

## Michigan 21<sup>st</sup> Century Community Learning Centers



# School-Day/After-School COLLABORATION GUIDE

First Edition, August 2012



# INTRODUCTION

This guide was developed by the Michigan Department of Education (MDE) 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) School-Day/After-School Collaboration Guide Advisory Committee.

The purpose of this guide is to provide a framework for school-day and after-school staff to collaborate, making the transition to 21<sup>st</sup> CCLC programs as seamless as possible for students. This guide serves as a resource for school administrators and after-school program leaders to develop and maintain the essential collaboration we know is necessary for a positive partnership. We designed this guide to offer best practice examples, resources and templates from the field that can be customized for use in a variety of Michigan 21<sup>st</sup> CCLC programs. Evidence of school to after-school collaboration is a requirement of the Michigan 21<sup>st</sup> CCLC program. It is recommended that Memorandums of Understanding and expectations be developed with written records kept of communications to insure that all parties are kept informed of decisions made. In using this document please feel free to critique, evaluate, and expand on any of the content provided. Share lessons learned with us so that we can continue to update and revise this guide.

“As the field of after-school matures, one thing is clear; after-school can no longer be an afterthought. Creating a seamless day- in which the school-day influences the after-school program, and what is learned from after-school practices enhances the school-day-- is an exciting possibility to support children’s [student] learning. By collaborating with after-school programs and accepting them as vital partners in education, principals [school administrators] can advance their own missions and move closer to their ultimate goal of helping every child [and youth] to learn and succeed.”

(NAESP, *Leading After-school Learning Communities*, 2006).

**This guide is divided by sections with a description of each component and the roles played by the:**

Building Administrator (BA)

Project Director (PD)

Site Coordinator (SC)



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# GENERAL RESOURCES

Resource	Content
<p><b>Michigan’s 21<sup>st</sup> CCLC Website</b>  <a href="http://www.michigan.gov/21stcclc">http://www.michigan.gov/21stcclc</a></p>	<p>All content related to Michigan’s 21<sup>st</sup> CCLC Programs: sample program templates, Project Director Guide, Evaluation Guide, sample job descriptions, meeting announcements, conference call details, 21<sup>st</sup> CCLC MDE contacts, professional development announcements, 21<sup>st</sup> CCLC training/conference announcements, and more!</p>
<p><b>You For Youth</b>  <a href="http://www.y4y.ed.gov">http://www.y4y.ed.gov</a></p> <p>Aligning With the School-day:  <a href="http://www.y4y.ed.gov/Publish/CourseLanding.aspx?CourseMasterID=2">http://www.y4y.ed.gov/Publish/CourseLanding.aspx?CourseMasterID=2</a></p>	<p>Web Portal developed by the US Education Department for 21<sup>st</sup> CCLC programs. Free online training materials/courses, resources, templates, and more.</p>
<p><b>21<sup>st</sup> CCLC Project Director’s Resource Guide</b>            Found on Michigan’s 21<sup>st</sup> CCLC website under the “Resources and Related Information” heading. <a href="http://www.michigan.gov/21stcclc">http://www.michigan.gov/21stcclc</a></p>	<p>Resources for 21<sup>st</sup> CCLC project directors: sample templates, budgeting, evaluation, hiring, licensing, EZ Reports and more.</p>
<p><b>Publications:</b>  <i>Leading After-School Learning Communities: What Principals Should Know and Be Able To Do.</i> Published by the National Association of Elementary School Principals. (2006).</p>	<p>Manual developed by the National Association of Elementary and Secondary School Principals in cooperation with the National AfterSchool Association. Although currently out of print, copies are still available through online resources. There is a helpful checklist for the principal and after-school program coordinator found on page 44.</p>
<p><b>Youth Program Quality Assessment (YPQA) Tool</b>  <a href="http://www.cypq.org/products_and_services/assessment_tools">http://www.cypq.org/products_and_services/assessment_tools</a></p>	<p>The YPQA is the required program assessment tool of all Michigan 21<sup>st</sup> CCLC Programs.</p>
<p><b>Center for Youth Program Quality (CYPQ)</b>  <a href="http://www.cypq.org/">http://www.cypq.org/</a></p>	<p>CYPQ partners with MDE to assess program quality and provide training and technical assistance to 21<sup>st</sup> CCLC programs. The Youth Program Quality Assessment and the Pyramid of Program Quality are the basis for a variety of free trainings for Michigan 21<sup>st</sup> CCLC staff.</p>
<p><b>21<sup>st</sup> CCLC Listserv</b>            Contact Amanda Stoel at <a href="mailto:stoela@michigan.gov">stoela@michigan.gov</a> to be added to the listserv.</p>	<p>Tool for all 21<sup>st</sup> CCLC Project Directors, Site Coordinators and others who subscribe to communicate and share resources through email.</p>

# ACADEMIC CONNECTIONS

A 21<sup>st</sup> CCLC program provides opportunities for students to explore school-day content through hands-on, non-traditional methods. School-day content should be incorporated within clubs, activities, and enrichment time.

