer on Terms: The Many Faces of Afterschool Activities

As you start to brainstorm what you want your program to be, keep in mind this list of different types of afterschool activities. You do not need to "do only one thing" in your program. In fact, the most successful programs have an interesting mix of different types of activities. However, the following list can help you determine your primary focus:

Type of Afterschool Activity	Description
Academic Enrichment and Learning	These activities expand on students' learning in ways that differ from the methods used during the school day. They enhance a student's education by bringing new concepts to light or by using old concepts in new, fun, interactive, and real-life ways.
Academic Improvement and Remediation	These activities specifically target students whose academic performance has been deemed to be in need of improvement. Activities in this category may involve tutoring, extra practice, or other forms of educational service delivery.
Activities for English Language Learners	These activities specifically target students with limited English proficiency. They are designed to further enhance students' ability to utilize the English language.
Activities That Target Truant, Expelled, or Suspended Students	These activities specifically target truant, expelled, or suspended students and are designed to reengage these students in educational services through counseling and support.
Arts Education	These activities are focused on creative expression and knowledge for children through a variety of media, including visual arts, dance, music, and theater arts.
Career or Job Training	These activities, targeting youth and/or adults, are designed to support the development of a defined skill set that is directly transferable to a specific vocation, industry, or career.
Community Service and Service Learning	These activities are characterized by defined service tasks performed by students. The tasks address a given community need and provide structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youth.
Drug and Violence Prevention, Counseling, and Character Education	These activities are designed to prevent youth from engaging in high-risk behaviors, including the use of drugs and alcohol. They also promote the amelioration of the causal factors that may lead youth to participate in such activities through counseling and support, and/or the cultivation of core ethical values.
Mentoring	These activities primarily are characterized by matching students one-on-one with one or more adult role models, often from business or the community, for guidance and support.
Recreational	These activities are not academic in nature but rather allow time for students to relax or play. Sports, games, and clubs that promote social skills, teamwork, leadership, competition, and discipline fall into this category.
Tutoring and Homework Help	These activities provide direct assistance with classroom work. Tutors or teachers help students complete their homework, prepare for tests, and work specifically on concepts covered during the school day.

Program Goals: What Do You Want to Accomplish?

Although a successful afterschool program offers a variety of program activities, it also must determine which goals it intends to achieve. Following is a broad list of goals for afterschool programs:

Academic and Other Learning Goals

> Improved literacy and communication skills for all participants (including English language learners) in reading, writing, speaking, listening, and technology

> Improved mathematics skills

> Increased knowledge and skills in science and social studies

> Increased knowledge, participation, and skills in the visual and performing arts

> Increased awareness of real-life uses of academic skills

Afterschool Homework Goals

> Increased completion of homework

> Increased quality of completion

Social and Emotional Goals

> Improved social skills

> Increased leadership and responsibility

> Reduced at-risk behavior

> Improved emotional well-being

Health and Fitness Goals

> Improved nutrition and health practices

> Improved physical development

> Increased physical activity

Safety and Environmental Goals

> Improved personal safety

> Increased support to working parents

Community Engagement Goals

> Improved community awareness and engagement

> Increased amount of service learning activities

> Increased civic responsibility

Adapted from pages 8–9 of Moving Towards Success: Framework for After-School Programs, *by the C. S. Mott Foundation Committee on After-School Research and Practice. Copyright © 2005 Collaborative Communications Group. Reprinted with permission.*

Clarifying the Mission and Goals

Many situations are worthy reasons to start an afterschool program. But it is important to have a primary focus for why you want to start yours. Knowing what you want to accomplish is critical to help guide your decision making, find resources, seek funding, build partnerships, and even plan where your afterschool program will take place.

Tool 7: Brainstorming Why You Want an Afterschool Program can help you work through what you want to accomplish with your afterschool program. You can also use this tool as a base to help you survey your community about their needs and program desires.

Tool 8: Visioning Worksheet can help you take the information you have compiled and create your overall vision. After you have established your vision, be sure to post it prominently to remind everyone what the program is about. This posting will help solidify your vision and help keep you on track towards developing your program.

The next step is to take the work you have done and map it into **Tool 9: Goal-Setting Worksheet**. This tool transforms your ideas and community input into concrete goals and target dates for completion. It can serve as a roadmap for your team. You can start categorizing your ideas into short-, mid-, or long-term goals in order to prioritize your actions.

Action Planning: Creating a Logic Model

Another visual way to set your plan of action into a framework that always keeps your desired program outcomes at the forefront is to draw a logic model. A logic model creates a picture of what you ultimately hope to accomplish with your afterschool program—that is, your theory of change. A theory of change says, at its core, "We think that if we do X (our planned activities), eventually Y (our program goals) will happen." A logic model shows the steps that need to take place to make your program goals happen. It is really your picture of how things will change.

According to *Moving Towards Success: Framework for After-School Programs* (C. S. Mott Foundation Committee on After-School Research and Practice, 2005, p. 3), a logic model does the following:

> Summarizes key elements of a program.

> Identifies the rationale behind the elements.

> Articulates desired short- and long-term outcomes and how they can be measured.

> Shows the cause-and-effect relationships between a program and its outcomes.

The following diagram shows the elements of a logic model.

Elements of a Logic Model

Program Goals: What is the program trying to accomplish?

Program Elements: What are the strategies and activities used to achieve the goals?

Desired Short-Term Outcomes: What positive results can be expected within one year?

Desired Long-Term Outcomes: What positive results can be expected after one year?

Data Sources and Performance Measures: What data sources will you use to evaluate progress?
What will you measure?
How will the data be used to evaluate and improve the program?

Adapted from page 5 of *Moving Towards Success: Framework for After-School Programs, by the C. S. Mott Foundation Committee on After-School Research and Practice. Copyright © 2005 Collaborative Communications Group. Reprinted with permission.*

Use **Tool 10: Logic Model Planning Tool** to help you with your afterschool planning. This visual representation of your vision and plan should be posted to remind you of what your program is setting out to accomplish.

Although these steps may sound a bit time-consuming, creating these plans actually will help save you a great deal of time as you move further through this process. You will always be able to tell potential partners or funders what your program hopes to achieve and how you expect to get there. You may need to revise your plan along the way, but at least you will have a framework for talking about it as you get started.

Determining Your Program's Finances

Grants are one of the best ways to find solid funding for your program. A grant offers the potential for various resources to help you reach your goal of opening your doors and offering afterschool services to children and their families. However, there are usually "strings" attached to a grant. Some grant organizations ask for matching funds, some for evidence of partnerships, some for a strong sustainability plan, and all will ask that you report on your progress. You and your team will have to make a determination that you are willing to do what the grant requires. It is better to forgo a potential funding opportunity than to make it fit your program and, potentially, doom it to failure. Use **Tool 11: Potential Funders** to keep track of grants that may be applicable to your program and determine which ones are right for you.

Writing a Grant

Successful grant writing involves solid advance planning and preparation. It takes time to coordinate your planning and research, organize, write and package your proposal, submit your proposal to the funder, and follow up. Occasionally, school districts and community-based organizations have dedicated grant writers who are aware of available funding opportunities and have much of the information (community demographics, student population, potential for in-kind contributions) available at their fingertips to submit a successful proposal. Make sure these people are part of your planning team or are at least accessible as you plan your proposal.

When writing for a grant, be sure to organize your proposal, pay attention to details and specifications, be concise, use persuasive writing, and request reasonable funding. Clearly understand the grant maker's guidelines before you write your proposal. Make sure the grant maker's goals and objectives match your grant-seeking purposes.

Guidelines for Writing a Grant

Preparation is vital to the grant-writing process. Solid planning and research will simplify the writing stage. For a well-written proposal, use the following guidelines:

> Prove that you have a significant need or problem in your proposal.

> Deliver an answer to the need (or a solution to the problem) based on experience, ability, logic, and imagination throughout your proposal. Make sure your proposal describes a program or project for change.

> Reflect planning, research, and vision throughout your proposal.

> Research the grant maker, including funding purposes and priorities and applicant eligibility.

> Determine whether the grant maker's goals and objectives match your grant-seeking purposes.

> Target your proposal to grant makers that are appropriate to your field and project, but do not limit your funding request to one source.

> Before you write your proposal, contact the grant maker to be sure you clearly understand the grant maker's guidelines.

> Present your proposal in the appropriate and complete format; include all required attachments.

> State your organization's needs and objectives clearly and concisely. Write well. Do not waste words. Use active rather than passive verbs. Use proper grammar and correct spelling. Be clear, factual, supportable, and professional. A well-written proposal is a key factor in the grant maker's decision-making process.

> Be clear about why you are seeking a grant, what you plan to do with the money, and why you are a good fit with the grant maker's priorities. Prepare an interesting, persuasive, and unique proposal.

> Always cover the following important criteria: project purpose, feasibility, community need, funds needed, applicant accountability, and competence.

> Be sure to answer these questions: Who are you? How do you qualify? What do you want? What problem will you address and how? Who will benefit and how? What specific objectives will you accomplish and how? How will you measure your results? How does your funding request comply with the grant maker's purpose, goals, and objectives?

