

Champion After-school Programs & Needed Resources

Principals who champion high quality after-school programs:

- Collaborate with stakeholders to create learning opportunities for students beyond the traditional school day
- Facilitate the development of an after-school plan that identifies and addresses the needs of students and the community
- Connect students with a diverse group of role models who will help ensure their success
- Encourage families to support and participate in after-school learning
- Use the credibility of the principal to advocate for after-school programs for students
- Understand after-school funding streams and policy issues
- Keep the public and policymakers focused on the need for a continuum of services that supports students' learning beyond the school day
- Promote and facilitate partnerships among schools, providers and communities that secure adequate, sustainable funding for after-school programs

QUESTIONS FOR FURTHER REFLECTION

Collaborate with stakeholders to create learning opportunities for students beyond the traditional school day.

- ▷ Does my leadership style facilitate collaborative work with external partners?
- ▷ Do we welcome partners into our building?
- ▷ Have we reached out to a broad range of potential community partners—government agencies, colleges/university partners, local service providers, business leaders and community groups—to create learning opportunities beyond the school day?

QUESTIONS FOR FURTHER REFLECTION

Facilitate development of an after-school plan that identifies and addresses needs of students and the community.

- ▷ Do we know what our students' after-school needs are?
- ▷ Do we know what the needs of the families and the broader community are?
- ▷ Have we conducted a needs assessment to determine those needs?
- ▷ Have I, as principal, helped to facilitate the development of an after-school plan?
- ▷ Has our team engaged students, parents and community partners in the planning process?
- ▷ Have we visited other after-school programs to see how they work?

Connect students with a diverse group of role models who will help ensure their success.

- ▷ Do I see the potential of after-school programs for connecting students to a broad range of positive adult role models?
- ▷ Do I look *for* ways to bring diverse adult role models into the building *for* the after-school program?
- ▷ Do I encourage adults I meet to serve as teachers, tutors and mentors?
- ▷ Does the after-school program provide the supports adults from the community need (e.g., orientation, training and ongoing feedback) to successfully work with young people?

Encourage families to support and participate in after-school learning.

- ▷ How do we encourage families to support and participate in after-school learning?
- ▷ Is the after-school program accessible to the range of families we serve?
- ▷ Are parent materials-newsletters or notes, for instance-translated into appropriate languages?
- ▷ Does the after-school program schedule events so that parents can attend?
- ▷ Does it provide the supports, e.g., childcare, transportation, parents need to be able to attend events?
- ▷ Does the program provide a full range of services to families?

Use the credibility of the principal to advocate for after-school programs for students.

- ▷ Am I an effective advocate for after-school programs?
- ▷ Do I promote after-school programs in the school newsletter and on the school Web site?
- ▷ Do I promote after-school programs to new parents and students at back-to-school night and other school events?
- ▷ Do I promote after-school programs to the PTA and similar organizations?
- ▷ Do I support and invite students, parents and community leaders to participate in events such as *Lights On Afterschool*?

QUESTIONS FOR FURTHER REFLECTION**Understand the after-school funding streams and policy issues.**

- ▷ Are members of the after-school team and I knowledgeable about after-school funding sources at the local, state and federal levels?
- ▷ Do I work collaboratively with the program director to identify and, if possible, tap those sources?
- ▷ Am I familiar with after-school policy issues at the local, state and federal levels?

Keep the public and policymakers focused on the need for a continuum of services that supports students' learning beyond the school day.

- ▷ Am I a public advocate for after-school programs in my community?
- ▷ Do I work with other after-school advocates and policy makers to ensure adequate funding and support for after-school programs?
- ▷ Am I proactive about inviting community leaders to visit after-school programs in my school?
- ▷ Do I volunteer to testify at board of education, city council and legislative committee meetings about the importance of quality after-school programs?

Promote and facilitate partnerships between schools, providers and communities that secure adequate, sustainable funding for after-school programs.

- ▷ Does our after-school team have, or are we building, a sustainability plan?
- ▷ Have we engaged a community advisory board to help us develop the plan?
- ▷ Are we implementing the plan effectively?
- ▷ Do I and our after-school team work with other groups to build a sustainable funding base for after-school programs in our community?

This assessment is designed to help you and your leadership team periodically reflect on your school practice. Look back at your answers to the Questions for Further Reflection as you complete the tool. Take the assessment at the beginning, middle and end of the year to track your progress. Note things you want to change or are doing well.

Once you have mastered an item, shift your focus to other items. You may add to the assessment if you discover additional indicators you would like to track. If a question is not applicable, leave it blank. Rate each question from 1 to 4: 1 Not at all, 2 Sometimes, 3 Most of the time, 4 Always

Rate each question from 1 to 4.				
	1 Not at all	2 Sometimes	3 Most of the time	4 Always
	Beginning Rating	Middle Rating	End Rating	
Use the credibility of the principal to advocate for after-school programs for students				
I am an effective advocate for after-school programs.				
I promote after-school programs in:				
the school newsletter				
the school Web site				
with new parents and students				
at back-to-school night				
with the PTA and similar organizations				
I invite students, parents and community leaders to participate in events.				
Understand after-school funding streams and policy issues.				
Members of the After-school team and I have knowledge about after-school funding sources:				
local				
state				
federal				
I work collaboratively with the program director to identify and tap those sources.				
I am familiar with after-school policy issues:				
local				
statewide				
at the federal level				

