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**Beyond School Hours 2018**

**TRI Participant Keynote and Workshop Summaries and Resources**

**Keynote Address: February 22, 2018**

**Title: Towards Recovery and Discovery: The Role of the Revolutionary – Beyond Schools**

**Keynote Speaker: Dr. Christopher Emdin**

**Main Points:**

* Out of school time programs have a responsibility to engage and practice BEYOND schools
* “Your care gets erased by your convention.” OST programming needs to go BEYOND conventional education.
* Music often helps students of color engage in their learning.
* Create spaces that allow young people to be free to learn.
* “Ratchetdemic”: authentic, ratchet self and academic self
* “Find your ratchet self.” “Your whiteness is not an impediment to your effectivenss.”
* “Broken people break people.”
* “Collectively reimagine how we engage in teaching and learning.”
* “If there’s no trust, there’s no learning.”
* “Sometimes it’s the little things you do that make the biggest difference.”
* “Have them lead.”
* “If you can’t leave the podium, just get a better story.”
* “If the youth are not initiated into the tribe, they will burn it down just to feel its warmth.”

**Resources:**

* *For White Folks Who Teach in the Hood . . .and the Rest of Y’all Too*: <https://www.akpress.org/forwhitefolkswhoteachinthehood.html>

**Keynote Address: February 23, 2018**

**Keynote Speaker: Dr. Ioannis (Yannis) Miaoulis, innovative educator who “opened the “E” of STEM”**

**Main Points:**

* Came from Greece to study engineering; “wrong turn” let to working with K-12 educators
* Engineering arguments (why add engineering to K-12 curriculum?):
	+ Scientific literacy (98% of the world around us is human-made)
	+ Problem-solving
	+ Engineering makes math + science RELEVANT
	+ Careers
	+ Gender parity
* “How often do you see children in a volcano vs. how often do you see them in a car?” (earth science has far less value than “real world” science)

**Resources:**

* NCTL STEM Speech (6 minute video): <https://www.youtube.com/watch?v=4B-g1_6QCWU>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Adaptive Learning Practices in Afterschool Programming**

**Presenters: Christina Baker Smith, Boys & Girls Clubs of Tennessee Valley and Michelle Davis, BGC in Tennessee**

**Main Points:**

* Afterschool programs need to be different from the school day
* Afterschool programs need to meet the needs of students with varying abilities
* 1 in 16 school age students is on an IEP
* We can decrease stress in students with disabilities by providing exercise and meditation
* We can improve learning and engagement by using a variety of adaptive tools such as fidgets, head phones, and balance balls

**Resources:**

* Kids Count Data Book - <http://www.aecf.org/m/resourcedoc/aecf-2017kidscountdatabook.pdf>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Building Affirming Spaces for LGBTQ Youth**

**Presenter: Abigail Bettini, Stages Youth Development**

**Main Points:**

* Program policies which are explicitly inclusive set the tone and help youth feel safe
* Find out what resources you have to support youth locally
* Provide opportunities for youth to have in-depth conversations about issues in their lives
* Provide youth and family resources about LGBTQ youth and communities

**Resources:**

* [www.glsen.org](http://www.glsen.org)
* [www.truecolorsfund.org](http://www.truecolorsfund.org)
* [www.thetrevorproject.org](http://www.thetrevorproject.org)
* [www.pflag.org](http://www.pflag.org)
* [www.itgetsbetter.org](http://www.itgetsbetter.org)
* [www.advocatesforyouth.org](http://www.advocatesforyouth.org)
* youth.gov

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Digital Success and Safety for You, Your School, and Your Community**

**Presenter: Richard Guerry, Institute for Responsible Online and Cellphone Communication**

**Main Points:**

* Everything you do on the web is public and permanent
* Browsing history, things you upload, comments, etc.
* Turn off geo tags on all apps

**Resources:**

* <https://www.iroc2.org/>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Get Out of the Box! Ways to Go Beyond Typical Teaching Methods**

**Presenters: Danielle Bowen and Wendy Weisbart**

**Main Points:**

* Hands on learning engages students (activities that include and involve all students)
* Find out as much as you can about the student’s school day curriculum and link activities to student goals
* Supportive staff/student and staff/management relationships are key for student success
* Build on strengths of staff and students