> Demonstrate project logic and outcome, impact of funds, and community support. Be specific about broad goals, measurable objectives, and quantified outcomes.

> Always follow the exact specifications of grant makers in their applications, requests for proposal (RFPs), and guidelines.

> Follow up with the grant maker about the status, evaluation, and outcome of your proposal after it is submitted. Request feedback about your proposal's strengths and weaknesses.

Finding Other Sources of Funding

The chart on page 13 indicates various federal funding sources that are applicable for afterschool programs; the Finance Project is the source of this list. Some programs need a local education agency as the direct applicant, and some require collaboration. Also, keep in mind that funding for federal programs is subject to the appropriations process; a program that exists one year may not be funded the next. For details about the programs and contact information, please refer to the Finance Project publication *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives* by Heather Clapp Padgette. It is available online (www.financeproject.org/Publications/FundingGuide2003.pdf).

Finding funding isn't easy, and administrators at successful afterschool programs will tell you it is one job that never really ends. Sustaining a program takes constant effort and creativity. Again, taking the time in the early stages to plan for how you will build your funding can help you create a program that will last from year to year without interruption.

Federal Funding Sources

Federal Program	Transportation	Technical Assistance	Staff Training	Planning/Coordination	Management Systems	Facilities	Evaluation	Volunteers/Mentors	Parenting Education	Job Training	Health and Mental Health (Parents)	Early Care and Education	Community Development	Adult Education	Technology	Substance Abuse/Violence Prevention	Special-Needs Services	Recreation/Sports	Job/Life Skills	Health and Mental Health (Youth)	Food/Snacks	Community Service	Arts/Music/Cultural Programs	Academic Enrichment
	Infrastructure							**Activities and Supports for Parents and Communities**							**Activities and Supports for Children and Youth**									
21st Century Community Learning Centers	•	•	•		•		•		•	•				•	•	•	•	•	•		•	•	•	•
After-School Centers for Exploration and New Discovery (ASCEND)															•				•			•		•
AmeriCorps								•																
Carol M. White Physical Education Program			•													•		•		•				
Child and Adult Care Food Program (CACFP)																					•			
Children, Youth and Families At Risk (CYFAR) State Strengthening (STST) Projects							•		•	•			•	•	•	•	•	•	•	•		•	•	•
Community Development Block Grant (CDBG): Entitlement Grants						•			•	•			•	•	•	•	•	•	•			•		•
Community Services Block Grant Discretionary Awards					•	•				•	•		•			•		•	•	•				
Cooperative Extension Service: 4-H Youth Development Program																			•			•		•
Even Start: Migrant Education									•			•		•										
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): State Grants and Partnership Grants								•							•	•		•	•					•
Gang-Free Schools and Communities: Community-Based Gang Intervention									•		•				•	•		•	•					•
Grants to Reduce Alcohol Abuse															•	•								
Juvenile Mentoring Program (JUMP)															•									•
Learn and Serve America: School and Community-Based Programs								•									•		•			•		•
Migrant and Seasonal Farmworker Youth										•									•					•
National School Lunch Program Afternoon Snacks																					•			
Parent Information and Resource Centers (PIRCS)									•					•					•	•				•
Safe and Drug-Free School and Communities		•					•	•	•		•					•		•	•	•				•
School Breakfast Program																					•			
School Dropout Prevention Programs								•											•					•
Summer Food Service Program																					•			
Temporary Assistance for Needy Families (TANF)									•		•			•										
Title I Supplemental Services																•								•
Title V Delinquency Prevention Program									•		•								•	•				
Trio (Talent Search, Upward Bound, Upward Bound Math-Science)			•				•	•	•		•		•	•	•				•					•
YouthBuild						•				•			•	•					•					•

Managing Your Afterschool Budget

Now that you've done a great deal of thinking, planning, and brainstorming through the logistics, you are ready to put numbers down on paper to see what your actual budget might be. Use **Tool 12: Budget Worksheet** to help you plan your budget. Your other planning work has started building connections with other programs and potential resources, which are really the building blocks for collaboration and partnership. If you are going to seek grants or other outside sources of funding, you've also done a significant amount of the preplanning work that you can use as a basis for writing your program plan and your proposal.

As a principal, you can play a vital role in the sustainability of your school's afterschool program. When budgeting and thinking about funding streams for your program, consider differently funded programs that you can coordinate logistically and financially. For example, does your school qualify for supplemental educational services and do you provide such services in your afterschool program? (For more information on supplemental educational services, refer to page 21.) Does your district offer free meals if students attend the afterschool program? Keep an eye on the potential funding sources in your area and nationally, and always think about how you can link the different programs and funding streams at your school. (Refer to the chart of federal funding sources on page 13.)

Effective Management and Programming

Principals definitely can play a role in managing the afterschool program and determining the quality of the programming. We hear time and again from people working in afterschool programs that the key to success of an afterschool program is support from the principal and school administration.

The following chart shows a continuum of principal support and involvement for afterschool programming.

Continuum of Principal Support for Afterschool Programming		
Noninvolvement	**Developing Support**	**Advanced Support**
Does not secure space for afterschool activities.	Offers a few classrooms for the afterschool program to use.	Provides and secures access to all facilities in the school.
Does not communicate to classroom teachers about afterschool activities.	Makes a few announcements about afterschool activities.	Arranges with classroom teachers for their classrooms to be used.
Limits school resources to the school day.	Offers a few resources for afterschool to use.	Provides supplies and materials for afterschool programs.
Handles discipline issues only during the school day.	Is beginning to help with discipline issues in the afterschool program.	Assists with discipline issues during afterschool with support and guidance.
Does not mention afterschool program or activities to parents or family members.	Occasionally mentions afterschool activities to parents or family members who may be interested.	Actively communicates with parents and family members about the content of afterschool programs.
Does not help recruit or register students for afterschool activities.	Helps recruit and register students for the afterschool program.	Actively recruits, recommends, and refers students to the afterschool program.
Offers no input on activities during afterschool time.	Offers advice on the type of activities to be offered to help align with and enhance the school day.	Is active in the afterschool activity planning and implementation process.
Closes professional development activities to afterschool staff.	Opens training and professional development to afterschool staff along with school-day staff.	Coordinates trainings with afterschool staff and offers time for staff and teachers to collaborate.
Views the afterschool program as an intrusion.	Is beginning to see the benefits of an afterschool program.	Views the afterschool program as an opportunity to provide a more complete range of services for students and families and to better reach the goals of the school.
Seldom or never meets with the afterschool coordinator to discuss the program.	Meets occasionally with the afterschool coordinator.	Regularly meets with the afterschool coordinator to discuss various program issues and options.

Delegating Responsibilities

Keeping your school open and offering the building's resources for an afterschool program does not necessarily mean your responsibilities are extended as well. Some principals put their afterschool coordinator in charge of the building during the afterschool hours, or other staff are handed the responsibility of being the "afterschool principal." Keep in mind that it is not necessary for principals to add an afterschool program to their responsibility load; there are a variety of ways to delegate this responsibility.

Although your level of support as a principal tends to evolve over time, additional factors contribute to the success of your afterschool program. The following pages offer tips and information on the day-to-day operations of afterschool programs—working with your afterschool coordinator, determining when and where your program will take place and what type of services the program will offer, addressing transportation issues, promoting student participation, ensuring that the programming is intentional and links to the school day, providing tutoring, encouraging communication between school and afterschool staff, and developing strategies to increase parent and family involvement.

Determining the Roles of the Principal and Afterschool Coordinator

Quality management—making good decisions about how an afterschool program is operated—keeps the programming running effectively and efficiently. Together with your afterschool coordinator, you must decide how best to organize program management and how to attract quality afterschool personnel. Be sure to take time to organize your management structure. Reevaluate periodically, and make changes when necessary.

The relationship between the afterschool coordinator and the principal needs special attention. In some afterschool programs, the coordinator is a district employee and may report to the principal for direction and supervision. In others, the coordinator is employed by an outside agency and sees himself or herself as independent from the principal and the school itself. This separation is heightened in programs that are run in a community center or other nonschool location.

When working with the afterschool coordinator, the principal can do some of the following tasks to ensure communication and seamless management between the school day and the afterschool program:

> Set a regular time to meet with the afterschool coordinator and discuss how things are going (preferably in one-on-one sessions, though group meetings may be helpful as well).

> Encourage afterschool staff to be active members of the advisory group.

> Invite the afterschool coordinator to meetings of school planning teams (e.g., school improvement planning committee).

> Designate the afterschool coordinator to be in charge of the building during the afterschool hours, and establish clear lines of supervision.

> Agree upon the respective responsibilities of the afterschool coordinator and the principal. For a checklist of responsibilities, see **Tool 13: Responsibility Checklist for the Principal and Afterschool Program Coordinator**.

