

# Afterschool and Summer Learning

**Afterschool Implementation Guide**

**July 2021**

As the needs of students continue to expand outside of the classroom, the need for high-quality afterschool programming also continues to rise. Research shows high-quality afterschool programming can positively impact school day outcomes by providing students opportunities for academic acceleration and social emotional development.

This Afterschool Implementation Guide was developed as a resource for Local Education Agencies (LEAs) interested in creating a high-quality afterschool program. This guide includes overview information, specific steps for program design, and additional resources to explore.

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July 2021

## Why Afterschool?

School aged youth spend almost 80% of their waking hours outside of school. Nationally, there are over 19 million youth waiting to access high-quality afterschool programming, which translates into 1 in 3 students waiting to get into an afterschool program in their community.

Research shows that every \$1 invested in afterschool programs saves at least \$3 by:

- 1 Increasing kids' earning potential
- 2 Improving kids' performance at school
- 3 Reducing crime and juvenile delinquency

Successful afterschool programs address the academic and enrichment needs of youth by providing nontraditional learning strategies and include things like project-based learning, physical education, college and career exposure, academic enrichment, art and music, service learning, and opportunities to develop interpersonal relationships with peers, mentors, and the community.

## Did you know?

The Indiana Afterschool Standards are statewide standards used to establish quality and drive consistency among afterschool and summer programs. In addition to the traditional standards, there are also several sets of specialty standards, including Literacy, STEM, and Family Engagement standards, outlining best practices and recommendations for afterschool programming serving K-12 students.

[Click here to access the Indiana Afterschool Standards!](#)



# Best Practices Overview

Afterschool programs should operate 12-15 hours per week, at least 130 days per school year. Outside of academic time, high-quality afterschool programs should incorporate opportunities that students might not otherwise have during the school day. In addition to helping close the opportunity gap, enrichment should make programs more impactful and engaging so students will attend consistently.

## What can afterschool programs provide to positively impact school day outcomes ?



New experiences and opportunities



Connection to community partners



Noncognitive skill development



Focus on health and wellness

### High-Quality Afterschool Programs include:

- A daily schedule that incorporates a balance between academic enrichment (tutoring, small group instruction, etc.), and life skills enrichment (visual arts, cooking, health & wellness, etc.)
- Opportunities for one-on-one academic support
- Program content that aligns to desired school day outcomes

Consider employing a diverse group of staff from varied professional backgrounds, including: youth workers, teachers and community members

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Create recruitment and attendance policies that support higher attendance rates and celebrate participation.



# Alignment and Sustainability

In addition to providing students with exposure to new experiences, successful afterschool programs can drastically impact academic outcomes and social emotional skill development.

LEAs are encouraged to take lessons learned from a successful summer program, in addition to reviewing school year academic and enrichment needs, and continue out-of-school time efforts throughout the school year. A high-quality afterschool program can significantly impact student outcomes throughout the school year.

1. Review school year priorities and identify academic gaps. Determine how an afterschool program can impact school need.
2. Analyze data gathered from students and families. Consider what kind of programming would be most meaningful.
3. Share any summer program successes with school administration and community partners. Highlight goals achieved and lessons learned.



**How can I design a program model that addresses school year needs?**



**What funding sources can support school year programming?**

1. Title I can support afterschool and summer programming at an individual school or throughout the district.
2. Title III can be used to provide technology-based supports to English learners as part of an afterschool program.
3. Title IV can be used to provide extended learning opportunities, including afterschool and summer programs.

**Don't forget to incorporate an afterschool (and summer) program model into your ESSER II and III plans!**





# Implementation Guide

A successful afterschool program cannot only address academic needs; it can also help build relationships with students, families, and the community.

The research shows that high-quality afterschool programs positively impact academic outcomes and social emotional development. But what is the first step in the afterschool program planning process? This Implementation Guide is for LEAs interested in learning tips and tricks for developing a high-quality, high-impact afterschool program experience.

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# Program Planning and Needs Assessment

Starting an afterschool program and don't know where to begin? The first few steps in planning a successful, high-quality afterschool program includes developing a timeline and assessing need.

## Program Planning

Did you know that the 21st Century Community Learning Centers (21st CCLC) Program (Title IV, Part B) provides funding to LEAs and non LEAs to operate afterschool programming in high-need communities? Their USDOE Technical Assistance Provider, You For Youth, has several great resources for anyone planning a high quality afterschool programs.