☺ Think About: 21<sup>st</sup> CCLC programs often have a range of grade levels making specific grade level content expectations (GLCEs) or high school content expectations (HSCE) difficult to apply across activities. Try covering one GLCE/HSCE each session, rotating through appropriate grade levels. This effort helps expand student’s horizons!

Timeframe	Building Administrator’s (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• Start prior to school year.</li> <li>• Check-in periodically.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate curriculum expectations and goals, share curriculum summaries, and determine a formal process for sharing student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a formal process for sharing curriculum information and student progress with SC.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop after-school clubs and activities that are consistent with the school-day academic goals and Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCE).</li> <li>• Align specific program activities with specific goals for student’s academic needs.</li> </ul>

**Resources:** School-day teachers; Michigan Grade Level Content Expectations (GLCEs) (<http://www.michigan.gov/mde/>); Michigan High School Content Expectations (HSCE) (<http://www.michigan.gov/mde/>); Career and College Ready Standards..

## NOTES & REFLECTIONS

## ACCESS TO STUDENT LEVEL DATA

In order to select students, track their progress, and comply with the state evaluation, 21<sup>st</sup> CCLC programs must have access to student data (academic, grades and test scores, behavior, and attendance). Each site should gain an understanding of how to gain access to student records through the most efficient process. Best practice models provide SC with direct access to student level data through district databases (i.e., Zangle, Power School, Student Files: CA-60s).

☺ Think About: Make sure school-day staff, secretaries and BA are aware of student data needed, timeframe, and the Collaboration Agreements signed with the application for the grant award. Inform each party of when data is required for year-end reporting to make data collection simple.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• Develop plan prior to program start.</li> <li>• Monitor weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide SC access to student data.</li> <li>• Monitor process and make necessary modifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Assure data collection and submission.</li> <li>• Monitor data entry and submission into EZ Reports.</li> <li>• Train staff on data collection needs and time frame for reporting to state evaluator.</li> <li>• Remember if there are changes to building level or district level administrators the MOU and Collaboration Agreements may need to be revisited to ensure cooperation with access to data.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine who holds data and how you should obtain it for year-end reporting.</li> <li>• Monitor data on a weekly basis to provide appropriate academic support to students.</li> <li>• Input student data into EZ Reports on a weekly basis to ensure monthly required submission (due by the 10<sup>th</sup> of each month).</li> </ul>

**Resources:** Michigan State University 21<sup>st</sup> CCLC Evaluation (<http://outreach.msu.edu/cerc/21cclc/default.aspx>).

### NOTES & REFLECTIONS

# BEHAVIOR CONNECTIONS

Students should experience a seamless transition to the 21<sup>st</sup> CCLC program with respect to behavioral expectations. If the school uses a specific behavior support model, the 21<sup>st</sup> CCLC program staff should consider adopting and being trained in the model.

☺ Think About: Each classroom teacher may use a different behavior management system. If there is a school-wide model, consider bringing that model to the 21<sup>st</sup> CCLC program.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• Develop prior to program start.</li> <li>• Re-visit annually or with changes in staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate expectations and possible behavior supports to PD, SC, and school staff.</li> <li>• Share student behavior model and policies with PD and SC.</li> <li>• Ensure PD and SC receive appropriate training as it relates to the behavior model.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of how each school is creating seamless transition for students. Observe and provide feedback.</li> <li>• Review SC's plans to incorporate school's behavior policies and behavior supports into the program.</li> <li>• Make suggestions for improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the school's policies and procedures.</li> <li>• Determine how the program will use similar approaches.</li> <li>• Train staff.</li> <li>• Observe and provide feedback to staff and BA to ensure seamless transition for students.</li> <li>• Incorporate school policies, language, and behavior model into the program.</li> <li>• Communicate behavior expectations to parents.</li> </ul>

**Resources:** District/School handbook.

## NOTES & REFLECTIONS

# BUDGET

(Shared Expenses)

To ensure collaboration, the 21<sup>st</sup> CCLC budget should be built with school and district input, where appropriate.

- *The fiscal agent determines budget decisions. However, it's important for all building administrators and site coordinators to know what expenses are allowable under the grant.*
- *Be aware that 21<sup>st</sup> CCLC funds may not supplant existing funds.*

☺ **Think About:** Consider partnering with the district Title I contact, English Language Learners program contacts, various appropriate grants within the school district, school based health centers, PTA/PTO, etc.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• Develop prior to program start.</li> <li>• Re-visit monthly.</li> </ul>	<ul style="list-style-type: none"> <li>• Help identify budget items that can be shared and/or to complement existing funding; create savings by sharing costs.</li> <li>• Identify what school is purchasing (software, books, technology) that 21<sup>st</sup> CCLC can use or help purchase to get bulk rates.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop budget with fiscal agent. Considering input from district staff and program staff.</li> <li>• Determine what school can do to share costs and/or to complement existing funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain site staff and student input into budget (what does program need?).</li> <li>• Share with PD and BA and determine what school can do to share costs and/or to complement existing funding.</li> </ul>

**Resources:** Project Director's Resource Guide (<http://www.michigan.gov/21stcclc> ); district contacts and existing grant programs/projects.