Determining Program Hours, Services, and Space

Program Hours. Your planning phase also is the perfect time to consider when you are going to offer your services. Many afterschool programs commonly run during the hours of 3 p.m. to 6 p.m. on school days, but other times may be needed in your community. Paying special attention to the hours that parents and caregivers need care for their children and youth will help you build a foundation of trust with these important stakeholders. They will be much more likely to sign up their children for programming and become vocal supporters if they see that you are designing programming that helps meet their needs. Although one solution might not work for everyone, building a certain amount of flexibility into programming times can offer support that a family may be lacking at the current time.

Services. Can your program link with other activities? As children get older, especially students in middle and high school, you will find that offering an afterschool program that complements and coordinates well with other extra-curricular activities can offer the greatest range of flexibility and provide the strongest platform for success. Recent research suggests that the most promising afterschool programs offer not just a "program" but a range of activities during the out-of-school time.

You want to be able to allow students the opportunity to participate in activities that already are offered by the school or community, such as sports, drama club, forensics, and music. Looking at that situation as an opportunity to share—as opposed to a problem to overcome—is key. Whatever else you are doing, the point of your program should be to provide *more* opportunities, not limit them. For example, by offering flexibility in your program and meeting transportation needs, you might be able to attract more students to an activity such as a drama club, because when that activity ends at 5 p.m., those students could have a snack and work on their homework or other enrichment activities until their caregivers are able to pick them up at 6 p.m.

Space. The location of the afterschool program also is an important aspect to consider. Schools usually provide an excellent location for afterschool programs because of all the space and resources available. Keep an open mind about space and its relationship to the goals of the afterschool program. For example, if your goal is to improve the opportunities that children and youth have to participate in recreational activities, you definitely will want to make sure that your space provides access to a gym, fields, or a swimming pool. If one of your goals is to provide better access to technology for students and their families, you will want to make sure you have access to a computer lab or the ability to access the Internet. If you are planning to provide extensive use of tutoring services, you will want to ensure that the space provides the opportunity for students to meet in quiet spots to work undisturbed. The space available to afterschool programs is a critical component to a program's success. Therefore, if classrooms, libraries, gyms, auditoriums, and labs are not being used during the afterschool hours, they can easily be utilized by an afterschool program.

Providing Transportation

Another potential area where the principal can play a crucial role is transportation. Afterschool programs throughout the country indicate that transportation is either no problem at all or a huge stressor and budget item. If your potential participants can't get to and from your afterschool program, you aren't really serving their needs very well. No matter how wonderful your program design is, the participants you want to attract won't be able to make it unless transportation challenges are resolved. Even if the afterschool program is held at the school, policies need to be in place for getting the children home—such as by late buses or parent pickup.

Use **Tool 14: Transportation Worksheet** to help consolidate all your transportation needs in one place. Also, pay close attention to the hours of service requested by parents on **Tool 4: Community Needs Assessment for Afterschool Programming**. These tools will help give you a better sense of when you will be looking to address transportation needs and with whom you potentially can partner.

Transportation Ideas

> Provide additional bus-departure times from your school so some buses leave when the afterschool programs are over.
> Share a "late bus" or an "activities bus" with other school or nonschool activities.
> Partner with community organizations to provide activities in satellite locations in the neighborhoods where your participants live.
> Seek partnerships among local businesses, foundations, or community organizations, enabling the partnership to contribute funds to lease or purchase a van for multiple activities.

Promoting Student Participation

It is essential that your students find the afterschool programming appealing. Always consider the age, needs, and interests of your participants. This planning will help with student recruitment and efficient use of available resources. The older the students get, the more challenging it is to keep them engaged during afterschool programming.

The following strategies will help promote student participation:

> Include students on a program planning or advisory board.

> Recruit students through fliers, incentives, and announcements.

> Have participants as well as popular teachers recruit other students.

> Provide participants with leadership roles by giving them something for which to take responsibility.

> Create programs in which older students work with younger students. Collaborate with nearby elementary, middle, or high schools. This activity can be a great for older students and provide opportunities for them to gain confidence, improve self-esteem, and even improve reading skills.

> Offer time for social activities to satisfy the students' needs to be with peers.

> Design programming that allows students to get involved with the community and that allows the community to get involved with the students.

Focusing on Intentional Programming

To be *intentional* means to have a clear intent or goal. Intentionality for an afterschool program consists of establishing appropriate goals, identifying key features to reach those goals, and determining the desired participant outcomes. Afterschool programs should not just fill in the time when school ends. Rather, they can play a role in positive outcomes for participants that may include improved academic success, improved communication skills, the development of new social skills, development of responsibility, increased decision making, and improved self-confidence.

Be sure to discuss your program's goals, features, and outcomes with your afterschool coordinator and with your Planning Committee or Advisory Group. You or your coordinator can be creative and flexible about how activities are developed and how staff members interact with participants, but be sure to have a rationale for why each activity is chosen. Have a clear sense of what the activity is, why it is offered, and how this activity will help students develop. As you and your coordinator are determining activities and developing the program, ask yourselves the following questions to ensure intentionality:

> What is the purpose of this activity?

> Does the purpose align with our program's vision?

> Will this activity meet the participants' needs?

> What will the participants learn?

> What outcomes do we want to achieve?

> How will this activity help participants develop?

In addition, make sure that the programming is not static. Rather, it should be dynamic and responsive to participants' needs. See **Tool 15: Afterschool Program Schedule** for a sample of how to design your program.

Linking the Afterschool Program to the School Day

If afterschool programs are strongly linked and integrated with the school day while drawing on community resources and needs, they will yield positive outcomes for students and families. The strongest factor in creating a strong linkage and positive outcome is principal support. The principal sets the tone for teachers and school-day staff. A principal's positive, supportive, cooperative, and innovative tone carries over to teachers.

Linkages with the school day can be made through homework help, tutoring, enrichment events, and recreational activities. But making such linkages does not imply replication of the school day. Indeed, many programs strive to offer an alternative learning environment for students who are not experiencing success in a traditional school setting. Just because an afterschool program is working with the school does not mean that it should lose what distinguishes it from the school. The school and the afterschool program can cooperate to bring about more opportunities for student learning. This cooperation and integration will build trust, understanding, mutual respect, and common purpose between school staff and afterschool staff. To develop this culture of integration, principals must take a lead in forging connections between the school-day curriculum and afterschool programming. Also, the principal should provide opportunities for collaborative relationships to develop between the staff in both settings.

The following questions should help you identify how well programming is aligned with the school day:

> Is the afterschool program selected and designed based on needs revealed by the school's student assessments?

> Is the afterschool program selected and designed around curriculum guidelines?

> Is the afterschool program aligned with standards adopted by the district or state?

> Is the afterschool program selected, designed, and operated based (at least in part) on teacher feedback? (Use **Tool 16: Survey of Teacher Programming Needs** to ask teachers about subjects or topic areas in which students need additional assistance. Use **Tool 17: Matrix of Teacher Programming Needs** to collect all the teacher information on one form.)

> Do teachers regularly share the specific needs of students—skills that should be learned more completely—with afterschool staff? (**Tool 17** also is useful in gathering this information.)

> Does the afterschool program include activities (e.g., field trips, student performances, lab experiments, and use of community space or resources) that build upon school-day lessons by using the less restrictive environment and time constraints available during afterschool hours?

> Is the afterschool program designed to fill student needs that cannot be met during the school day? For example, can you use afterschool time to offer programs such as art, music, or world languages that may have been cut from the regular school-day schedule due to budget constraints? Or, can you use the afterschool hours to provide additional academic or cultural opportunities to students?

> Does the afterschool program provide academic enrichment, tutoring, or supplemental educational services (SES)? (See the side panel for additional information on SES.)

Providing SES Tutoring in the Afterschool Program

If your program serves students who are eligible for SES, there are a variety of ways that the afterschool program can work with SES providers or even become an SES provider. SES providers can offer tutoring services to students in your program. A few ways you can work with SES providers are listed below:

> Check with your state to identify if the schools served by the afterschool program qualify for SES tutoring. GreatSchools.net (www.greatschools.net) provides SES information on schools.

> Check with your state to identify qualified SES providers in your area. TutorsForKids.org (www.tutorsforkids.org/state.asp) provides SES information for all 50 states.

> Offer school facilities for the SES tutoring services.

> Offer to transport your participants to other SES facilities.

> Help the parents of participants in your program become aware of SES tutoring.

> Under certain circumstances, your program may apply to be a SES provider if you are already offering these types of services and you are serving a Title I school. See Tutorsforkids.org (www.tutorsforkids.org) for additional information.

The side panel:

Supplemental Educational Services

Supplemental educational services (SES) are additional academic services provided outside the regular school day to children from low-income families. These services may include tutoring, remediation, and other educational interventions, provided that such approaches are consistent with the content and instruction provided by your local education agency and aligned with state standards. SES-eligible students are those who attend Title I elementary or secondary schools that fail to make adequate yearly progress for three years. Generally, *low-income* refers to students who are eligible for free or reduced-price lunch.

A variety of players are involved in the implementation of SES. Eligible families choose an SES provider from a list developed by their states, and school districts pay the providers for the services. To give families a broad range of options, states are encouraged to approve a variety of organizations as SES providers.