[Click here to access the resources!](#)

- Develop a planning team comprised of program staff, organizational leadership, and community stakeholders.
- Create a timeline that includes tasks, deadlines, point persons, and task priority. Do your best to stick to the timeline created!
- Consider how tasks and deadlines may be interdependent and impact deadline timing and the order in which tasks can be completed.
- Determine individual and/or group S.M.A.R.T goals (specific, measurable, achievable, relevant and time bound) to keep staff accountable and ensure program goals are measurable.

1

Familiarize yourself with your school's Comprehensive Needs Assessment (CNA) and/or School Improvement Plan (SIP). Consider aligning afterschool program efforts to address highlighted areas of needs.

2

Survey students to determine what program content would be most helpful and most desirable to them -- this will help with student recruitment and retention.



# Student Recruitment and Transportation

[Click here for a simple recruitment plan template](#)

As you develop your recruitment plan, make sure it strategically targets the students who demonstrate the greatest need. While all eligible students should be invited to attend, it takes planning to engage and enroll those students who would likely benefit the most.

When students who specifically need your program attend, it's more likely you will see high rates of student retention and positive outcomes.

According to The Wallace Foundation, recruitment plans include:

- 1 Understanding Your Audience
- 2 Creating Engaging Messaging
- 3 Creating a Written Plan
- 4 Making Your Outreach Consistent and Assertive
- 5 Using Trusted Messengers
- 6 Building A Relationship with Parents and Students
- 7 Making Registration as Easy as Possible
- 8 Engaging Directly with Students

## Retention

*To foster student retention, consider:*

1. Offering programs to multiple grade levels to address the needs of families with more than one student participating in programming.
2. Creating engaging academic and enrichment opportunities that excite students and actively market the programs as engaging camps rather than remedial academic work.

## Transportation

*To eliminate barriers, plan to provide transportation and consider that:*

1. Student information should be given to transportation staff as early as possible—recommend at least one month in advance, particularly for any students that have specific needs related to transportation.
2. To maximize efficiency, last minute schedule changes should be limited.





# Considerations for Special Populations

As you design your afterschool program model, student recruitment, family engagement, and program supports should be inclusive and create a sense of belonging among all students.

## Culturally and Linguistically Diverse (CLD) Students

The CLD term refers to students who come from multilingual and multicultural communities, including those who come from migrant family backgrounds.

Our interactions provide us context to successfully navigate words, situations, and norms, and help us learn to communicate in the English language. These same experiences for language development are no different for CLD students and families. Consider embedding the resource below into your program design.

### The Prism Model

The Prism Model uses four dimensions to understanding CLD students' success in school.

- Social and Cultural Processes: What are the social and cultural experiences of my students? How might I find out more information about them?
- Academic: What are my students' school and/or academic experiences in their home language? In their English language?
- Language: Where are they in their English language development? In their first language development? How and in what context has the student's first language been valued and supported?
- Cognitive: How do my CLD students learn best? What experiences do they enjoy? How can I best leverage their naturally occurring processes to expand their understanding?

## Students with Disabilities

Ensure program recruitment strategies are inclusive to students with disabilities.

Communicate with school day staff to access and review IEPs.

Review program curriculum and activities, as well as program space, to ensure inclusivity.



# Staffing and Training

As you plan for afterschool, look beyond school personnel and think creatively about partners to bring to the table: community-based organizations, higher education, parks and recreation agencies, affordable housing organizations, libraries, and more. Ensure program staff is diverse in experience and representative of students and families to be served.



## Recruiting Teachers

Recruit teachers with subject and grade-level experience who are often better able to connect the afterschool content to school year curriculum.

When hiring teachers and deciding on the rate of pay, consider the collective bargaining agreements and pay schedules set by your district or school.

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Explore partnerships with local community-based organizations (CBO) that have experience and demonstrated success in operating afterschool programs.

Several community-based organizations offer afterschool programs and are experienced in providing key elements that make afterschool feel different than a typical school day. These elements can include strong family engagement and interaction with community services.



## Recruiting CBOs

### CBOs can play a variety of roles in afterschool programs:

- Manage operations, provide staffing, and assist with student recruitment and enrollment
  - Facilitate enrichment, including field trips, service learning, and other community experiences
  - Develop and/or assist with training afterschool staff
  - Collaborate with schools and teachers to identify academic needs of students to ensure consistency and build upon academic activities
- .....



## Recruiting H.S. Students

High school students benefit from engaging in a structured opportunity that builds skills and relationships during non-school hours.