## NOTES & REFLECTIONS

## CONNECTING WITH ADMINISTRATOR(S)

The BA, PD, and SC should schedule regular meetings (i.e., at least monthly) with standard agenda items:

- Number of students enrolled
- Average daily attendance
- Schedule of activities, calendars for school and program
- Student progress
- Student level data (academic needs, data collection schedule and process, etc.)
- Challenges (student behavior, building use, transportation, staffing, etc.)
- Upcoming major events (family events, district events, etc.)
- Upcoming building professional development opportunities
- Other standing items determined by BA, PD and/or SC

☺ **Think About:** Be flexible. Events and circumstances arise that may affect scheduled meeting times. Be sure to confirm meeting times and follow-up if rescheduling is necessary. If the PD or SC needs to reschedule, give the BA appropriate notice.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• At least monthly.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend meetings, review materials, address concerns, and offer ideas for improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist SC with preparing meeting agenda.</li> <li>• Attend meetings, when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist PD with preparing meeting agenda.</li> <li>• Attend all meetings.</li> <li>• Have a clear plan to address any issues brought up by BA and/or PD.</li> <li>• Work with support staff to implement agreed upon plan and report on implementation at next meeting.</li> </ul>

**Resources:** Calendars, 21<sup>st</sup> CCLC Listserv (contact [stoela@michigan.gov](mailto:stoela@michigan.gov)).

### NOTES & REFLECTIONS

## CONNECTING WITH SCHOOL-DAY STAFF

School-day staff (teachers, counselors, secretary, social worker, etc.) should have a clear understanding of 21<sup>st</sup> CCLC goals, strategies, expected outcomes, and the importance of school/program collaboration. School-day staff should also be aware of program schedule, program location, how to refer students, program content (clubs offered), and how to contact SC when a concern arises. The SC should make him/herself available during the school day to discuss individual student needs, obtain homework assignments, and important deadlines related to student work.

Invite school-day staff to observe the program, participate in family and special events, facilitate a club session, and volunteer. Consider creating a paid position for appropriate school-day staff person(s) to work with the program. The position could involve training 21<sup>st</sup> CCLC staff, observing program, tutoring students, reviewing lesson plans, and/or acting as the building liaison communicating to school-day teachers about students involved in the 21<sup>st</sup> CCLC program.

☺ **Think About:** 21<sup>st</sup> CCLC staff are building staff. The two groups should be viewed as one for seamless integration into the school-day and transition to the after-school program. Some districts require school-day staff to be paid according to teacher contract guidelines. Be sure to discuss school-day staff compensation guidelines with district administration. Try using email to make connections with student’s teachers on a regular basis between meetings.

Timeframe	Building Administrator’s (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• On-going.</li> </ul>	<ul style="list-style-type: none"> <li>• Notify PD and SC of staff meeting dates and times. Create space on agendas for 21<sup>st</sup> CCLC, when appropriate.</li> <li>• Give PD and/or SC permission to attend grade-level team meetings, where appropriate.</li> <li>• Communicate role of 21<sup>st</sup> CCLC staff with school-day staff.</li> <li>• Provide PD and/or SC access to student data systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend building staff meetings, when appropriate.</li> <li>• Present information about the 21<sup>st</sup> CCLC program at staff meetings.</li> <li>• Support SC when presenting 21<sup>st</sup> CCLC program.</li> <li>• Attend school-wide events to meet building staff and show support of building initiatives.</li> <li>• Review program budget to determine if hiring a school-day staff person is allowable.</li> <li>• Discuss hiring policies of school-day staff with BA, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend building staff meetings. Communicate to BA when time is needed on agenda for 21<sup>st</sup> CCLC.</li> <li>• Present information about the 21<sup>st</sup> CCLC program at staff meetings.</li> <li>• Attend grade-level team meetings.</li> <li>• Make time to meet with school-day staff to discuss individual student needs, grade level content, homework assignments, and important deadlines related to student work.</li> <li>• Learn what classroom teachers are doing to support students and co-create unified support plan.</li> </ul>

**Resources:** Calendar of building meetings and events; Student data system; Individual student records related to homework, missing assignments and project deadlines; You for Youth Website (<http://www.y4y.ed.gov/>).

### NOTES & REFLECTIONS

# EVALUATION AGREEMENT

During the application process the school superintendent, grantee, and building principal submitted a formal Collaboration Agreement regarding sharing of student level data to comply with local, state, and federal guidelines. The school district, 21<sup>st</sup> CCLC program, and local evaluator(s) should enter into formal agreements detailing how student level data will be shared and used.

© Think About: Make sure school-day staff, secretaries, and BA are aware of the Collaboration Agreements, the student data needed, and the timeframe for data collection. Inform each party of when data is required for year-end reporting to make data collection efficient.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>Annually or when staff changes occur.</li> </ul>	<ul style="list-style-type: none"> <li>The school district, 21<sup>st</sup> CCLC program, and local evaluator(s) should enter into formal agreements detailing how student level data will be shared and used.</li> </ul>		<ul style="list-style-type: none"> <li>Be aware of all formal agreements and contract expectations.</li> </ul>

**Resources:** MDE Local Evaluator Guide ([21<sup>st</sup> Century Community Learning Centers Local Evaluator Guide - Second Edition](#)); *Sample 21st CCLC Local Evaluator Agreement (Template)*; *21st CCLC Local Evaluator Job Description (Template)* ( all found on the 21<sup>st</sup> CCLC website at <http://www.michigan.gov/21stcclc> under the “Resources and Related Information” section).

