

# School's Out, Make It Count:

## Quality Standards for Out-of-School Time Programs

### Training Series 1 | Trainer Copy

## Standard 5: Family, School & Community Engagement



**KEY PRINCIPLE** | Youth benefit when families, schools and communities are actively engaged in the program development and implementation.



### SUPPLIES NEEDED

- Flip Chart with Chart Paper
- Markers
- Envelopes
- Circle Maps
- Scissors
- Copies of Agenda
- *Fast Facts* Handout
- *Blue Ribbon Standards Match-Up Game* Parts (use scissors to separate)
- *Standards Match Up Key*

### INTRODUCTIONS | (5 minutes)

Introduce yourself and the purpose of this training.

**TRAINER** | “Welcome! The standards we are exploring today help set the bar high as we seek to support the fullest potential of our youth. As we learn about the importance of creating a culture of connection by engaging with school, family and community members we will ultimately forward the personal and educational goals of our youth. So we must proceed intentionally and purposefully to make connections and promote shared endeavors a part of the fabric of our programming. Utilizing the continuous improvement process of Assess, Assign and Do will lead out-of-school time professionals to the highest quality of programming.”

### ICE BREAKER | (5-10 minutes)

**TRAINER** | Ask group to participate in **Welcome with a Wave**: each participant stands up quickly, says their name and sits down.

### KEYS

1. Program develops and nurtures family, school and community partnerships to leverage resources and support for the youth and families served.
2. Program engages in family, school and community collaborations to plan and implement intentionally designed activities based on youth needs and interests.
3. Out-of-school time academic components and activities compliment and enrich school standards and curriculum.
4. Family relationships and involvement are fostered by the program’s meaningful communication with families.

5. The involvement and support of families, community organizations and schools are sought as a means to enhance diverse and engaging programming and activities.

## STANDARD IN PRACTICE

**TRAINER | Read Fast Facts:** About a culture of connection and what that means to youth.

### IN PRACTICE – ACTIVITY 1 | Circle the Wagons

**TRAINER |** Break into small groups for Circle the Wagons activity. Pass out circle maps to each group.

“First things first, let’s take a closer look at schools, families and communities today. If we want to engage these groups with youth we must have an understanding of their qualities and perspectives. We will use thinking maps to help us capture the key points from each group. I have distributed a circle map to each small group. Let’s brainstorm the qualities of families, schools and communities by recording on our circle maps in small groups.”

Using the **Shout It Out!** method, each small group quickly reports out their descriptors of school, families and communities.

### IN PRACTICE – ACTIVITY 2 | Breaking Down Barriers Brainstorm

**TRAINER |** In the large group, conduct the Breaking Down Barriers Brainstorm.

“In order to engage with these groups we also understand of some of the obstacles that can keep us from connection youth with caring adults. Let’s generate a list of barriers or challenges to engaging youth with school, family and community members.”

### IN PRACTICE – ACTIVITY 3 | Standards Match-Up Game

**TRAINER |** Break, once again, into small groups for the Standards Match-Up Game. Distribute envelopes containing the Standards and Blue Ribbon Practices. Participants will remove Standards and Practices and will work in groups to match them together.

## CONCLUSION

**TRAINER |** “Thank you for attending this session to learn ways that all out-of school time staff can better serve the youth of today by fostering authentic relationships in the community to promote the fullest potential of all children.”

# **SCHOOL'S OUT, MAKE IT COUNT!**

## **AFTERSCHOOL QUALITY STANDARDS**

### **Training Series 1, Trainer Copy**

#### ***Standard V. Family, School and Community Engagement***

**Key Principle:** Youth benefit when families, schools and communities are actively engaged in the program development and implementation.

**Supplies Needed:** Fast Facts Handout, markers, flip chart with chart paper for the Circle Maps, Blue Ribbon Standards Match-Up Game Parts in envelopes and Blue Ribbon Standards Match-Up KEY for the trainer.

**Welcome with a Wave:** Have each participant stand up quickly and say their name and then sit down. Do this a few times to warm up the group.