High-quality afterschool youth employment programs have been found to reduce crime and incarceration rates and increase academic engagement, all while providing students with the opportunity to earn income, develop employability skills and increase their ability to positively impact their communities.

### Considerations for employing high school students:

- Prior to beginning employment, high school student employees will need increased training on key topics: workplace etiquette, communication, appropriate boundaries, basic youth development, and risk management.
- Youth employment programs are most effective when paired with a mentorship program. Consider having a staff person serve as the facilitator during regular opportunities for youth employees to develop skills and build a strong culture among the group.
- Consider pairing high school student employees in a classroom/group with more experienced staff to serve as a daily mentor. Programs should also help build these skills during staff training sessions to ensure the high school student employees build confidence to begin employment.
- Community-based organizations may already offer a youth employment program. Consider these partnerships as an opportunity to leverage high school student employees.

Several resources are available to assist the development of youth employment programs:

[Job Ready  
EmployIndy  
Benchmarks](#)

[220 Leadership](#)

[Youth.gov  
Employment  
Resources](#)

[Signal Success](#)



# Supporting Afterschool Staff

Strong afterschool programs organize around a unique theme and/or distinctive program culture. One way to support staff is to anchor afterschool programs in [evidence-based learning curricula](#). [Play-based curriculum](#) can be utilized for younger children, and [student voice](#) is essential to older youth programming.

Looking for a professional development plan template? [Click here!](#)

In addition, staff at afterschool programs should be trained in instructional methods and [positive learning environments](#) to garner positive outcomes.

Professional development should align with school year goals and provide innovative opportunities for staff development in the areas of group management, project-based learning, and culturally relevant curriculum.



Survey program staff to determine their professional development needs. Incorporate specific skill-based opportunities as well as opportunities that build a team culture.



Consider your initial needs assessment and provide training that connects to program needs. Also consider any professional development opportunities provided by community partners.



Ensure professional development opportunities are relevant to the afterschool program design.

## Resource Highlight

[Click here to access more information on My Afterschool Locker](#)

The Indiana Afterschool Network offers a variety of dynamic resources for afterschool programs looking for virtual professional development opportunities and program planning tools. Their *My Afterschool Locker* tool provides programs with Lesson Plans, Team Tools, Activity Ideas, and connection to Community Collaborators. To learn more, click the link to the left!





# Budget

Intentionally developing a thorough budget will ensure funds are being utilized efficiently and direct program costs are aligned with desired program outcomes.

As you develop your program budget, lean on your financial planning resources, including [this simple budget planning worksheet](#) or [this more in-depth budget planning worksheet](#). Though both examples are typically used for summer programs, both templates have content that is applicable to afterschool program needs as well. You can also utilize the [IDOE-style budget guide](#) dictating typical program costs.

1. Determine estimated costs for program administration and overhead. Analyze estimated costs against any current or historical afterschool programming costs to ensure all planned administration and overhead are accurate and intentional.

2. Develop a budget management process and determine staff members who will oversee the process.

3. Consider the funding model you are using -- will there be one funding stream? Does the budget encompass blended and/or braided funds from several funding streams? Make sure to account for the needs of all funds used.

## Initial Budget Planning Considerations

## Budget Best Practices

1. Ensure funds dedicated to staffing provide a competitive, [livable wage](#). As stated above, consider the collective bargaining agreements and pay schedules set by your district, charter school, or non-public school.

2. Plan for fluctuation with projected enrollment. This will allow you to more accurately plan for expenses. Use historic daily attendance rates to plan; if you don't have any, plan for 75% of projected enrollment.

3. Analyze expenditures and changes in staffing and/or roles, supply needs, partner contract needs, field trips, etc., regularly to ensure financial efficiency and to identify any future funding gaps.





# Partners and Program Schedule

Programs that cultivate strong relationships with community partners, including community organizations, local schools, and government agencies, are more likely to have partners that are supportive of their mission and have a vested interest in overall program success.

- Local Schools--Public, Charter, and Nonpublic
- Community-Based Organizations
- Local Parks Departments
- Colleges and Universities
- Libraries
- Museums and Community Centers
- Faith-Based Organizations

**Who?**

**How?**

1. Identify Needs: Gather information and identify programming gaps that will help inform a partner recruitment plan.
2. Identify Roles: Determine what community partner roles will address program needs and ensure the roles are defined in program policies.
3. Identify Details: Collaborate to determine partnership details, including the frequency of the services provided.