**Resources:**

* <http://www.communicatecollaboratecelebrate.com/>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Growing GRIT – Guts, Resilience, Insistence, and Tenacity**

**Presenters: Chelsea and Mike Ashcraft, Children’s Choice Child Care Service, Inc.**

**Main Points:**

* Anyone can get smarter or better at a skill with effort
* Effort is more crucial for success than intelligence or talent. Emphasize effort over talent.
* 4 steps to Growth Mindset:
1. Identify the “fixed voice.” “If I fail, nobody will respect me.” “See I’m stupid.”
2. Choose the “growth voice.” “I will expand my strategies and efforts to improve.”
3. Talk back to yourself. “If I don’t admit my part, I can’t fix it. I’ll listen and learn.”
4. Choose “growth behavior.” Take a risk, learn, prepare, work hard, practice.
* Ways to help kids growth their confidence:
1. Listen, just listen
2. “Tell me more”
3. “I was thinking about you”
4. “That’s okay, try it again”
5. “Reset and try again”
6. “I don’t know, but let’s learn”
7. Remember that everyone learns in a different way
* Make like a scaffold – set the bar, raise the bar, provide assistance and coaching as the kid is challenged within their zone of proximal development
* Kids need to be taught that they are responsible for their own actions
* Praise the process, not the person
* Coping is being able to deal with the tough time
* Only after kids gain confidence and control can they be competent at coping

**Resources:**

* [www.ashcraftafterschool.com](http://www.ashcraftafterschool.com)
* The Grit Scale - <https://angeladuckworth.com/grit-scale/>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Learning in Disguise**

**Presenter: Gale Gorke**

**Main Points:**

* The entire session involved full participation in strategies to promote inclusion. Gale used grouping strategies and games to illustrate how to include all students in engaging activities. Her strategies promote inclusion by silent messages that we all need each other to reach a goal.

**Resources:**

* <http://www.galegorke.com/Welcome.html>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: The Mindful Classroom: Using Mindfulness as a Classroom Management Tool**

**Presenter(s): Matt Flynt and Erika Petrelli, The Leadership Program**

**Main Points:**

* RAIN
	+ Recognize what’s happening
	+ Allow it to happen
	+ Investigate (look inward)
	+ Non attachment (what happened is not me – it is just an experience I had)

**Resources:**

* Guided Mindfulness Meditation by Jon Kabat-Zinn: <https://www.mindfulnesscds.com/>
* Center for Mindfulness in Medicine, Health Care, and Society – UMASS Medical School <https://www.umassmed.edu/cfm/>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Mindful Kids: Peaceful Schools**

**Presenter: Amanda Wilson from Thurgood Marshall Academy PCHS**

**Main Points:**

* Breath is the most powerful tool
* Mindful Writing discussion prompts (complete then share with a partner)

“I am …….”

“I am from …..”

“I am not …..”

“I will not …..”

“I want to be ……”

“I am sad when …..”

“I love to …..”

“I struggle with …..”

“To make the world a better place, I …..”

“My story will …..”

**Resources:**

* [The Holistic Life Foundation](http://hlfinc.org/) facilitates workshops in many formats including one-time workshops and workshop series. Workshops include yoga and mindfulness practices, holistic health, Tai-Chi, games, discussions, role play, interactive activities, lectures, as well as holistic solutions for your problems. HLF staff has facilitated workshops all over the country to outstanding reviews
* [Harvard Brain Science Research](http://braintour.harvard.edu/)

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Planting Seeds of Health: Teen Garden Corps**

**Presenter(s): Debra Mason from Planting Seeds of Health**

**Main Points:**

* 6-week youth development program teaches job and life skills, health, and nutrition by building and maintaining a school garden. Youth receive stipends at end of service.
* Supported by Kaiser Permanente Share: https://share.kaiserpermanente.org/

**Resources:**

* <https://foodcorps.org/apply/where-youll-serve/oregon/>
* <https://foodcorps.org/get-involved/school-garden-grants/>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Restorative Practices: A Different Approach in Working with Our Youth**