## NOTES & REFLECTIONS

## FACILITY USE

21<sup>st</sup> CCLC programs must secure the use of school spaces (classrooms, cafeteria, gym, computer rooms, media center, etc.) before the start of each year. Changes to these requests should be done with appropriate time for approval.

Summer: It's extremely important to work with school district and the BA to determine best fit for summer programming (time, location, space use, utility access, air conditioned spaces, etc.). Schools have long lists of maintenance projects and other upkeep that are completed during the summer. In some cases, there may also be additional programs (summer school) for students in buildings and that may impact the 21<sup>st</sup> CCLC program.

☺ Think About: Determine a single contact person for building requests. Discuss procedure to reserve space and time required for the approval process.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<p><u>School Year:</u></p> <ul style="list-style-type: none"> <li>Request prior to start of program (4-6 weeks prior to start).</li> </ul> <p><u>Summer:</u></p> <ul style="list-style-type: none"> <li>Request prior to start of summer (February / March).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss space needs with PD and SC and jointly identify classroom and other space for 21<sup>st</sup> CCLC use.</li> <li>Communicate use of space to school-day staff.</li> <li>Inform PD of possible school closing.</li> <li>Explain to PD and/or SC how to make formal building request (train on web-based system, if applicable).</li> <li>Include PD and SC on notification of emergency school closings.</li> </ul>	<ul style="list-style-type: none"> <li>Determine space needs for program.</li> <li>Discuss with BA and jointly identify classrooms and other spaces that are available.</li> <li>Submit formal building request as required by the district/building.</li> </ul> <p><u>Summer:</u></p> <ul style="list-style-type: none"> <li>Work with central office administrators to determine site(s) for 21<sup>st</sup> CCLC summer program(s).</li> </ul>	<ul style="list-style-type: none"> <li>Determine space needs for program.</li> <li>Discuss with PD and jointly identify classrooms and other spaces that are available.</li> <li>Work with PD to submit formal building request as required by the district/building.</li> </ul>

**Resources:** Space assignment record (usually obtained from building Secretary or Principal); building maps/layouts.

## NOTES & REFLECTIONS

## FOOD SERVICES

A snack and/or supper should be provided each day of the program to each enrolled student. It is important to ensure food services staff are aware of the 21<sup>st</sup> CCLC program needs and to develop a relationship to ensure effective delivery of 21<sup>st</sup> CCLC meals.

The United States Department of Agriculture (USDA) provides food to children in after-school/summer programs through the Child and Adult Care Food Program, The Afterschool Suppers Program, the Summer Meals Program, and the School Nutrition Program. The school district's food service department should be able to assist with this. If difficulties are encountered working with food services, contact MDE 21<sup>st</sup> CCLC Lead Consultants.

☺ **Think About:** Coordinate with food service personnel to provide a variety of snack/supper options. Set-up a communication system to provide feedback from students regarding snack/supper choices. Note when the district food services program is unable or unwilling to provide after-school meals the 21<sup>st</sup> CCLC program may be able to work with an outside vendor to enroll in the USDA food programs.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<p><u>School Year:</u></p> <ul style="list-style-type: none"> <li>Prior to start of program (August).</li> </ul> <p><u>Summer:</u></p> <ul style="list-style-type: none"> <li>Prior to start of summer program (May).</li> </ul>	<ul style="list-style-type: none"> <li>Identify food service personnel for PD and SC to communicate directly.</li> </ul>	<ul style="list-style-type: none"> <li>PD should meet with food service personnel to determine program needs related to snack/supper.</li> <li>Determine how snack/supper records should be kept and when they should be submitted.</li> <li>Communicate procedures to SC.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss snack/supper needs with food service personnel.</li> <li>Maintain accurate snack/supper records and turn-in to food services for reimbursement.</li> </ul>

**Resources:** MDE Office of School Support Services ([http://www.michigan.gov/mde/0,1607,7-140-6530\\_6569---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6569---,00.html)); Project Director's Resource Guide – (found on MDE 21<sup>st</sup> CCLC website at <http://www.michigan.gov/21stcclc>); Copy of Food Service Request Form or other forms that may be required by the school district.

