

Developing After School Programs For Middle and High School Youth



Linda Fecteau
lfecteau@cofy.biz

Developing Afterschool Programs

- Enhancing Academic Achievement
- Keep Children Safe
- Support working families



Areas of Focus

- Math
- Science
- Reading/Literacy
- Enrichment
- Social
- Emotional and Physical Wellness
- Parent Involvement



Developing Afterschool Programs

Components of a Successful Program

- Staff - Youth Interactions
- Youth to Youth Interactions
- Engaging Activities
- Communication with Families
- Homework Support



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Classified

WANTED: OUT-OF-SCHOOL CARE WORKER

- MUST HAVE: The stamina of a bull moose; know the rules of all sports ever played anywhere (preference given to former pro athletes); the wisdom of King Solomon; the patience of Job; an iron-clad stomach to cope with unusual bodily functions; and ability to laugh like Roger Rabbit.
- Hearing loss is helpful. Owner of large vehicles preferred. Must be certified Emergency Medical Technician, licensed clinical social worker, major in Child Development with minors in: psychology, sociology, basic guitar, advanced piano, voice, choreography, drama (Academy Award winners preferred), all fine arts, computer technology and accounting. Ability to speak foreign languages useful. Must be able to read and comprehend documents written in foreign languages including U.S. government documents. Certified Public Accountant credential valuable.
- Pay: \$6.50/hr. part-time, split shifts, no benefits. Unpaid vacations permitted during summer months if program happens to be closed.

» Ellen Gannett, 2009

Developing Afterschool Programs

- Adolescent Development
- Program Qualities
- Opportunities to Increase Attendance
- Example Programs/Activities
- Getting the community involved

Adolescent Development

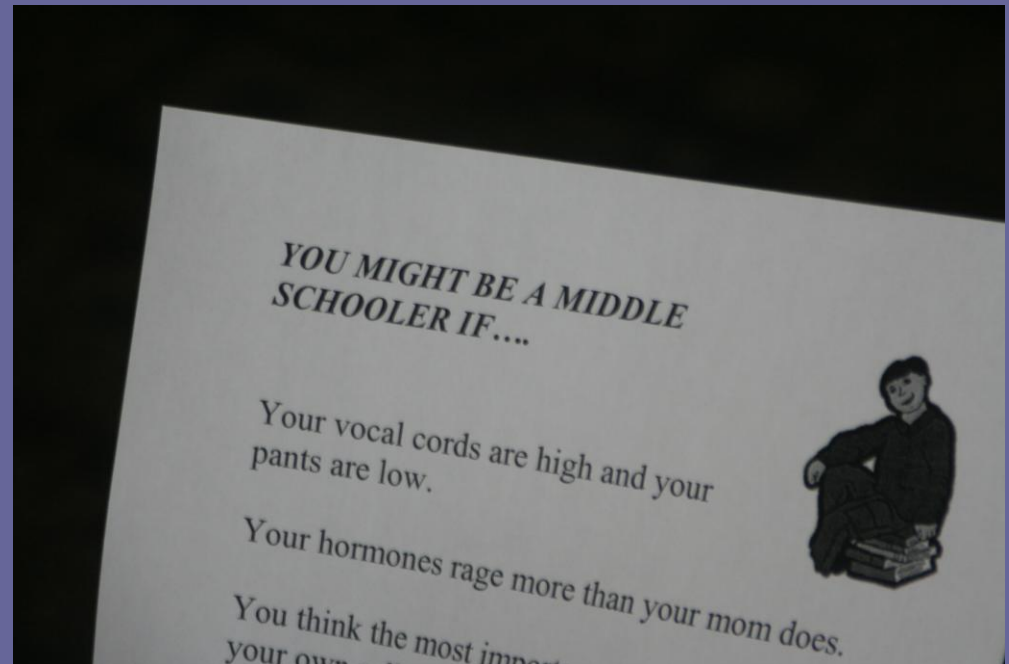


- Serotonin (brain's brake for impulse control)
- Dopamine – (brain's reward system) fluctuating
- Excessive risk taking increases dopamine level
- Teen brains have to work harder than adults
- Easily overloaded by stress
- Need more sleep (9.5 hours)