**Presenter: Bill Michener, Lighthouse**

**Main Points:**

* Restorative Justice is about victims and offenders communicating in a supported environment to discuss the harm that has been caused and how to find a way to **repair that harm** and providing a means of closure.
* Restorative practices is about the harm caused through actions
* It’s about restoring relationships
* It’s about strengthening relationships
* Look at a grid that includes levels of support and levels of control (To/Not/With/For)
* Affect are physical things that you can see
* Feelings are internal – you can’t see these
* Emotions are responses to feelings

**Resources:**

* <http://lighthousefoundation.org.au/tag/restorative-practice/>
* <http://www.lighthouse-academies.org/wp-content/uploads/lighthouserestorativeactionwhitepaper.pdf>

**21st CCLC Focus: A Close-Up on Youth Development**

**Title: Supporting Social-Emotional Learning Opportunities in Afterschool**

**Presenter: Janet Levings, AIR**

**Main Points:**

* Youth outcomes and opportunities: academic (e.g. STEM); 21st CCLC (Learning and Innovation Skills, Life and Career Skills), soft skills (e.g., attitude, problem solver); opportunities for SEL (e.g. self-awareness)
* SEL helps youth: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; make responsible decisions
* Why is Social and Emotional Learning Important? Social and emotional learning (SEL) programs, which previously have shown immediate improvements in mental health, social skills, and academic achievement, continue to benefit students for months and even years to come

**Resources:**

* Beyond the Bell: American Institutes for Research
* Janet Levings: jlevings@air.org
* [www.casel.org](http://www.casel.org/) *The Collaborative for Academic, Social, and Emotional Learning*

**21st CCLC Focus: A Live Look at STEM & Project-Based Learning**

**Title: Sharing Your Community Story Through Web Design**

**Presenter: Delia Kim Sorto from Partnership for After School Education**

**This is a curriculum which is:**

* Geared for 4-6th grades
* Explorers – Students complete a “street walk” to map their community
* Builds pride in community
* Computer skills taught

**Resources:**

* Thimble is an online code editor that makes it easy to create and publish your own web pages while learning [HTML](https://developer.mozilla.org/docs/Learn/HTML), [CSS](https://developer.mozilla.org/docs/Learn/CSS) & [JavaScript](https://developer.mozilla.org/docs/Learn/JavaScript). https://thimble.mozilla.org/en-US/
* X-Ray Goggles makes it easy to see and remix the code behind your favorite web pages. https://goggles.mozilla.org/

**21st CCLC Focus: Family & Community Take Center Stage**

**Title: Creating Effective School-Community Partnerships**

**Presenter: Kelly Malone-Sturgis, New York State Network for Youth Success**

**Main Points:**

* Potential partners: STEM Academy, Education Foundations, Community Colleges
* Partnership program types: Self-contained, Associated, Coordinated, Integrated, and Unified
* Research shows that when site coordinators and principals are aligned in what and how students are learning, student outcomes are better.
* Alignment includes the following:
	+ Academic resources: websites, curriculum, technology, etc.
	+ On-going communication: meetings and intentional sharing of information from schools & programs
	+ Partnership: understanding “we’re in this together to lead to youth success (in life)”
* Partnership does not mean “funding stream”
* Make sure parent agreement letters are disseminated/signed, so IEP/504 info can be shared

**Resources:**

* Afterschool Education (Noam)
* Partnership Rating Form (fill out separately, meet, then discuss) found at [www.NetworkFor](http://www.NetworkFor)YouthSuccess.org

**21st CCLC Focus: Family & Community Take Center Stage**

**Title: Family and Community Engagement: The Key to Authentic Student Success**

**Presenter: Byron Garrett, National Family Engagement Alliance**

**Main Points:**

* “If children can read to be great, then they can lead to be great.”
* Don’t make assumptions: meet the adult caregiver where they are, and respect their role as the adult caregiver of the student.
* Stay relevant: watch the shows youth watch and listen to the music they listen to.
* “There are many things you can think, but that doesn’t mean it needs to leave your lips.”
* Literacy activities: send families home with books.
* All families have access to the Internet; social media platforms are the best way to connect with families.