Horace Greeley Elementary School, a Chicago public school with a large and varied population of English language learners, has used a vibrant partnership with an arts education organization along with innovative leadership and staffing to create an afterschool program that aligns closely with the school's regular school curriculum and activities. During the course of a nine-year partnership with Urban Gateways, a nonprofit arts education organization, Greeley School has been able to bring arts education into the school day as part of its curriculum to help build arts as a common language in a diverse population. By working together to seek a variety of funding sources, these programs have been further developed and expanded in the afterschool hours during the past several years.

To ensure that the afterschool curriculum fosters and supports the learning and curriculum of the traditional school day, Greeley School has hired its curriculum director as the half-time afterschool program coordinator, a role she shares with another school-day teacher. To help prevent burnout, Greeley School has made work-schedule modifications for the coordinators, so they can more seamlessly move between the school day and the afterschool hours. As a key leader in the effort, Greeley's principal provides support in grant writing, offers school space wherever it is needed, and fosters the attitude that no matter what the funding source, "it's all one program" and all part of the Greeley community. Teachers, local artists (who are trained to work with students and families by the arts partner), and parent volunteers serve as staff in the program.

Ensuring Communication Between School and Afterschool Staff

Communication is essential to a strong partnership between school and afterschool staff. However, due to busy and differing schedules, coordinating communication lines can be a challenge. As principal, you can use the following strategies to promote communication and linkages:

> Have regular meetings with the afterschool program coordinator. Communicate this information to school and afterschool staff.

> Run a column about afterschool programs in the daily, weekly, or monthly school bulletin.

> Whenever possible, include afterschool staff in school meetings.

> Use available technology (e.g., e-mail, voicemail) to keep afterschool staff in touch with school staff.

> Use professional development time to explain the goals and vision of the afterschool program and how it is different from, yet complementary to, the school day.

> Develop ways for program staff and teachers to communicate any changes they notice in a student's achievement, behavior, or attendance.

> Ask teachers to provide information about curriculum and about state and local standards to afterschool staff.

> Encourage program staff and teachers to work together to assess student progress at the end of each marking period.

> Invite teachers to present a series of inservices for afterschool staff on successful literacy and mathematics strategies.

> Invite teachers to provide activities for students to do during tutoring or homework time in the afterschool program. Teachers can send a list of homework for the day to tutors or homework center instructors; afterschool staff members can provide feedback on student progress with homework.

> Include the afterschool program in students' individualized education programs. Special education teachers can work closely with afterschool staff to plan appropriate activities for special-needs students in afterschool programs.

> Provide program enrollment forms that homeroom teachers can distribute to all students.

> Ask teachers to "recruit" and recommend students in danger of being retained for the afterschool program.

> Before and during the standardized testing period, have afterschool staff show support by holding meetings to inform parents about the tests and planning activities to reduce students' anxiety.

> Allow appropriate afterschool staff to attend conferences with parents.

> Have your afterschool staff sit in on school-day classes and then create art, music, and drama activities that extend classroom learning.

Increasing Parent and Family Involvement

Afterschool programs can be a great way to get families involved with your school. In particular, afterschool activities can be a way to reach out to those families that may not typically be involved with your regular school day. The following chart shows possible reasons why parents or families do not regularly participate in school activities; it also indicates strategies to encourage participation through afterschool programming.

Strategies for Promoting Parent and Family Participation	
Reason for Not Participating	**Strategy to Encourage Participation**
Parents or family members have a history of bad experiences with schools, leading to misgivings about educational organizations of any type.	Visit parents at home, where they may feel more comfortable and in control. At your location, provide a space that is designated for parents so that they don't feel like they are intruding.
Parents or family members distrust institutions in general and believe that authority figures are not on their side.	Provide constant communication to parents about your activities and their children's successes. Have a meeting with parents early on to set out your goals for their child's development and to make sure that your goals match up with theirs.
Parents or family members have discomfort in speaking to teachers and staff members, either due to past experiences or a general lack of confidence.	Ease parents into the process of conversing with teachers and staff by intentionally creating opportunities for nonthreatening conversations. Some possible examples are small talk at Family Night or talking to parents at school sporting events.
Parents or family members have a tendency to equate questioning with a lack of respect.	Instruct your staff to be respectful in all their interactions with parents. Rather than asking pointed "Do you do this?" types of questions, begin with some open-ended questions that allow parents to express themselves.
Parents or family members may have a traditional pattern of deferring to educators, leading them to simply accept whatever your staff tells them instead of providing feedback that you can use to improve your program.	Provide opportunities for parents to supply input and make their opinions known. During meetings with parents, ask open-ended questions and listen to the answers. Make it clear that a parent's input is valued in the program, and make changes based on their suggestions.
Parents or family members exhibit a lack of English language skills.	Make resources available in multiple languages if possible. Hire a translator to speak with family members who have limited English proficiency.
The family structure is not what would be considered a traditional family unit.	Know the family situations of each of your students, and take them into account when planning activities. If you have many single-parent families, make sure that you provide alternatives for any father- or mother-specific activities. Consider the impact of assignments that require students to work with their families (e.g., family history), and make sure that you are providing the proper resources for those students whose family structure may not fit the assignment.

Other ways to encourage family involvement are to provide resources for family members, such as the following:

> Research local community resources and share them with parents. Let them know about services that might assist them as well as cultural opportunities at museums and libraries. Become your parents' hub of information for all of the resources that your community has to offer.

> Offer opportunities for parents and families to volunteer during afterschool activities. Use **Tool 18: Parent Volunteer Form** to help parents sign up for opportunities that interest them.

> Ask parents for their insight into what types of programming they would like for their children. Use **Tool 19: Parent Preference Survey** to determine what their preferences are.

> Create parenting support groups and resources for parents to help each other.

> Offer adult education courses for parents of participants during the end of the student program. Use **Tool 20: Adult Education Interest Survey** to determine what types of classes or experiences would interest parents and families. Courses could provided in any area in which parents are interested: English language, computer skills, literature, auto repair, history, or parenting. Parenting classes, taught by staff members or other parents, could teach and promote basic parenting skills.

Next Steps

Afterschool programs can provide expanded learning opportunities for students during the crucial afterschool hours that too often are unproductive and unsupervised. Principals can play a vital role in the success of afterschool programs serving their schools. From aiding program planning and management, helping with logistics, ensuring sustainability, and linking the afterschool program to the school day, principals can and should be involved in every step.

After working through this guide, you are ready to work with your afterschool program coordinator to address more in-depth issues of management, communication, evaluation, linkages with the school day, collaboration and community building, parent and family involvement, program delivery, and program design. These issues are discussed in depth in the complete guide, *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs*. This toolkit can help you take your plan and make it into an actual afterschool program. The toolkit contains many more tools to help make your job a bit easier. In addition to the toolkit, a *Staff Workbook* is available. To order these *Beyond the Bell* products, call the Learning Point Associates Product and Service Order Line (800-252-0283) or order online through the product catalog (www.learningpt.org/catalog/) or *Beyond the Bell* website (www.beyondthebell.org).

Good luck, and thank you for your commitment to serving the needs of the children and families in your community!

References

Afterschool Alliance. (2004). *America after 3 p.m.: A household survey on afterschool in America*. Retrieved November 15, 2005, from http://www.afterschoolalliance.org/press_archives/america_3pm/Executive_Summary.pdf

C. S. Mott Foundation Committee on After-School Research and Practice. (2005). *Moving towards success: Framework for after-school programs*. Washington, DC: Collaborative Communications Group. Retrieved November 15, 2005, from http://www.publicengagement.com/Framework/images/framework_61505.pdf

de Kanter, A., Fiester, L, Lauland, A., & Romney, V. (1997). A community learning center budget worksheet. In *Keeping schools open as community learning centers: Extending learning in a safe, drug-free environment before and after school* (Appendix B). Washington, DC: U.S. Department of Education. Retrieved November 15, 2005, from http://www.ed.gov/pubs/LearnCenters/append-b.html

The Finance Project. (2003). *Sustainability planning workbook. Module III: Creating a strategic financing plan*. New York: Author.

National Center for Community Education. (1999). *21st CCLC visioning: The planning process workbook.* Flint, MI: Author.

Newman, S. A., Fox, J. A., Flynn, E. A., & Christeson, W. (2000). *America's after-school choice: The prime time for juvenile crime, or youth enrichment and achievement*. Washington, DC: Fight Crime: Invest in Kids. Retrieved November 15, 2005, from http://www.fightcrime.org/reports/as2000.pdf

Noam, G. G. (2003). After-school education: What principals should know. *Principal, 82*(5), 19–21

Padgette, H. C. (2003). *Finding funding: A guide to federal sources for out-of-school time and community school initiatives*. Washington, DC: The Finance Project. Retrieved November 15, 2005, from http://www.financeproject.org/Publications/FundingGuide2003.pdf

Ruffin, N. J. (2001). *Assessing community needs for child care* (Publication No. 350-056). Blacksburg, VA: Virginia Cooperative Extension. Retrieved November 15, 2005, from http://www.ext.vt.edu/pubs/family/350-056/350-056.html

Tool 1: Job Description for Afterschool Program Coordinator

Directions: Use the following outline to craft a job description for this position.