## NOTES & REFLECTIONS

# HIRING OF SUPPORT STAFF

“When in doubt, don’t hire – keep looking.” - Jim Collins (*Good to Great*, 2001)

1. Create position descriptions:
  - Use the YPQA for themes and language.
  - Refer to *The National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals* for expectations of what program staff should know and be able to do.
2. Recruit:
  - Post open positions in local paper, college/university job boards, substitute teacher database, Craigslist, etc.
  - Leading up to summer is a great time to find and hire qualified candidates, so many people are looking for summer jobs, including teachers/paraprofessionals, college students, etc.
  - Plan for more time than you think you’ll need, as the interview and pre-employment process can be lengthy. Keep in mind the necessary documentation staff need before contact with children in accordance with [Licensing Rules for Child Care Centers](#).
  - Check with your school district for any additional documentation required for staff.
3. Interview:
  - Involve your stakeholders in the hiring process.
  - Include other site coordinators at same grade level, program evaluator, school-day staff, building principals, parents and students.
  - Develop questions for interview. Questions should be based upon YPQA themes and program goals and outcomes.
4. Build a comprehensive team:
  - Hire people with multiple skill sets - “It’s who you pay, not how you pay them.” - Jim Collins.
  - Match people with different personalities and skills...fill the gaps.
  - Consider hiring certified teachers as Site Coordinators. They are respected by building staff, have baseline classroom knowledge, understand grade level content expectations, career and college ready standards, and may know the best way to incorporate them into the 21<sup>st</sup> CCLC program.
5. Train:
  - Provide an orientation to your organization, 21<sup>st</sup> CCLC, and the quality youth development model.
  - Match new staff with experienced staff.
  - Provide on-going training appropriate to staff, student, and program needs.
  - Seek support from the training staff at the Weikert Center for Youth Program Quality: <http://www.cypq.org>.
  - Refer to student and program level data (21<sup>st</sup> CCLC annual report data, YPQA observation data, etc.).
  - Attend district and building professional development trainings.
  - Respect your staff’s skill set and what they bring to the program.
  - Have program staff train other program staff in an area they are qualified to do so.
  - Consider requiring the Michigan School-Age/Youth Development Certification for all staff.

## HIRING OF SUPPORT STAFF, CONTINUED

*“When in doubt, don’t hire – keep looking.” Jim Collins ([Good to Great](#), 2001)*

© Think About: The hiring process may differ for each organization. When you know you need to make a people change, make it.

Timeframe	Building Administrator’s (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<p><u>School Year</u>:</p> <ul style="list-style-type: none"> <li>Post position(s) in July/August.</li> </ul> <p><u>Summer</u>:</p> <ul style="list-style-type: none"> <li>Post position(s) in April/May.</li> </ul>	<ul style="list-style-type: none"> <li>Review position descriptions. Assist with recruitment.</li> <li>Attend interviews, if desired.</li> <li>Review training materials for new hires, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Write position descriptions with SC.</li> <li>Monitor recruitment. Support SC with getting stakeholders for interviews.</li> <li>Develop orientation process with support from experienced staff.</li> <li>Develop training materials with support from SC, Center for Program Quality (CYPQ), and BA.</li> </ul>	<ul style="list-style-type: none"> <li>Review position description.</li> <li>Assist with recruitment.</li> <li>Enlist stakeholders for interview process.</li> <li>Lead interviews.</li> <li>Assist PD with developing orientation process.</li> <li>Develop training materials with support from PD, Center for Program Quality (CYPQ), and BA.</li> <li>Inform PD of any barriers or challenges to hiring process.</li> </ul>

**Resources:** Sample job descriptions found in [21<sup>st</sup> CCLC Project Directors Guide - Second Edition](#); Youth Program Quality Assessment (YPQA) Tool ([http://www.cypq.org/products\\_and\\_services/assessment\\_tools](http://www.cypq.org/products_and_services/assessment_tools)); Licensing rules ([Licensing Rules for Child Care Centers](#)); NAA Core Competencies ([www.naaweb.org](http://www.naaweb.org)); Michigan School Age Youth Development Certification ([www.miafterschool.com](http://www.miafterschool.com)).

### NOTES & REFLECTIONS

“Get the right people on the bus, the wrong people off and then figure out where to drive it!” - Jim Collins

# INTRODUCTIONS OF 21<sup>ST</sup> CCLC

## To School Board

The Board of Education should be made aware of 21<sup>st</sup> CCLC goals, outcomes, strategies, and progress. Discuss presentation strategies and frequency with the school superintendent.

☺ Think About: Invite school board members to program events. Be sure to discuss invitations with the school superintendent. The Board of Education may want to review program and presentation materials prior to the official board meeting. Ask students to present or perform for the school board meeting.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<u>Initial:</u> <ul style="list-style-type: none"> <li>September.</li> </ul> <u>Ongoing:</u> <ul style="list-style-type: none"> <li>To be determined by administration.</li> </ul>	<ul style="list-style-type: none"> <li>Attend school board meeting to support 21<sup>st</sup> CCLC programs.</li> </ul>	<ul style="list-style-type: none"> <li>Develop presentation content with SC, program staff, youth, program evaluator, and other stakeholders.</li> <li>Lead formal presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Develop presentation content with PD, program staff, youth, program evaluator, and other stakeholders.</li> <li>Support formal presentation.</li> </ul>

**Resources:** District board meeting calendar.

## NOTES & REFLECTIONS

# INTRODUCTIONS OF 21<sup>st</sup> CCLC

## **To School-day Staff**

School-day staff (teachers, counselors, social worker, etc.) should have a clear understanding of 21<sup>st</sup> CCLC goals, strategies, expected outcomes, how students are enrolled/referred to the program, and the importance of school/program collaboration. Develop a short program overview that can easily be shared with multiple audiences. Develop content that is appropriate for each audience. Content should create program interest; communicate program goals, outcomes, themes, activities, and expectations. The presentation should foster a desire to collaborate with program activities and staff. Take time to address questions and/or concerns.