**Resources:**

* [www.byrongarrett.com](http://www.byrongarrett.com)
* The Family Engagement Workshops
* YouTube: *The Hundred Dollar Race*

**21st CCLC Focus: Family & Community Take Center Stage**

**Title: Got Parent SWAG?**

**Presenter: Yasmine Lockett, Dallas Afterschool**

**Main Points:**

* Know which type of parent you’re communicating with : uninvolved, permissive, authoritarian, or authoritative.
* Working with parents effectively includes all of the following: building trust, involving them in decisions, withholding assumptions, respecting the family’s values, and adjusting your attitude if/when needed.
* Utilize your students to engage and invite families.
* Identified shared goals; ask “What do you want your child to experience in this program?”

**Resources:**

* *101 Ways to Create Real Family Engagement* by Steven Constantino
* AQuA: Afterschool Quality Advancement (Elements 2 & 8)

**21st CCLC Focus: Family & Community Take Center Stage**

**Title: We Can’t Do This Without You: The Nuts & Bolts of Parent Engagement**

**Presenters: Myra Torres and Migdalia Cortes, The Children’s Aid Society**

**Main Points:**

* The quality of parent-child relationships is 10 times more powerful than demographics (race, ethnicity, family composition, and family income) in predicting whether children are developing critical character strengths they need for success in school and life.
* The strengths include being motivated to learn, being responsible, caring for others
* Remember that “No significant learning occurs without a significant relationship”
* 5 Essential Actions
1. Express Care: Show that you like me and want the best for me
2. Challenge Growth: Insist that I try to continuously improve
3. Provide Support: Help me complete tasks and achieve goals
4. Share Power: Hear my voice and let me share in making decisions
5. Expand Possibility: Expand my horizons and connect me to opportunities
* Family-Centered Practices: Involvement, Engagement/Interaction, Leadership

**Resources:**

* <http://www.search-institute.org/research/developmental-relationships/families>
* <https://www.childrensaidnyc.org/impact/every-step-way/?%2524domain=muhkdowzj&page=11>
* <https://www.search-institute.org/downloadable/SearchInstitute-DontForgetFamilies-Activities-10-13-2015.pdf>

**21st CCLC Focus: Grade-Level Reading & Literacy in the Spotlight**

**Title: Kids Learn to Read and More: Clever Crazes for Kids**

**Presenters: Dani Kocus and Teri Henson, Fortress YDC**

**Main Points:**

* Free website: not-for-profit, TRUSTe-certified, child-safe website.
* Topic areas (worlds) include:
	+ You and Your Insides
	+ You and Outer Space
	+ You and Our Home Planet
	+ You and How Things Work
	+ You the Time Traveler
	+ You and Your Money
	+ You and Biodiversity
	+ You the Citizen
	+ You the Athlete
	+ You and the World of Art

**Resources:**

* <http://www.clevercrazes.com/page/welcome_to_clevercrazescom/72/1/>

**21st CCLC Focus: The Results are In -- Using Data**

**Title: Keeping the Lights On When Your 21st CCLC Grant Ends**

**Presenter(s): Ben Hinkle-Wszalek & Philip Smith, Cayen Systems**

**Main Points:**

* Sustainability steps: create a timetable, take inventory of what you have in place, identify areas of need, prioritize, take action, and keep it going
* Inventory how you utilize program leadership, full time coordinators, support from schools, diverse resources, community models, and show program success
* Full time site coordinators provide day-to-day continuity, reduce the workload of the Program Directors, and have more buy-in than part time site coordinators
* Use established sustainability models: Foundations, San Francisco Beacon Initiative, LA’s Best, and School of the 21st Century
* Establish community roots: recruit staff who were past participants, use testimonials and social media, and provide public awareness at community events
* Use dynamic program content and services (community service, student-run businesses, parent education/training, anger management/counseling) and programming not offered in the school day (dance, music, sports, the arts, etc.)
* Gain support from the schools: regular communication, invite administration to visit, align with school day curriculum, employ school day staff, and share success stories with school day staff
* Demonstrate program success: collect data, conduct self-evaluations to illuminate what works/what doesn’t, and share success stories
* Fee structure (sliding scale) for families who can pay