**Read Fast Facts:** About a culture of connection and what that means to youth.

**Introduction/Trainer:** Welcome! The standards we are exploring today help set the bar high as we seek to support the fullest potential of our youth. As we learn about the importance of creating a culture of connection by engaging with school, family and community members we will ultimately forward the personal and educational goals of our youth. So we must proceed intentionally and purposefully to make connections and promote shared endeavors a part of the fabric of our programming.

**Circle the Wagons:** First things first, let's take a closer look at schools, families and communities today. If we want to engage these groups with youth we must have an understanding of their qualities and perspectives. We will use thinking maps to help us capture the key points from each group. I have distributed a circle map to each small group. Let's brainstorm the qualities of families, schools and communities by recording on our circle maps in small groups.

**Shout It Out!** Groups quickly report out their descriptors of school, families and communities.

**Breaking Down Barriers Brainstorm:** In order to engage with these groups we also must understand some of the obstacles that can keep us from connecting youth with caring adults. Let's generate a list of barriers or challenges to engaging youth with school, family and community members. Have the group discuss barriers and quickly identify strategies to counter these challenges.

**Standards Match-Up Game:** One way to begin to connect and overcome barriers is by establishing common language with focused concepts. The Afterschool Quality Standards help us begin a focused dialogue that can be translated into action. Now we are going to play a game to help us better understand the Standards. Distribute envelopes containing the Standards and Blue Ribbon Practices. Participants will open the envelopes and separate the Standards and the Practices. Participants will work in groups to match Standards together with the correct Blue Ribbon Practices.

**Standards Review & Wrap Up:** Now let's review the KEY and see how you did! By better understanding the standards we can go forward and help youth make meaningful connections. Thank you for attending this session to learn ways that all out-of school time staff can better serve the youth of today, by cultivating authentic relationships in the community to promote the fullest potential of all children.

## ~ FAST FACTS



- Developmental relationships help young people attain the psychological and social skills that are essential for success in education and in life.
- Young people can form these relationships with their parents and family members, with their friends and peers, with staff members in their schools and programs, and with caring adults in their neighborhoods and communities
- Relationships with caring adults and peers can increase student engagement and improve academic motivation. Students who experience developmental relationships get better grades, have higher aspirations for the future and participate in college-preparatory activities more frequently.
- We also know that high-quality relationships are characterized as caring, supportive, meaningful, reciprocal, and resulting in young people's sense of agency, belonging, and competence.
- Positive Youth Environments are affirming. Individuals and communities hold high expectations and inherent beliefs in the value and talents of young people and provide opportunities to enhance their skills and to succeed.

(Data provided by the **Search Institute**)

- A majority of adolescents are involved in positive activities such as volunteering, church involvement, and cultural events (*Bostrom, 2001*).
- Public opinion suggests a belief that parents are less involved today with their children than in previous generations (*Bostrom, 2001*).
- Most parents have open, trusting relationships and a solid bond with their teenage children (*Bostrom, 2001*).
- Youths who feel secure in their relationships with parents also tend to have positive school attitudes and good relationships with teachers (*Advocates for Youth, 1999*).
- Mentoring is a viable means of creating positive adult connections and can affect adolescent health and well-being (*Beier, Rosenfeld, Spitnaly, Zansky, & Bontemlpo, 2000*).
- Youths who feel more connected with their school and their family are less likely to participate in high-risk behaviors (*Ewalt, Freeman, & Poole, 1998*).

(Data provided by the **National Association of Social Workers: Essential Elements Positive Environments**)



# ~ STANDARDS MATCH UP GAME! ~

1st - Cut out each Standard listed below

2nd - Arrange Standards numerically

3rd - Match each Blue Ribbon Practice to the correct Standard



## ~ Standard 1 ~

Program develops and nurtures family, school and community partnerships to leverage resources and support the youth and families served.



## ~ Standard 2 ~

Program engages in family, school and community collaborations to plan and implement intentionally designed activities based on youth needs and interests.



## ~ Standard 3 ~

Out of School Time academic components and activities complement and enrich school standards and curriculum.



## ~ Standard 4 ~

Family relationships and involvement are fostered by the program's meaningful communication with families.