Definition
An individual who is recruited, selected, and employed by either the school district or a community-based agency to oversee the programs, activities, and collaborative process in a comprehensive afterschool program.

Title (What will this person be called?)
> Program Coordinator
> Site Manager
> Site Director

Qualifications
> What educational background should this person have?
> Does the person need to be a certified administrator?
> How many years of work experience should the person have? Does it matter where that work experience has been?

Possible Responsibilities:
> Hire and/or supervise other staff.
> Make presentations to the community.
> Make presentations to the school board, businesses, and community agencies.
> Meet regularly with the principal.
> Work closely with school staff.
> Assume responsibility for the building in the afterschool hours. (Some districts require a certified administrator for this task.)
> Write reports.
> Oversee evaluation activities.
> Develop and track budgets.
> Secure donations and funding for the program.
> Plan activities.
> Offer activities.

Reporting
> To whom does this position report?

Supervisory Responsibilities
> Which positions, if any, are supervised by this person?

Length of Employment
> What is the time frame for which you are hiring this person?

Tool 1: Job Description for Afterschool Program Coordinator (continued)

Essential Responsibilities (Select the ones that apply to the position.)

> Coordinates development and implementation of the afterschool program.

> Implements applicable district, agency, and grant policies and regulations.

> Administers assigned budget.

> Assists in planning and implementing the afterschool program.

> Provides oral and written reports to the public and the school system.

> Facilitates partnerships with appropriate public and private agencies that provide services to the students and families.

> Develops procedures and policies for operation of the afterschool program.

> Establishes and maintains communication with members of the school staff about student needs and aspects of the afterschool program.

> Prepares additional proposals for supplemental funding.

> Analyzes and applies information from periodic program evaluations.

> Participates on local and state committees related to afterschool programs.

> Maintains records needed for program administration.

> Performs other duties as assigned.

Special Requirements

> Does the person require a car?

> Will the person have to travel frequently?

> Does the person need to speak any languages other than English?

> Are there any aspects of the job that require any special skills?

> Does this person need to submit to a background check or drug testing?

Salary

> Do you want to indicate the salary in the job description? If so, will you state a specific salary, list a salary range, or merely say "competitive salary"?

> Are benefits included?

Performance Review

> Who will review the person?

> How often will the review take place?

How to Apply

> What should a person do to apply for this position? Send a resume? A cover letter? To whom? When will the position be filled?

Statement of Nondiscrimination

> You might want to include a nondiscrimination statement, such as the following:

_____ is an Equal Employment Opportunity Employer providing equal employment opportunities without regard to race, color, sex, age, religion, or national origin. This policy also includes the handicapped and all disabled Vietnam-era veterans. _____ utilizes only job-related criteria in making decisions concerning applicants and employees.

Tool 2: Worksheet for Finding Partners

Directions: Use the following worksheet to develop a list of potential community partners. Fill in the names of possible partners for each category. Consult with friends, the Chamber of Commerce, or the phone book for entries.

Major businesses or industries in our community:

_____
_____
_____

Major civic and professional organizations:

_____
_____
_____

Colleges and universities:

_____
_____
_____

Charitable groups that solicit in our community:

_____
_____
_____

Religious groups:

_____
_____
_____

Artistic organizations:

_____
_____
_____

Hobby and collectors groups:

_____
_____
_____

Tool 2: Worksheet for Finding Partners (continued)

Other groups in the community that provide afterschool care for young people:

_____

_____

_____

Organizations that provide services for senior citizens:

_____

_____

_____

Newspapers that are printed or distributed in our community:

_____

_____

_____

Radio and TV stations that reach our community:

_____

_____

_____

To ensure that your list represents the diversity of your community, check to see that all segments of the community are represented.

Demographic Representation	Community Representation
Male	Faith-based groups
Female	Schools
Youth	Youth organizations
Adult	Government
Black	Civic clubs
White	Service agencies
Asian	Health services
Latino/Hispanic	Public services (library, parks)
Native American	Business and industry
Other	Media

Tool 3: Partnership Planning (or Advisory Group) Worksheet

Directions: Use this tool to think through issues and record decisions related to forging a partnership with another organization. In some cases, the considerations may require a joint response rather than individual responses from the program and partner; the tool is formatted to show when a joint response is needed. The tool also can be modified to plan the goals of your program's advisory group.

Consideration	Afterschool Program Response	Partner Response
Goals for the Partnership		

Respective Responsibilities	Afterschool Program Response	Partner Response
Day-to-Day Program Management		
Programming Decisions		
Staffing		
Staff Training		

Tool 3: Partnership Planning (or Advisory Group) Worksheet (continued)

Respective Responsibilities	Afterschool Program Response	Partner Response
Providing Materials		
Budget Decisions		
Decisions Regarding Facilities Use		
Program Evaluation		
Reporting Channels		

Tool 3: Partnership Planning (or Advisory Group) Worksheet (continued)

Respective Responsibilities	Afterschool Program/Partner Response
Governance Structure and Processes	**Joint Response:**
Method for Establishing Meeting Time and Place, and for Deciding Meeting Preparation Responsibilities	**Joint Response:**
Communication Structure Encouraging Partners to Discuss Perceptions, Satisfaction Levels, and Suggestions for Relationship Building	**Joint Response:**
Process for Resolving Conflict	**Joint Response:**

Tool 3: Partnership Planning (or Advisory Group) Worksheet (continued)

Respective Responsibilities	Afterschool Program/Partner Response
Process for Ensuring Partners Receive Recognition for Contribution to Mission	Joint Response:
Process for Evaluating Usefulness of the Relationship	Joint Response:
Other: _____ _____ _____ _____ _____	Joint Response:
Other: _____ _____ _____ _____ _____	Joint Response:

Tool 4: Community Needs Assessment for Afterschool Programming

Directions: Use the following survey to determine the afterschool needs of the community.

Dear Parents/Guardians:

Help us assess your needs for afterschool programs for your children. Please complete the survey and return to [name] no later than [date]. Thank you for assisting us with this effort. If you have questions, please contact [name] at [phone number].

Note: In this survey, the term *afterschool* represents all out-of-school time. Besides the hours after the school day, it also includes the time before school, during school intersessions, weekends, summer, or any other time not during the school day itself.

1. **Would you use an afterschool program's services if they were available to you?**   Yes   No
   If yes, please complete the remainder of the survey.

2. **Please indicate the times of the afterschool program you would be interested in:**

   Afterschool care   _____

   Teacher institute or school improvement days   _____

   Snow days   _____

   Holidays and breaks   _____

   Summer programming   _____

   Other: _____

3. **Are you currently using another afterschool arrangement?**   Yes   No
   If no, go to Question 7.
   If yes, please identify the number of children and cost per child based
   on each child's current grade level: # of children $ cost per child

   Preschool   _____   _____

   Grades K-5   _____   _____

   Grades 6-8   _____   _____

   High School   _____   _____

4. **Please indicate the type of afterschool care you are currently using:**

   Day care center   _____

   Family care center   _____

   Provider in my own home   _____

   Spouse/partner   _____

   Care by family members   _____

   Other afterschool program   _____

   Care by older sibling   _____

   Other: _____

Tool 4: Community Needs Assessment for Afterschool Programming (continued)

5. Are you satisfied with your current afterschool arrangements? (Circle one.)   Yes   No

    If no, please explain:

    _____

    _____

    _____

6. Have you had any of these afterschool-related problems during the past year?
    Check problem areas.   Yes, I have had this problem

    Cost of program   _____

    Location of program   _____

    Transportation to or from program   _____

    Dependability of program   _____

    Quality of program   _____

    Scheduling program to match work schedule   _____

7. If you do not utilize afterschool care, what prevents you from using it?
    Check all that apply.

    Cost   _____

    Availability   _____

    Location   _____

    Vanpool/carpool   _____

    Hours of operation   _____

    Other (please explain) _____   _____

    _____

    _____

8. To help assess funding needs, please indicate your household gross salary range.

    # of people in household   _____

    below $20,000   _____

    $20,000–$29,000   _____

    $30,000–$39,000   _____

    $40,000–$49,000   _____

    More than $50,000   _____

9. Is your household a single-parent household or a two-parent household?
    (Circle one.)   Single parent   Two parent

Tool 4: Community Needs Assessment for Afterschool Programming (continued)

10. **How many children do you have in each of the following age groups?**

    0–4 years old   _____

    5–8 years old   _____

    9–12 years old   _____

    13–15 years old   _____

    16–18 years old   _____

11. **Please check the days you need afterschool care. Check all that apply.**

    Monday–Friday   _____

    Snow days, holidays, summer breaks   _____

    Other _____   _____

12. **Please check the times you need school-age programs. Check all that apply.**

    Before school only   _____

    After school only   _____

    Before and after school   _____

    Other _____   _____

13. **Please check the amount you consider reasonable to pay for afterschool care (per month or week per child) during the regular school year. Check only one.**

    No pay should be required   _____

    $ 1–$ 24   _____

    $ 25–$ 40   _____

    $ 41–$ 60   _____

    $ 61–$ 80   _____

    $ 81–$ 100   _____

    $ 101–$ 125   _____

    More than $ 125   _____

14. **Please provide the following information:**

    _____
    Name

    _____
    Address

    _____
    Telephone

    _____
    E-Mail Address

Thank you very much for your assistance!