**21st CCLC Focus: The Results are In -- Using Data**

**Title: Leading Greatness**

**Presenter: Erika Petrelli, The Leadership Program**

**Main Points:**

* Leadership = people-oriented; Management - task-oriented
* “If you think you are leading, and you turn around and see that nobody is following you, you’re not leading -- you’re just taking a walk.”
* #1 factor of employee engagement: leadership that makes the employees feel loved (respected, valued, appreciated, seen, heard, etc.)
* Awareness, balance, inspiration, gratitude
* Gratitude is love in action
* “Don’t crush the wow with the how.”
* Ask your staff: “What motivates you?” “What stresses you?”
* Walt Disney’s brainstorm process: dreamer →realist→critic; the most powerful team has all three
* Activity to do with staff (give them three blank index cards or have them create three columns on a blank sheet of paper):
	+ Spend one minute making a “To Do” list.
	+ Spend one minute making a “Get To” list.
	+ Spend one minute making a “Want To” list.
	+ Debrief by asking questions such as these: “Which list is longest?” “What’s the same or different about your lists?” “What surprised you about this activity?” “What will you do now?”
* “Never get too busy making a living that you forget to make a life.”

**Resources:**

* *Workplace Languages* by Gary Chapman

**21st CCLC Focus: The Results are In -- Using Data**

**Title: Supporting Youth and Program Outcomes with Social and Emotional Assessment**

**Presenter: Jennifer Robitaille**

**Main Points:**

* CQI is an ongoing effort over time that leads to higher levels of performance
* Building blocks of CQI: 1. Culture 2. Cycle 3. Method
	+ Cycle: Act/Plan/Do/Check (study)
* Best practice: CQI is continuous; key goals/targets are measurable; monitored; relevant data aggregated; reviewed w/stakeholders; resulting in action with corrections made
* Why assess?: support intentional SEL; improved outcomes for students
* Assessments: identify program wide need; help select type of program; makes case for stakeholders
* Impacts of full assessment: communicates values; shows how we view youth; influences communication; helps determine how to allocate resources

**Resources:**

* <http://coanet.org/standards/standards-for-child-and-youth-developmentprograms/>
* <http://www.apertureed.com/dessa-overview/>

**21st CCLC Focus: The Results are In -- Using Data**

**Title: CQI Simplified: A Research-Informed, Relationship Rich Approach to Improving Your Program**

**Presenters: L. Kimo Richardson, Child and Youth Development Accreditation**

**Main Points:**

* CQI is an ongoing effort over time that leads to higher levels of performance
* Effective CQI needs to:
1. Take a system’s perspective
2. Be process oriented – “it’s part of the way we do things around here”
3. Include disciplined methodology to solve problems – needs to be agreed to and shared
4. Engage the front line personnel
* Building blocks of CQI
1. Culture – needs to be part of the culture of the program
2. Should include a CQI cycle (Plan – Do – Study – Act)
3. Have methods and tools of practice
* Quality improvement is continuous
* Key goals and targets are measureable a proactively monitored
* Findings are reviewed by stakeholders
* Action steps are monitored
* Relevant, quality data is aggregated and evaluated
* When addressing CQI it is vital to remember that “culture trumps strategies”
* Social and Emotional Core Competencies: self-awareness; self-management; social-awareness; relationship skills; responsible decision making
* Intentional skill building: many SEL elements are naturally a part of activities, programming and activities are more intentional and focused if we are aware of what outcomes we want for our youth
* SAFE: **S**-Activities are **s**equenced **A**-Learning is **a**ctive **F**-Activities are **f**ocused on skill bldg. **E**-Activities target specific skills and outcomes **e**ffectively
* Involve families, board, and community partners whenever possible

**Resources:**

* Council on Accreditation: <http://coanet.org/accreditation/child-and-youth-development-accreditation/>
* <http://go.coanet.org/stayaheadwhitepaper>
* CASEL.org