## ~ Standard 5 ~

The involvement of and support of families, community organizations and schools are sought as a means to enhance diverse and engaging programming and activities.

# ~ BLUE RIBBON PRACTICES ~

*Cut out each Blue Ribbon Practice, mix them up and place in an envelope.*



Staff dedicated to youth meet with local faith based organizations to help secure resources for students and families (i.e. admission fees to special events, materials for special activities, food, clothing, parent education classes)



Staff dedicated to youth work with a local business leadership group to plan a fundraiser. Proceeds from this activity benefit the school and the leadership group.



Staff dedicated to youth identifies local businesses and secure donations to support enrichment opportunities based on student interests.



Staff dedicated to youth identify and pursue local grants to plan and host a youth leadership event which will be planned and presented by youth.



Staff dedicated to youth work with local art organizations to plan and implement an art walk that showcases the artwork of students and residents of the neighborhood surrounding the school.



Staff dedicated to youth reviews local school curriculum and aligns out-of-school time activities to support and enhance the basic skills and concepts in a fun format.



Staff dedicated to youth work with local school principal and teachers to host a anti-bullying event that aligns with the school's positive behavior curriculum.



Staff dedicated to youth plan Learning-to-Go activities for students to take home and involve family members in extended learning.



Staff dedicated to youth focus on the family by sending home "I Caught You Doing Something Great Reports" that celebrate and communicate the small accomplishments of students.



Staff dedicated to youth plans and hosts a parent/child talent show where students showcase their skills with a family member and involve parents in a school activity.



Staff dedicated to youth form advisory groups to involve parents and leaders from local organizations to promote quality after school and summer programming.



Staff dedicated to youth conduct parent and student interest surveys to support and impact the design of the after school program and plan for special events.



# ~ KEY ~ BLUE RIBBON PRACTICES ~ KEY ~

## ~ Standard 1 ~



Staff dedicated to youth meet with local faith based organizations to help secure resources for students and families (i.e. admission fees to special events, materials for special activities, food, clothing, parent education classes)

## ~ Standard 1 ~



Staff dedicated to youth work with a local business leadership group to plan a fundraiser. Proceeds from this activity benefit the school and the leadership group.

## ~ Standard 2 ~



Staff dedicated to youth identifies local businesses and secure donations to support enrichment opportunities based on student interests.

## ~ Standard 2 ~



Staff dedicated to youth identify and pursue local grants to plan and host a youth leadership event which will be planned and presented by youth.

## ~ Standard 2 ~



Staff dedicated to youth work with local art organizations to plan and implement an art walk that showcases the artwork of students and residents of the neighborhood surrounding the school.

## ~ Standard 3 ~



Staff dedicated to youth reviews local school curriculum and aligns out-of-school time activities to support and enhance the basic skills and concepts in a fun format.

## ~ Standard 3 ~



Staff dedicated to youth work with local school principal and teachers to host a anti-bullying event that aligns with the school's positive behavior curriculum.

## ~ Standard 4 ~



Staff dedicated to youth plan Learning-to-Go activities for students to take home and involve family members in extended learning.

## ~ Standard 4 ~



Staff dedicated to youth focus on the family by sending home "I Caught You Doing Something Great Reports" that celebrate and communicate the small accomplishments of students.

## ~ Standard 4 ~



Staff dedicated to youth plans and hosts a parent/child talent show where students showcase their skills with a family member and involve parents in a school activity.

## ~ Standard 5 ~



Staff dedicated to youth form advisory groups to involve parents and leaders from local organizations to promote quality after school and summer programming.

## ~ Standard 5 ~



Staff dedicated to youth conduct parent and student interest surveys to support and impact the design of the after school program and plan for special events.

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**Standard 5: Family, School & Community Engagement**



**KEY PRINCIPLE |** Youth benefit when families, schools and communities are actively engaged in the program development and implementation.

**I. INTRODUCTIONS**

**II. ICE BREAKER**

**III. KEYS**

1. Program develops and nurtures family, school and community partnerships to leverage resources and support for the youth and families served.
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**IV. STANDARD IN PRACTICE**

- Circle the Wagons
- Breaking Down Barriers Brainstorm
- Standards Match-Up Game