Tool 5: Student Preference Survey

Directions: You may use or adapt this survey to determine students' programming preferences for the afterschool program. Make multiple copies of the survey, and ask teachers to distribute and collect it during homeroom period or at another convenient time.

Survey of Student Program Preferences

We need your help! We want to create an afterschool program that is exciting and useful for you. Please answer the following questions to tell us about your opinions and ideas for afterschool activities. If you would like to get even more involved in planning afterschool activities or being a club officer, ask your teacher for more information about the afterschool program.

1. Please check the sentence that best describes your feelings about attending an afterschool program at our school. (Check one.)

    I already participate in afterschool activities.

    I would definitely be interested in going to an afterschool program at our school.

    I have other responsibilities after school and could not go to an afterschool program at our school.

    I would not be interested in going to an afterschool program at our school.

2. What kinds of activities would you like to do after school? Feel free to add your own ideas. (Check up to four activities.)

Chess	Aerobic exercise	Arts and crafts
Community service	Basketball	Card and board games
Computer club	Cheerleading	Cooking
Homework help or tutoring	Gymnastics	Dance
Junior Achievement	Martial arts	Drama
Photography	Soccer	Field trips
Poetry writing	Softball/baseball	Music
Peer counseling/conflict resolution	Volleyball	Woodworking
School newspaper	Yoga	Other _____
Science experiments		

3. What are some ways you would like to get involved in the afterschool program? (Check all that apply.)

    Deciding what programs to offer   Advertising the afterschool program

    Planning afterschool activities   Your idea:_____

    Being a club officer   I am not interested in getting involved.

Tool 5: Student Preference Survey (continued)

4. Which types of "advertisements" would convince you to participate in afterschool activities? (Check all that apply.)

Student-designed posters

Flyers mailed home

Presentations by students who are in the afterschool program

Articles about the program in the school newspaper

Daily announcements about the program (read by an adult)

Daily announcements about the program (read by a student)

Rewards—such as homework passes, gift certificates, or other treats—for students who regularly attend activities

Your idea:_____

Your idea:_____

Your Name_____

Your Homeroom Teacher or Room Number_____

Thank you!

Tool 6: Teacher Preference Survey

Directions: *Use or adapt this survey to determine teachers' programming preferences for the afterschool program. Be sure to personalize the survey by filling in the missing information wherever indicated. Then copy the survey and distribute it to teachers.*

Survey of Teacher Program Preferences

We need your help! We want to create an afterschool program that meets the needs of students, families, and teachers. Please tell us what activities you think we should offer, and let us know what role—if any—you would like to play in the afterschool program. This survey will take only a few minutes to fill out.

Please give your completed survey to _____ [name]

by _____ [date].

If you have questions, please contact _____ [name]

at _____ [telephone number]. Thank you for your time!

1. Based on your experience with students, what types of activities do you think we should provide in an afterschool program? (Rank your top eight choices from 1 to 8, with 1 as your top choice.)

   ___ Chess   ___ Aerobic exercise   ___ Arts and crafts
   ___ Community service   ___ Basketball   ___ Card and board games
   ___ Computer club   ___ Cheerleading   ___ Cooking
   ___ Homework help or tutoring   ___ Gymnastics   ___ Dance
   ___ Junior Achievement   ___ Martial arts   ___ Drama
   ___ Photography   ___ Soccer   ___ Field trips
   ___ Poetry writing   ___ Softball/baseball   ___ Music
   ___ Peer counseling/conflict resolution   ___ Volleyball   ___ Woodworking
   ___ School newspaper   ___ Yoga   ___ Other _____
   ___ Science experiments

2. What do you think would be the best ways to promote the afterschool program to students? (Check all that apply.)

   Student-designed posters

   Flyers mailed home

   Student word of mouth

   Teacher encouragement to attend

   Presentations by students who are in the afterschool program

   Articles about the program in the school newspaper

   Daily announcements about the program (read by an adult) over the PA system

   Daily announcements about the program (read by a student) over the PA system

   Announcements at PTA/PTO meetings

   Small incentives for students who come to the first meeting of a club or activity

   Bigger incentives—such as homework passes, gift certificates, or other treats—for students who regularly attend activities

   Other (please specify): _____

Tool 6: Teacher Preference Survey (continued)

3. In what ways do you think teachers (not necessarily you) should be involved in the afterschool program? (Check all that apply.)

    Teacher input into the selection and design of programs offered

    Communication between teachers and afterschool staff regarding student needs and integrating afterschool activities with classroom lessons

    Teachers as instructors in the center

    Teacher input into the use of classrooms and equipment

    Other (please specify): _____

4. Would you like to be involved in planning or offering afterschool activities?

    Yes   No

    If yes, please contact _____ [name]

5. Would you be interested in being an instructor in the afterschool program?

    Yes (Go to question 6.)   No (You are finished with the survey.)

6. If you are interested in being an instructor, please answer the following questions:

    What is your name? _____

    What classes/clubs would you be interested in running? _____

    How many hours per week would you be willing to act as an instructor? _____

    How many days per week would you be willing to act as an instructor? _____

    What grade levels would you want to instruct? _____

Thank you!

Tool 7: Brainstorming Why You Want an Afterschool Program

Directions: Use this tool to brainstorm initial reasons for starting an afterschool program. Be sure to brainstorm your reasons and clarify your ideas before you start surveying the community. You can use these questions for yourself or as a group.

If you are working in a group, write the questions on chart paper to help the brainstorming process. Remember, if you are guiding a brainstorming process, let the conversation flow without judging the ideas that are being raised. After you go through the process, you can work through the responses to determine which most fully reflect the needs of your group.

1. Why do you want an afterschool program?

   _____

   _____

   _____

   _____

   _____

2. Whom do you want to serve?

   _____

   _____

   _____

   _____

   _____

3. In your ideal world, what would the afterschool program accomplish?

   _____

   _____

   _____

   _____

   _____

Tool 7: Brainstorming Why You Want an Afterschool Program (continued)

4. What kinds of activities would you like to pursue in your program?

_____

_____

_____

_____

_____

5. What are the biggest challenges to starting a program?

_____

_____

_____

_____

_____

6. What are your most valuable resources?

_____

_____

_____

_____

_____

7. What next steps do you need to take? When do they need to be accomplished?

_____

_____

_____

_____

_____

Tool 8: Visioning Worksheet

Directions: *This worksheet can be used by programs that want to create an overall vision. First, have individuals read the five-step process listed below and write down their initial thoughts. Then meet as a group to finalize these thoughts and write them on the following page.*

Your vision should drive the daily operation of your program. Remember, when developing a vision, it is important to include parents, student representatives, volunteers, staff members, school faculty and administrators, and community organizations. After you have established your vision, be sure to post it prominently to remind everyone what the program is about.

The Five-Step Visioning Process
Step 1: Visioning—What is our vision of where the program will be in X years?
Step 2: Identifying challenges—What are the challenges or barriers to achieving this vision?
Step 3: Prioritizing the challenges—Of these challenges, which are the five most important? (Determine the top challenges by voting rather than discussion.)
Step 4: Identifying needs and assets—What needs will affect our ability to address these challenges? What resources or assets are available to help address these challenges?
Step 5: Strategizing—Given our needs and assets, what strategies could we use to address the challenges? (Brainstorm strategies as a group.)

Adapted from 21st CCLC Visioning: The Planning Process Workbook. *Copyright © 1999 by the National Center for Community Education (www.nccenet.org). Reprinted with permission.*

Tool 8: Visioning Worksheet (continued)

Our vision for _____ [program name] over the next _____ years.

Date: _____

Participants

_____
_____
_____
_____

Vision Statement

_____
_____
_____
_____

Challenges (Prioritize)

_____
_____
_____
_____

Needs

_____
_____
_____
_____
_____

Assets

_____
_____
_____
_____
_____

Strategies for Meeting Challenges

_____
_____
_____
_____

Tool 9: Goal-Setting Worksheet

Directions: This worksheet can be used to record both long-term and intermediate goals. First, write down your vision statement. Next, think about the areas in which you want to set goals. Record these in the left column. A few examples are provided to get you started. Then, in the middle column, record your specific goals for each area. Finally, use the right column to indicate a target date for achieving each goal.

