

Support Quality After-school and Summer Learning

Principals who promote quality after-school and summer learning:

- Define short- and long-term outcomes for after-school programs collaboratively with the program director
- Use data to ensure that children most in need have access to after-school
- Work with the program director to identify, generate and collect data to assess after-school programs
- Encourage the use of data and best practices to improve programs by fostering communication about results among teachers, program directors, after-school staff members and other stakeholders
- Use data and evaluation results to document program impact and make the case for quality after-school programs with school, community and political leaders
- Hold programs accountable to expectations jointly developed with the program director
- Ensure that after-school programs are well managed and employ sound fiscal practices
- Create formal and informal communication strategies between the principal and the program director and the school and after-school staff members
- Develop a positive culture between school and after-school staff members and mediate concerns when they arise
- Provide appropriate resources when the program is implemented (including facilities security, custodial services, storage, technology and supplies).

QUESTIONS FOR FURTHER REFLECTION

Hold programs accountable to expectations jointly developed with the program director.

- ▷ Do we (I, as principal, and the program director) have shared expectations for the program?
- ▷ Have we established a framework for assessing how well we are meeting these expectations?
- ▷ Do I, or members of my team, meet regularly with the program director to discuss program goals and expectations?

Ensure that after-school programs are well managed and employ sound fiscal practices.

- ▷ For school -based programs, are there clear lines of authority between the principal and the program director?
- ▷ Are program directors included in budget development and monitoring processes?
- ▷ Are management concerns addressed when they arise?
- ▷ Are management review meetings held regularly?

Create formal and informal communication strategies between the principal and the program director and school and after-school staff members.

- ▷ Do I communicate frequently with the program director?
- ▷ Do I copy the program director on relevant school communications?
- ▷ Is the program director welcome to attend school staff meetings?
- ▷ Do I encourage the program director to share after-school news with school staff?
- ▷ Do I drop by the after-school program regularly?
- ▷ Is the program director's office near mine?
- ▷ Am I accessible to her/him?

Develop a positive culture between school and after-school staff members and mediate concerns when they arise.

- ▷ Are school staff members welcome to participate in after-school activities?
- ▷ Do I encourage school staff members to reach out to after-school staff and vice versa?
- ▷ Do I serve as mediator when differences between school and after-school staff members arise?
- ▷ Am I working with the program director to create a positive school culture that extends beyond the regular school day?



QUESTIONS FOR FURTHER REFLECTION

Provide appropriate resources when the program is implemented.

- ▷ Have we (the program director and I, along with the school leadership team) mapped out what resources will be shared?
- ▷ Do we meet annually to discuss gaps in resources?
- ▷ Do members of both staffs (school and after-school) have a clear understanding of what resources are shared, how and why?
- ▷ Do we have devices in place-such as checklists-that help staff members monitor shared resources?
- ▷ Does the school have the capacity to provide necessary resources?
- ▷ Have we looked for funding to support both school and after-school activities?

Define short- and long-term outcomes for after-school programs collaboratively with the program director.

- ▷ Have we developed a framework for evaluating after-school programs?
- ▷ Do I meet with the program director to discuss what outcomes the program should be expected to produce?
- ▷ Do we need to hire an external evaluator?
- ▷ Have we identified clear and achievable short- and long-term outcomes?
- ▷ Do we periodically review and, if necessary, revise outcomes?

Use data to ensure that children most in need have access to after-school.

- ▷ Have I reviewed data to determine what students' after-school needs are?
- ▷ Does our team know which students are attending after-school?
- ▷ Are we reaching students who might not otherwise have access to enrichment or homework assistance?
- ▷ Are we reaching students who need additional tutoring assistance or guidance?
- ▷ Are we reaching students who would benefit the most from after-school programs?

Work with the program director to identify, generate and collect data to assess after-school programs.