☺ **Think About:** Presentation style should be offered in multiple formats for a variety of audiences (power point, flyer, brochure, etc.). Include students and/or student sample work where possible. Ask other PDs and SCs for samples using the 21<sup>st</sup> CCLC Listserv (refer to *Resources* section for more information).

<b>Timeframe</b>	<b>Building Administrator's (BA) and/or School Staff</b>	<b>Project Director (PD)</b>	<b>Site Coordinator (SC)</b>
<u>Initial:</u> <ul style="list-style-type: none"> <li>• September.</li> </ul> <u>Ongoing:</u> <ul style="list-style-type: none"> <li>• To be determined by administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule time during staff meeting for 21<sup>st</sup> CCLC staff to present program information.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop presentation content with SC, program staff, youth, and program evaluator.</li> <li>• Co-lead presentation with SC.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop presentation content with PD, program staff, youth, and program evaluator.</li> <li>• Co-lead presentation with PD.</li> </ul>

**Resources:** 21<sup>st</sup> CCLC Website (<http://www.michigan.gov/21stcclc>); 21<sup>st</sup> CCLC Listserv (contact [stoela@michigan.gov](mailto:stoela@michigan.gov)).

## **NOTES & REFLECTIONS**

# INTRODUCTIONS OF 21<sup>st</sup> CCLC

## **To Secretary and Support Staff**

The building secretary and support staff should have a clear understanding of the 21<sup>st</sup> CCLC program, how students are enrolled/referred to the program, and the importance of school/program collaboration. Develop a short program overview that can easily and quickly be referenced by the secretary and support staff if he or she should receive questions. Take time to address questions and/or concerns.

☺ **Think About:** The building secretary and support staff are critical people to get on board because they may be your contacts for reserving building space, gaining access to space, etc. Get to know the secretary and support staff! Be sure the secretary and support staff are aware of 21<sup>st</sup> CCLC program, student roster, staff roster, program times, and building use.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• On-going.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce secretary and support staff to PD and SC.</li> <li>• Set clear expectations of the role the school will play with the 21<sup>st</sup> CCLC program and staff.</li> <li>• Discuss how building space should be reserved, rules for building use, and use of outdoor space, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with secretary and support staff, as needed, to discuss any concerns related to the 21<sup>st</sup> CCLC program.</li> <li>• Supply contact information for all 21<sup>st</sup> CCLC staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Check-in with secretary and support staff, as needed, about program times, building use, etc.</li> <li>• Supply contact information for all 21<sup>st</sup> CCLC staff.</li> </ul>

**Resources:** 21<sup>st</sup> CCLC Website: <http://www.michigan.gov/21stcclc>.

## **NOTES & REFLECTIONS**

# PARENT ENGAGEMENT

21<sup>st</sup> CCLC programs should provide families with a safe space to engage with their child, observe their child’s work, and discuss their goals for their child. Most 21<sup>st</sup> CCLC programs host family events throughout the year, including the summer session. In addition, 21<sup>st</sup> CCLC programs are required to involve parents in three or more ways including:

- Planning
- Program implementation
- Program evaluation
- On-going policy and advisory roles.

☺ Think About: A great time to connect with parents, update them about their child’s progress, and discuss any immediate concerns is during pick-up time at the end of the program day. Use this opportunity to greet parents! This may not be possible if students are bussed, walk, or drive home. In these cases, it is critical to engage these parents at family events, parent/teacher conferences, via email, texting, or social networking sites. In addition:

- Connect with existing parent groups within the building and/or district (PTA/PTO, community advisory groups, school improvement teams, etc.).
- Engage students in the development and planning of family events. Parents are more likely to attend an event that their child is excited about!

Timeframe	Building Administrator’s (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• On-going.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with PD and SC to develop parent engagement strategies.</li> <li>• Refer parents to SC for appropriate roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend family events and talk with parents to gain their insight.</li> <li>• Monitor compliance with 21<sup>st</sup> CCLC grant application narrative related to parent engagement and family events.</li> <li>• Discuss any barriers or concerns with the MDE consultants.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with BA and PD to develop parent engagement strategies.</li> <li>• Recruit parents for policy and advisory roles.</li> <li>• Consider coordinating and hosting family events throughout the year.</li> </ul>

**Resources:** Approved 21<sup>st</sup> CCLC grant application narrative; MDE 21<sup>st</sup> CCLC Lead Consultant; 21<sup>st</sup> CCLC Listserv (contact [stoela@michigan.gov](mailto:stoela@michigan.gov)).

## NOTES & REFLECTIONS

# PROFESSIONAL DEVELOPMENT

High quality 21<sup>st</sup> CCLC program staff are key to the quality of the after-school program. Well thought out and strategic professional development is key to helping staff provide high quality programming for students. Linking the school district’s professional development opportunities and collaborating with the school-day staff and administration can ensure that all staff are trained with common goals in mind. Professional development should be based on program areas that need improvement or strengthening and on individual staff assessment. Use the Youth Program Quality Assessment Tool (YPQA) and *The National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals* to identify professional development needs.