**Partnership Example**

With the unprecedented impact of COVID-19, many cities across the country have developed local, cross-sector partnerships to address the critical academic needs of youth. One re-occurring approach that has emerged is, "Community Learning Hubs." Check out the link to the right to learn more!

[Municipal Leadership to Support Education Requires Collective Action](#)

Oct. 2020



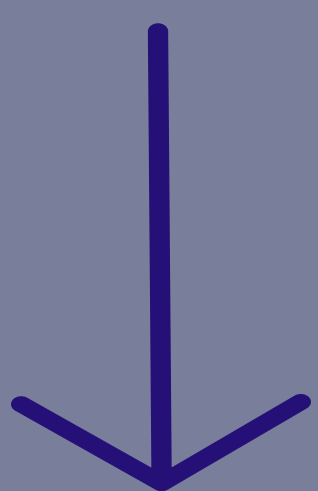
# Creating a site schedule

After establishing the program parameters, including number of weeks and hours per day, focus the next steps on creating a detailed, site-specific program schedule.

Creating an effective program schedule will create a routine, and ensure academic and enrichment times are maximized. In addition, a strong program schedule will allow staff to focus efforts on direct programming and, in the event of an emergency, locate students quickly.

Don't forget to build in times for transitions between program spaces, bathroom breaks (if needed), and meal time!

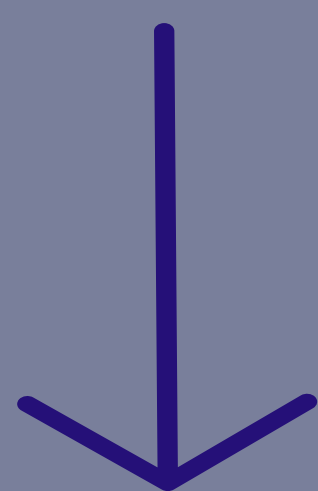
## Plan



To better prepare for all scenarios, consider creating more than one version of your program schedule.

Consider the distance between program spaces to make transition times easier and limit disruptions.

## Consider



High-quality afterschool programs operate on a weekly program schedule.

If your program will be serving multiple grade levels, consider creating a separate weekly schedule for each grade group. This will maximize program space and ensure programming is age appropriate.

## Share



The strongest program schedules are unique to program specifics, including staff capacity and program space.

Make sure to share the final, weekly schedule with families and community partners.





# Snacks and Meals

During non-school hours, far too many students experience food insecurity, weight gain, and learning loss, compromising their health and ability to thrive during the school day and beyond. A key strategy to address these issues is to connect more students, especially low-income students, to high-quality afterschool programs that offer a consistent meal.

Though youth have more access to school nutrition programs during the school year, high rates of food insecurity and food insufficiency among youth during non-school hours continues to impact academic performance, physical health, and social and emotional development. Students who receive a free or reduced-price school lunch during the school day may still struggle with access to food once they return home. Research shows these students are more likely to experience increases in food insecurity and food insufficiency when compared to their eligible, non-participating peers.

To learn more about the food and nutrition options in our state, visit the Indiana Department of Education-School Nutrition Programs website.

**School districts should:**

1. Communicate with your food service staff to ensure they complete the required training modules in [CNPweb](#).
2. Consider partnering with local foundations, food relief organizations, community-based organizations, and faith-based organizations to provide meals and snacks for your students.

Including enrichment activities that promote a healthy lifestyle help students build life skills and healthy habits. The Food and Fun curriculum is free of charge, with curriculum materials designed based on qualitative research conducted through a national partnership with YMCA of the USA. The program target grades K-6.

**Activity Resource**

**[Click here to access Food & Fun materials](#)**

# Resources and Research

## Resources

- [1. Everfi](#)
- [2. IDOE Continuous Learning Resources - Weekly Challenges](#)
- [3. National Summer Learning Association](#)
- [4. My Afterschool Locker](#)
- [5. National Afterschool Association](#)
- [6. National Institute for Out-of-School Time](#)

## Research

- [1. This Is Afterschool Fact Sheet](#)
- [2. The Value of Out-of-School Time Programs](#)
- [3. The COVID Slide: How to Help Students Recover Learning Losses](#)
- [4. You for Youth](#)
- [5. Afterschool Alliance](#)
- [6. IDOE Accelerated Learning Guidance](#)

## Questions?

Questions about designing and implementing a high-quality afterschool program? Contact IDOE Staff at [OSTProgram@doe.in.gov](mailto:OSTProgram@doe.in.gov)