Vision Statement

_____

_____

_____

_____

Area for Goals	Specific Goals	Target Date
Programming		
Fundraising		
Student Outcomes		
Community Participation		

Adapted from 21st CCLC Visioning: The Planning Process Workbook. *Copyright © 1999 by the National Center for Community Education (www.nccenet.org). Reprinted with permission.*
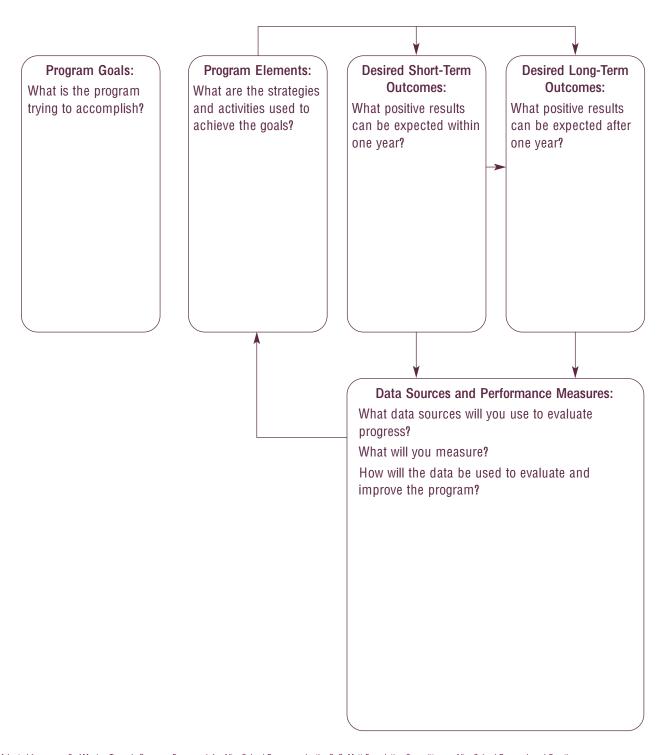
Tool 9: Goal-Setting Worksheet (continued)

Area for Goals	Specific Goals	Target Date

Tool 10: Logic Model Planning Tool

Directions: *Using* **Tool 8** *and* **Tool 9**, *transfer your program goals to this planning tool. Then, fill in the rest of the chart with your ideas about activities and programs and the measures you will use to show that the program is meeting its goals, both in the short term and the long term.*

Program Goals:

What is the program trying to accomplish?

Program Elements:

What are the strategies and activities used to achieve the goals?

Desired Short-Term Outcomes:

What positive results can be expected within one year?

Desired Long-Term Outcomes:

What positive results can be expected after one year?

Data Sources and Performance Measures:

What data sources will you use to evaluate progress?

What will you measure?

How will the data be used to evaluate and improve the program?

Tool 11: Potential Funders

Directions: Use the following tool to consider potential funders. Include key information, possible risks, and action steps to determine the most appropriate sources.

Potential Funding Source	Key Information about the Source What is the purpose of this funding source? What does it support? How is it administered?	Possible Risks Is there anything we need to be concerned about (e.g., resources have to be sustained)? Are there any restrictions on funding (e.g., funds cannot be spent for equipment, matching funds are required)?	Action Steps What else needs to be done in order to learn more? What information needs to be gathered? What other planning needs to be done?

Tool 12: Budget Worksheet

Directions: Use this worksheet to help you think about the costs associated with operating an afterschool program. The first part of the worksheet provides an itemized list of typical expenses. For each item, record the estimated cost and list any potential sources of funding to cover this cost. Remember, some items or services can be donated or provided at no cost to the program.

The second part of the worksheet lists potential funding sources and allows you to record the total amount of funding available from each source in order to compare your estimated costs and your estimated revenue.

Part I—Typical Expenses

Item or Service	Estimated Cost	Potential Resource
Planning and Development		
Community needs assessment		
Focus groups		
Public opinion polls		
Staff time		
Printing and publicity		
Building or modifying space		
Recruiting and developing staff		
Planning and Development Subtotal		
Operation		
Program materials		
Salaries—instructional staff		
Salaries—administrative staff		
Salaries—fringe benefits		
Contractual services		
Office supplies		
Custodial services		
Transportation		
Utilities		
Telephone and fax machines		
Computer systems		
Insurance		
Operation Subtotal		
TOTAL COSTS		

Tool 12: Budget Worksheet (continued)

Part II—Potential Resources

Potential Funding Sources	Estimated Contribution
Local government	
School district	
State grants	
Federal grants	
Foundations	
Parent-teacher organizations	
Local civic and service clubs	
Local businesses	
Tuition and user fees*	
Other	
TOTAL REVENUE	

*__Note:__ Participation must be affordable for families in the community. Be careful of fees that are too high and, therefore, inaccessible to families whose children may be most at risk of academic failure.

This tool was adapted from A Community Learning Center Budget Worksheet (Appendix B) of Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment, *by A. de Kanter, L. Fiester, A. Lauland, and V. Romney (1997), available online (www.ed.gov/pubs/LearnCenters/append-b.html).*

Tool 13: Responsibility Checklist for the Principal and Afterschool Program Coordinator

Directions: *The principal and afterschool program coordinator should complete this checklist together. Review the tasks in the left column. Add any additional tasks that may be needed. Then, for each task, indicate who will be responsible—the principal or program coordinator—or whether it will be a shared responsibility. If a responsibility will be shared, decide how it will be shared.*

Task	Responsibility of Principal	Responsibility of Afterschool Coordinator	Shared Responsibility (Indicate How)
Secure space for afterschool activities.			
Inform classroom teachers that their classrooms will be used.			
Provide supplies and materials for afterschool programs.			
Handle discipline issues that arise in afterschool programs.			
Communicate with parents about the content of afterschool programs.			
Recruit students for afterschool programs.			
Decide on the type of activities to be offered.			
Hire and supervise staff of afterschool programs.			
Register participants for afterschool programs.			
Define the afterschool staff's training needs.			
Other			

Tool 14: Transportation Worksheet

Directions: Answer the following questions to determine transportation needs and solutions for your afterschool program.

1. How do potential participants get to and from school now?

   _____

   _____

   _____

2. How many of the potential participants take a bus (school bus or city bus) or other public transportation?

   _____

   _____

   _____

3. Is an "activities bus" or a "late bus" available? What is the possibility of arranging such bus service?

   _____

   _____

   _____

4. Who can help with transportation issues?

   School District

   Contact: _____

   Result: _____

   _____

   Local Bus Company

   Contact: _____

   Result: _____

   _____

   Local Businesses

   Contact: _____

   Result: _____

   _____

   Local Foundations, Other Funding Sources

   Contact: _____

   Result: _____

   _____

Tool 15: Program Schedule

Directions: Use or adapt this tool to schedule and keep track of all program offerings. Be sure to include days offered, time, location, staffing, and any additional information. A sample schedule is provided to get you started. Use the blank form on the following page for your program.

Sample Afterschool Program Schedule
First Quarter (September 7 to November 5)

Day(s) of the Week	Activity/ Grade Level	Time	Room	Instructor/Aides	Notes
M-F	Snack (all grades)	2:30-3:00	Cafeteria	Parent volunteers	Give kitchen staff weekly counts
M-F	Homework Center (Grades 3-4)	3:00-4:00	Room 12	Jim Johnson, Sylvia Kauffman (aide), community college volunteers	
M-F	Homework Center (Grades 5-6)	3:00-4:00	Room 14	Marci Schiller, Wren Hawthorne (aide)	
M, W, Th	Papier-mâché sculpture (Grades 3-6)	4:00-5:00	Art Room	Jen Egner	Remind staff to bring newspapers
Tu, F	Community Service Club (Grades 4-6)	4:00-5:00	Library	Janice Ran Vaughn	Tu-visit senior center, F-clean school grounds
Tu, W	Drama Club (Grades 3-6)	4:00-5:00	Auditorium	Parent volunteers	Put note in newsletter about the performance
M, W, F	Soccer (Grades 3-6)	4:00-5:00	Playground (or Gym)	Andy Baldwin	
Tu, Th	Stretching Class (Grades 3-6)	4:00-5:00	Cafeteria	YMCA staff	Exercise mats
Th	Swimming at Park District Pool	4:00-5:00	Park District Pool	Erin Hayden, Park District staff	Limited to 10 students; have van ready at 3:45
M-F	Computer Games (Grardes 3-6)	4:00-5:00	Computer Lab	Community college volunteers	Place newspaper ad requesting donated games and puzzles
M-F	Board Games	5:00-6:00	Cafeteria	Jen Egner, parent volunteers	

Tool 15: Program Schedule (continued)

Afterschool Program Schedule

Date: _____

Day(s) of the Week	Activity/ Grade Level	Time	Room	Instructor/Aides	Notes

Tool 16: Survey of Teacher Programming Needs

Directions: Use the following survey to ask teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills in which students need assistance. Then ask them to assign a priority level—low, medium, or high—to these skills. Teacher suggestions should be based on assessments of student achievement, observations, student preferences, or parent feedback.

Teacher Name: _____

Grade Level(s): _____

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

Tool 17: Matrix of Teacher Programming Needs

Directions: *Make copies of **Tool 16: Survey of Teacher Programming Needs** and distribute to teachers to determine their academic programming needs for the afterschool program. After collecting the forms, compile the information in a table like the sample below. To aid in the decision-making process, you can sort the information by grade level, subject/topic area, or priority level. A sample appears below. Use the blank form on the following page for your program.*

Sample: Lincoln School Teacher Programming Needs

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

Tool 17: Matrix of Teacher Programming Needs (continued)

[School Name] Teacher Programming Needs

Teacher Name and Grade Level	Subject/Topic Area	Specific Skills	Priority Level

Tool 18: Parent Volunteer Form

Directions: Use this form to find out about parents who want to volunteer in your program.