- ▷ Have I met with the program director to identify important data and discuss data-collection methods?
- ▷ Does our school team give the after-school program access to relevant school data?
- ▷ Are we ensuring the integrity of school data; is students' privacy protected?
- ▷ If the after-school program contracts with an external evaluator, do we meet with and monitor the evaluator?

QUESTIONS FOR FURTHER REFLECTION**Encourage the use of data and best practices to improve programs by fostering communication about results among teachers, program directors, after-school staff members and other stakeholders.**

- ▷ Do I share data on student progress with after-school staff?
- ▷ Do I encourage after-school staff to collect and analyze data on program effectiveness?
- ▷ Do I facilitate communications among different stakeholders about the use of after-school data?
- ▷ Do I share program results with school staff? Other stakeholders?
- ▷ Have we used program evaluation results to modify school and after-school programs, if necessary?

Use data and evaluation results to document program impact and make the case for quality after-school programs with school, community and political leaders.

- ▷ Do we have access to relevant evaluation data?
 - ▷ How do I and our school team use data to tell a story about the impact of after-school programs on students?
 - ▷ Do I refer to program results when I make the case for after-school programs with school, community and political leaders?
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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
Ensure that schools learning and core academic standards are connected to activities in after-school programs.			
School learning and academic standards are shared with after-school program staff.			
School standards are reflected in after-school activities.			
School staff members are aware of after-school program goals.			
School and after-school staffs work with each other as committee members, tutors or teachers.			
Offer learning opportunities and after-school that are different from, but connected to, those in the school day.			
School and after-school programs are complementary.			
School and after-school programs are different.			
Students do not perceive the after-school program as more school.			
After-school learning opportunities are clearly connected to school-day learning.			

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
Provide a continuum of services and supports for students.			
After-school program offers a range of services and supports for students, including:			
homework assistance			
enrichment activities			
mentoring			
healthy snacks			
Students have access to the services and support they need most.			
Activities are fun.			
Activities are challenging.			
After-school staff members are appropriately qualified.			

Connect professional development opportunities for after-school and school-day staff members to ensure consistency and standards of teaching and learning and to encourage relationship-building among staff members.

I look for professional development opportunities that will serve both school and after-school staff members.			
The program director and I work together to connect in school and after-school professional development opportunities.			
After-school staff members are embraced as equal partners in students' learning and development.			
There are informal ways for school and after-school staff to build congeniality.			

Defined short- and long-term outcomes for after-school programs collaboratively with the program director.

The program director and I have established a framework for evaluating after-school programs.			
The program is clear short-term outcomes.			
Program has clear long-term outcomes.			
Outcomes are achievable.			
We consult with an external evaluator, when necessary.			
The program director and I periodically review and, if necessary, revise outcomes.			

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 data to ensure that children most in need have access to after-school.			
We reviewed (grades, staff source, free and reduced-price lunch data, teacher feedback) to determine which students would most benefit from after-school programs.			
We encourage those students to participate.			
We track which students actually participate.			
Work with the program director to identify, generate and collect data to assist after-school programs.			
The program director and identify what data need to be collected and how it will be collected.			
If necessary, we work with an external evaluator to determine data collection and needs.			
Members of my school team and I give the after-school program director and external evaluator access to relevant school data.			
We ensure the integrity of school data (i.e., students' privacy is protected).			
If there is an external evaluator, the program director and I mean with and monitor the evaluator.			
Encourage the use of data and best practices to improve programs by fostering communication about results among teachers, program directors, after-school staff members and other stakeholders.			
I facilitate communications along stakeholders about the use of after-school data to improve the program.			
I share program results with school staff.			
We share program results with other stakeholders.			
We use program evaluation results to improve school programs, where appropriate.			
Use data and evaluation results to document program impact and make the case for quality after-school programs with school, community and political leaders.			
Members of my school team that I have access to relevant program evaluation data.			
We use data to document the impact of after-school programming.			
Will use data to make the case for after-school programming with school, community and political leaders.			