☺ **Think About:** School-day staff and 21<sup>st</sup> CCLC program staff may be qualified to plan and facilitate professional development content. Content could include student behavior management, classroom management, time management, classroom organization, positive youth development, literacy supports, and school-wide initiatives.

Timeframe	Building Administrator’s (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• Prior to start of the school year.</li> <li>• On-going.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate building and district’s professional development schedule.</li> <li>• Provide professional development calendar to PD and SC.</li> <li>• Discuss what sessions may be most useful to 21<sup>st</sup> CCLC staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Review school and district professional development calendar with SC and BA.</li> <li>• Determine best fits for 21<sup>st</sup> CCLC staff and make arrangements for their attendance.</li> <li>• Create 21<sup>st</sup> CCLC professional development calendar and share with SC and BA.</li> </ul>	<ul style="list-style-type: none"> <li>• Review school and district professional development calendar with PD and BA.</li> <li>• Determine best fits for 21<sup>st</sup> CCLC site staff and make arrangements for their attendance.</li> <li>• Communicate professional development schedule to staff and ensure their attendance.</li> </ul>

**Resources:** District professional development calendar; Intermediate School District professional development offerings; Regional, state, and national professional development workshops and conferences; Center for Youth Program Quality (CYPQ) (<http://www.cypq.org>); USDOE online professional development portal, *You for Youth* ([www.y4y.ed.gov](http://www.y4y.ed.gov)); NAA Core Competencies ([www.naaweb.org](http://www.naaweb.org)); Michigan School Age/ Youth Development Certificate and Credential ([www.miafterschool.com](http://www.miafterschool.com)).

## NOTES & REFLECTIONS

## PUBLIC RELATIONS

Integrate 21<sup>st</sup> CCLC news into existing school and district communication. This includes articles in school newsletters, teacher letters, district newsletters, district website, district social media, newspaper articles, and other local media releases. Be sure to include the 21<sup>st</sup> CCLC logo and/or title in all publications, websites and marketing materials. The following statement must be included on any publication or project materials developed with funds awarded under the 21<sup>st</sup> CCLC program, including reports, films, brochures, and flyers: *“These materials were developed under a grant awarded by the Michigan Department of Education.”*

© Think About: Most publications have short deadlines, so become aware of them and meet them. Ask the BA about how content format should be submitted. Involve students in developing a program newsletter and content for other media releases. Allow time for content to be approved by the appropriate school administrator.

Timeframe	Building Administrator’s (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>On-going (be aware of submission deadlines).</li> </ul>	<ul style="list-style-type: none"> <li>Provide space in school newsletter for 21<sup>st</sup> CCLC to provide content.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate with district administration to ensure 21<sup>st</sup> CCLC programming is featured in district’s communication.</li> <li>Coordinate, review, and submit content.</li> <li>Invite media to attend big events.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate with BA to ensure 21<sup>st</sup> CCLC programming is featured in building communication.</li> <li>Develop and submit content.</li> </ul>

**Resources:** Sample school newsletters; program newsletters, press releases, and flyers for events.

## NOTES & REFLECTIONS

# SECURITY

Student safety is the foundation of a quality program. It is necessary that youth feel safe during the school day and after school. Know who your students are, the community, and the safety concerns in the area. Determine your need for security.

☺ Think About: Access to building after school for program staff and parents. Access to rooms within building. Some school districts have school security guards. Be sure security personnel are aware of 21<sup>st</sup> CCLC program, student roster, staff roster, program times and building use.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• Prior to start of program.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss personnel needs and possible strategies (cost sharing, times needed) with PD and SC.</li> <li>• Facilitate obtaining school ID/access card or keys for PD and SC if necessary.</li> <li>• Develop emergency policies and procedures with PD and SC for afterschool programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss personnel needs and possible strategies (cost sharing, times needed) with BA and SC. Discuss how security plan is working with SC on an ongoing basis.</li> <li>• Monitor budget to ensure overages are not incurred.</li> <li>• If applicable, obtain school ID/access card and keys.</li> <li>• Develop emergency policies and procedures with BA and SC for afterschool programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss personnel needs and possible strategies (cost sharing, times needed) with PD and BA.</li> <li>• Monitor for challenges and communicate any issues to PD and BA.</li> <li>• Obtain school ID/access card and keys.</li> <li>• Develop emergency policies and procedures with BA and PD for afterschool programming.</li> </ul>

**Resources:** Buildings & Grounds and/or Maintenance Department contact information in the event there is an emergency or building issue after school hours; [21st CCLC Project Directors Guide - Second Edition](#).

## NOTES & REFLECTIONS

# STUDENT RECRUITMENT

Student recruitment is a foundational component of the 21<sup>st</sup> CCLC program. All parties must be in alignment regarding “priority” students and recruitment/selection process and policies. The approved grant application describes criteria for student selection (grades, attendance, behavior, etc.). As a team (BA, PD, SC), develop priorities for recruitment strategies and process.

To be in compliance with Federal Regulations, private/parochial schools are to be invited to participate in the program. This invitation may be done in collaboration with the district Title I non-public schools notification. A complete information packet (including an introductory letter, description of the 21<sup>st</sup> CCLC Program, copy of the calendar and a list of schools with address and hours of operation) should be included.