Would you like to volunteer at our afterschool program?

Parent volunteers are extremely valuable components of the educational process. Acting as a parent volunteer is a great way to find out what goes on in your child's afterschool program and to help support your program and school. Because of the tremendous impact that parent volunteers can have on students, we believe that all parent volunteers should possess the following personal characteristics:

> You must like and enjoy working with children.

> You must feel that being a parent volunteer is an important position, worthy of your time and effort.

> You must be willing to work with many different students in a variety of situations.

> You must be able to accept the responsibility that goes along with your position.

> You must be of good and reliable character.

If you are interested in being a parent volunteer, please fill out the remainder of this form and return it to the Afterschool Program Coordinator.

_____   _____   _____
Your Name   Phone   E-Mail

1. In which activities would you like to volunteer?
       Homework Help
       Tutoring
       Recreation
       Other _____

2. Which areas of knowledge or expertise would you be willing to offer to the program?
       Computer skills
       Reading
       Other _____
       My hobby_____
       My career_____
       My cultural heritage _____

3. When are you available to volunteer in the program?

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
From:							
To:							
Exceptions:							

4. In what other ways would you be able to help?

_____
_____

Tool 19: Parent Preference Survey

Directions: Use or adapt this survey to determine parents' programming preferences for the afterschool program. Be sure to "personalize" the survey by filling in the missing information wherever indicated. Then copy the survey and distribute it to parents. We recommend that you mail the survey to their homes and, budget permitting, include a postage-paid return envelope.

Survey of Parent Program Preferences

We need your help! We want to create an afterschool program that is helpful to your child and convenient for you. Please tell us what activities you think we should offer and when, and let us know what role, if any, you would like to play in the afterschool program. This survey will take only a few minutes to fill out.

If you have questions, please contact_____ [name],

_____ [telephone number] or_____ [e-mail].

Please mail your completed survey by _____ [date] to:

_____ [name]

_____ [address].

Thank you for your time!

1. Do you think your child or children would participate in an afterschool program? (Check one.)

    Yes   No

2. What types of activities do you think an afterschool program at our school should offer? (Rank your top eight choices from 1 to 8, with 1 as your top choice)

    ___ Chess   ___ Aerobic exercise   ___ Card and board games
    ___ Community service   ___ Basketball   ___ Cooking
    ___ Computer club   ___ Cheerleading   ___ Dance
    ___ Homework help or tutoring   ___ Gymnastics   ___ Drama
    ___ Junior Achievement   ___ Martial arts   ___ Field trips
    ___ Photography   ___ Soccer   ___ Music
    ___ Poetry writing   ___ Softball/baseball   ___ Woodworking
    ___ Peer counseling/conflict resolution   ___ Volleyball   ___ Other _____
    ___ School newspaper   ___ Yoga
    ___ Science experiments   ___ Arts and crafts

3. What is the dollar amount you would be willing and/or able to pay per child for an afterschool activity that meets two times a week for 18 weeks (a total of 36 sessions)? (Check one.)

    I am not willing or able to pay for afterschool activities.
    Less than $75
    $76 to $150
    $151 to $225
    More than $225

Tool 19: Parent Preference Survey (continued)

4. Please indicate the days and times that you would like your child or children to be able to attend activities. (Check all that apply.)

Monday	Friday	Before school
Tuesday	Saturday	After school
Wednesday	Sunday	During school vacations
Thursday		During the summer

5. Would your child/children need a ride home after an activity?

    No, I would be able to pick up my child/children after an activity.

    Yes, I would need the program to provide transportation for my child or children after an activity.

6. Are you interested in volunteering to help with the afterschool program? (Check one.)

    Yes

    No (Go to question 8.)

7. In what ways would you like to volunteer? (Check all that apply.)

    Teach a class.

    Help a teacher with a class.

    Help with paperwork (e.g., keep attendance, fill out forms).

    Publicize the program (e.g., write for the newsletter, pass out flyers).

    Greet participants and answer questions.

    Provide help wherever needed.

    Other (please specify): _____

8. Personal Information:

    Your name_____

    Address_____

    E-mail _____

    Home telephone_____

    Best time of day to reach you at this telephone number_____

    Your child's/children's name(s) and grade(s):

    Name _____ Grade _____

    Name _____ Grade _____

    Name _____ Grade _____

Thank you!

Tool 20: Adult Education Interest Survey

Directions: *Conduct this survey of your intended adult population to determine what types of classes or experiences would interest them. Feel free to adapt the survey to your offerings and "personalize" it by filling in the missing information wherever indicated. Then copy the survey and distribute it to parents. We recommend that you mail the survey to their homes and, budget permitting, include a postage-paid return envelope.*

Survey of Adult Education Preferences

We need your help! We want to offer adult education courses that would be valuable and convenient for you. Please tell us what adult courses you think we should offer and when. This survey will take only a few minutes to fill out.

If you have questions, please contact _____ [name],

_____ [telephone number] or _____ [e-mail].

Please mail your completed survey by _____ [date] to:

_____ [name]

_____ [address]

Thank you for your time!

1. Would you participate in an adult education program? (Check one.)
       Yes   No

2. What types of courses would interest you? (Rank your top eight choices from 1 to 8, with 1 as your top choice.)
    ___ Computer skills   ___ Music
    ___ English language skills ___ Art
    ___ Parenting skills   ___ Cooking
    ___ Foreign language   ___ Dancing
    ___ Finance and budgeting   ___ History
    ___ Sports and recreation   ___ Science
    ___ Healthy eating   ___ Literature
    ___ Exercise and fitness   ___ Other
    ___ Math

3. What is the dollar amount you would be willing and/or able to pay per course if it meets once a week for 18 weeks? (Check one.)
       I am not willing or able to pay for adult education classes through the afterschool program.
       Less than $50
       $51 to $100
       $101 to $150
       More than $150

Tool 20: Adult Education Interest Survey (continued)

4. Please indicate the days and times that you would be able to attend.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
From:							
To:							
Exceptions:							

5. Would you need transportation in order to attend an adult education course?

    Yes, I would need the program to provide transportation for me.

    No, I don't need transportation.

6. Are you interested in volunteering to help with the adult education program? (Check one.)

    Yes

    No (Go to question 8.)

7. In what ways would you like to volunteer? (Check all that apply.)

    Teach a class.

    Help a teacher with a class.

    Help with paperwork (e.g., keep attendance, fill out forms.)

    Publicize the program (e.g., write for the newsletter, pass out flyers).
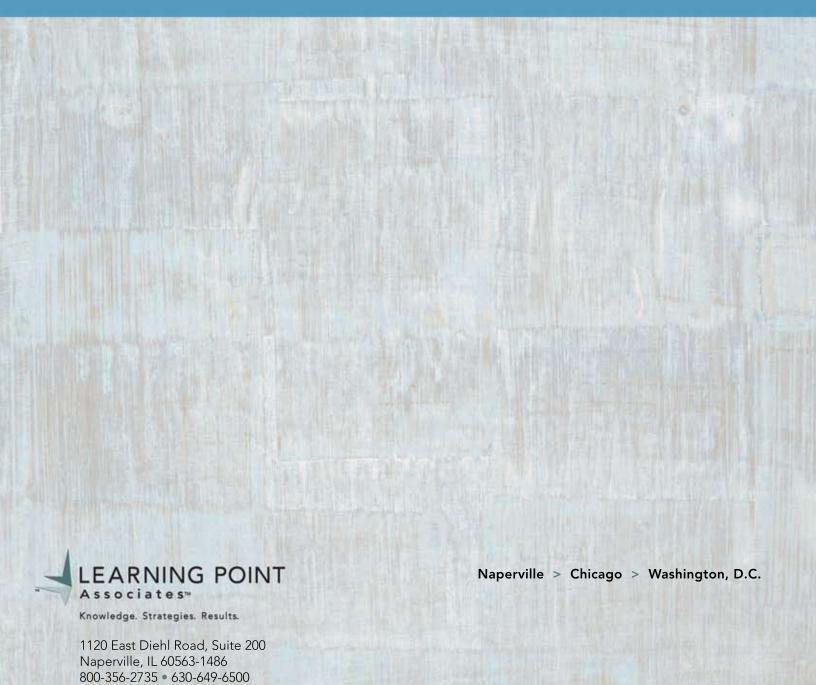
    Greet participants and answer questions.

    Provide help wherever needed.

    Other (please specify):

8. Personal Information:

    Your name_____

    Address _____

    Home telephone_____

    Best time of day to reach you at this telephone number_____

    Your child's/children's name(s) and grade(s):

    Name _____ Grade _____

    Name _____ Grade _____

    Name _____ Grade _____

Thank you!

LEARNING POINT
Associates™

Knowledge. Strategies. Results.

Naperville > Chicago > Washington, D.C.

552_12/05