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Typical Sixth Grader

- Self assertive and curious
- Restless, “wiggly”
- Range of Emotions/Moody
- Worried about the “in or out” group



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Typical Seventh Grader

- Spirited or Enthusiastic
- Considering themselves in relation to others
- Self-centered, independent
- Not ready for long term planning
- Increased desire to belong

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Typical Eighth Grader

- High energy
- Concerned with personal appearance
- Want more “alone time”
- One word answers may even appear rude
- Begin to reason (with some)
- Challenge authority



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Engaging Older Students



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Staff Development

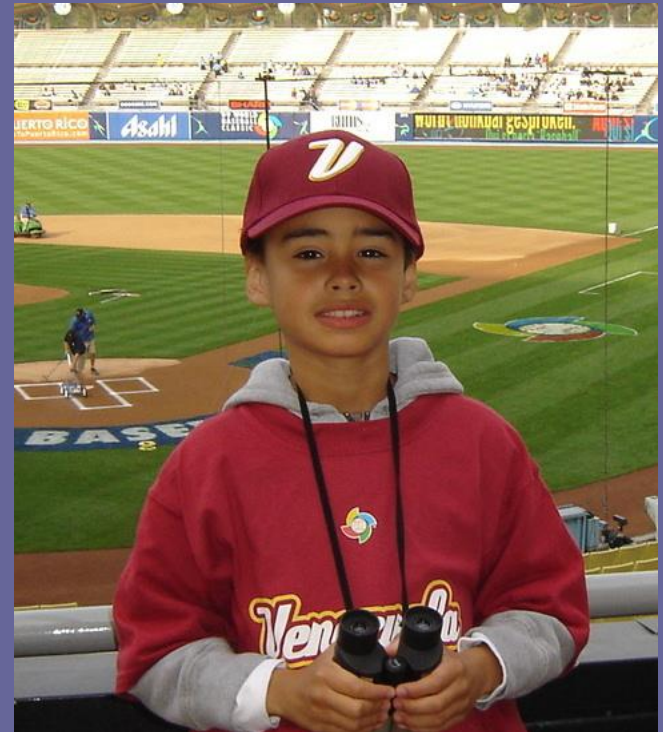
Programs with more highly educated staff, both at the program director and direct service levels, were rated significantly higher on program quality, including staff engagement, youth engagement, activities, and homework time.” The MARS study (2005)



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Barriers to Attendance

- Want to “Hang Out”
- Bored
- Must work or care for siblings
- Safety and/or Transportation



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Program Ideas

- Activity Planning
- Community Service Projects
- Service Learning Projects
- Mentoring Opportunities
- Job Seeking Skills
- Decision Making Opportunities



Developing Afterschool Programs

Getting Started

- Partners
- Resources
- Funding
- Evaluation



Developing Afterschool Programs

Developing Local Partners

- Banks
- Restaurant Owners
- Local Newspapers
- Local Radio Stations
- Local Health Centers
- Chambers of Commerce
- Main Street Associations
- Local Merchants



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Developing Local Partners

- Park and Recreation
- Police
- Fire
- Library
- P.T.A.
- 911 Dispatcher



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Resources

Enhancing School Reform Through Expanded Learning
January 2009

The Cost of Quality Out-of-School-Time Programs
Commissioned by The Wallace Foundation, 2009

Strengthening Out-of-School Time Nonprofits: The Role of Foundations in Building Organizational Capacity, Heather B. Weiss, Priscilla M. D. Little May 2008

A New Day For Youth: Creating Sustainable Quality in Out-of-School Time, Harvard University, May 2008, A white paper commissioned by The Wallace Foundation

Programming for MS & HS Youth

Questions:

Resource Lists:

Evaluations:

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- Linda Fecteau
- Creating Opportunities for Youth, LLC
 - lfecteau@cofy.biz
 - 860-287-4760
 - www.cofy.biz