A 21<sup>st</sup> CCLC program may wish to hold a kick-off event at each site. This event can be a stand-alone event or can be held with a school event. The purpose is to communicate program goals and outcomes, create a “festive” atmosphere to develop excitement for the school year and for students and families to enroll and meet program staff.

☺ **Think About:** Ensure all written communication is representative of the culture of the program (language, reading level, cultural sensitivity, etc.). Connect to student registration events, building open houses, district kick-off events, etc.

Timeframe	Building Administrator’s (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<b>Recruitment:</b> <ul style="list-style-type: none"> <li>• August.</li> <li>• On-going.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate recruitment plan to teachers and staff.</li> <li>• Encourage 21<sup>st</sup> CCLC program to participate in district and building events (Open Houses, Literacy Nights, etc.) or to hold a separate kick-off event.</li> <li>• Advertise to staff and parents.</li> <li>• Help create excitement for the event.</li> <li>• Attend and play a formal role in welcoming the program to the school each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate recruitment plan to teachers and staff.</li> <li>• Monitor recruitment process and work through challenges with SC and BA.</li> <li>• Invite non-public schools to participate.</li> <li>• Work with SC to identify dates, themes, and activities for a kick-off.</li> <li>• Select a date with BA.</li> <li>• Arrange for transportation, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate recruitment plan to teachers and staff.</li> <li>• Monitor recruitment process and work through challenges with PD and BA.</li> <li>• Work with PD to identify dates, themes, and activities for a kick-off.</li> <li>• Select a date with BA.</li> <li>• Create marketing strategies (flyers, phone calls, school marquees, email, social media, etc.).</li> <li>• Meet and talk with parents and students.</li> </ul>

**Resources:** Student level data; Copy of approved grant application; [21st CCLC Project Directors Guide - Second Edition](#); MDE 21<sup>st</sup> CCLC Lead Consultant; School district calendar to review events and available dates.

# TRANSPORTATION

Transportation to and from the program may or may not be needed. Transportation is a site-by-site decision. Enrollment may be dependent on transportation to and from the program. The need for and strategies to provide transportation was described in the approved grant application.

☺ **Think About:** Consider contracting with independent transportation companies. This may not be allowed under some district policies, be sure to ask. Students who are being transported to a site other than their home school may be able to ride an existing bus to the program location at no extra cost. Students may only need to be transported to a program site and have their parent/guardian pick them up from the program.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• Prior to program start.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of the transportation plan.</li> <li>• Work with PD to determine if costs can be shared.</li> <li>• Ensure that transportation policies are consistent with school/district policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with central office transportation department to discuss transportation needs and policies (number of buses, pick-up times, and routes).</li> <li>• Discuss if it is possible that the 21<sup>st</sup> CCLC students share buses with existing routes such as Title I routes, sports, etc.</li> <li>• Develop a transportation policy with the BA and SC that is consistent with school/district policy.</li> <li>• Provide copies of policies for parents/guardians.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the students who will require transportation.</li> <li>• Communicate needs to PD.</li> <li>• Communicate to students and parents the transportation plan and policies (times, routes, etc.).</li> <li>• Develop a transportation policy with the BA and PD that is consistent with school/district policy.</li> <li>• Monitor buses for arrival and drop-off times and student behavior issues.</li> <li>• Communicate any problems to PD and BA.</li> </ul>

**Resources:** District map to assist with determining need for transportation, routes, etc.; Parent surveys to determine need.

## NOTES & REFLECTIONS

# YOUTH PROGRAM QUALITY ASSESSMENT (YPQA)

The Youth Program Quality Assessment (YPQA) tool is a required assessment component of every Michigan 21<sup>st</sup> CCLC program. The YPQA can be a valuable tool for school-day staff. Invite school-day staff to participate in training and in the program improvement process (complete program observations, scoring, and the annual improvement plan).

☺ Think About: Consider completing the YPQA two or more times per year, including summer sessions.

Timeframe	Building Administrator's (BA) <i>and/or School Staff</i>	Project Director (PD)	Site Coordinator (SC)
<ul style="list-style-type: none"> <li>• Ongoing.</li> <li>• Observations and scores are due in December.</li> <li>• Improvement plan is due in February.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate the quality improvement process to school-day staff.</li> <li>• Invite school-day staff to attend training, observe the program, and attend the scoring session.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate site level data and how program uses observational data to continuously improve program quality.</li> <li>• Assist SC with the annual improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide overview of YPQA process to BA and school-day staff.</li> <li>• Invite BA and school-day staff to attend YPQA trainings, participate in the quality improvement process (observations, scoring, and improvement plan).</li> <li>• Share program scores and the annual improvement plan with BA and PD.</li> </ul>

**Resources:** Youth Program Quality Assessment (YPQA) Tool ([http://www.cypq.org/products\\_and\\_services/assessment\\_tools](http://www.cypq.org/products_and_services/assessment_tools)); Center for Youth Program Quality (CYPQ) ([www.cypq.org](http://www.cypq.org)).

## NOTES & REFLECTIONS