Resource Table of Contents

Topic:

*Introduction***:**

The purpose of the resources section is to assist programs in reaching a high level of quality on the standards and elements in the NJ Quality Standards for Afterschool. If there's a part of your program you're focusing on improving or a topic you want more information on, these resources will provide a good start.

Think about contacting NJSACC for guidance on any of these topics or any other topic you want help with. NJSACC's staff and consultants have expertise that extend beyond the contents of this resource guide.

DISCLAIMER: Some products and/or curricula listed in the resources section cost money. NJSACC recommends researching the best resources, options, and products for use by your program. NJSACC is not endorsing any particular product or curriculum for purchase. NJSACC does not benefit from any external sources if an afterschool program purchases one of the products or curricula listed as a resource.

i. **_Accommodations and Activities for Youth with Special Needs_**

- **Environment:**
  o Place picture cards on activity centers and post a visual schedule that uses pictures so youth with difficulty reading can identify activities.
  o Place a stool next to the sink and toys on low open shelves so youth who cannot reach as high as others in the program can still reach them.
  o Make all areas of the environment accessible to youth with special equipment (for example, wheelchairs/adapted chairs).
  o Use brightly colored mats and materials to help youth who have difficulty focusing.
  o Design activity centers to visually reflect what youth with difficulty participating in activities find engaging.
  o Use a designated "safe" area for individual youth to go to alone. When necessary.
  o Divide the youth into groups to help with separating incompatible youth.

- **Activities**
  o Use a peer buddy system to provide extra support in an activity (for example, a youth in a wheelchair is pushed around the bases in a baseball game).
  o Plan short walks or quiet small group activities to help youth with behavior problems who respond to this intervention.
  o Teach social skills based on the needs of the youth in the program.
  o Provide activities that reflect what youth with difficulty participating in activities find engaging.

- **Materials**
  o Provide a separate box of supplies and games to choose from that are specifically designed for youth with a particular special need.
  o Purchase supplies that youth who are blind could use, such as hand held games with sounds instead of lights or soft balls to catch with bells in them.
  o Provide toys that build on the unique skills of a youth with special needs.

- **Methods of Interaction**
  o Use non-verbal communication tools such as objects, actions, and pictures for youth who respond best to non-verbal cues.
  o Encourage child-led communication for youth with difficulty communicating.
  o Provide individual supervision of toilet use or hand washing for youth with this need.
  o Pick up a youth directly from a classroom instead of having her/him come to the program room on their own.
  o Create simpler rules and provide clearer, one-step directions for youth with behavior problems.
  o Work with the youth's child study team from their school.

- **Staffing**
  o Provide a nurse during the program to stay with a child at risk for seizures.
  o Provide one-on-one aides during the program for youth with this need.

ii. *At-Risk Afterschool Meal Program Info*

- United States Department of Agriculture (USDA) At-Risk Afterschool Meal Program**: https://www.usda.gov/**
  - Offers federal funding to reimburse afterschool programs serving a snack and/or supper to children in low-income areas. This program is part of the Child and Adult Care Food Program (CACFP): https://www.fns.usda.gov/cacfp/child-and-adult-care-food-program
  - This program is administered at the federal level by the and at the state level by the NJ Department of Agriculture Division of Food and Nutrition (NJDA) http://www.state.nj.us/agriculture/).
  - Participating in the At-Risk Afterschool Meal Program can help you:
    - ✓ Fight hunger in your community
    - ✓ Give youth the energy to participate positively in your program
    - ✓ Create a healthy afterschool environment
    - ✓ Increase your enrollment
    - ✓ Save more money to invest in programming

Eligibility

- In order to be eligible for the At-Risk Meal Program, your afterschool program must meet the following conditions:
    - ✓ Be located within a school attendance boundary where at least 50% or more of the students receive free or reduced priced lunch.
    - ✓ Be operated by a school, non-profit, or local government agency. For-profit centers may also be eligible.
    - ✓ Provide regularly scheduled activities in a structured and supervised environment and include education or enrichment activities.
    - ✓ Serve children 18 years or younger at the beginning of the school year (21 years or younger for special needs youth).
    - ✓ Accept all children within capacity.
    - ✓ Provide meals and/or snacks to all children, free of charge.
  - For a full description of eligibility requirements, please consult the At-Risk Afterschool Meal Program Handbook at:
        https://fns-prod.azureedge.net/sites/default/files/cn/atriskhandbook.pdf .

Meal Service

- Meals and snacks served at eligible afterschool programs may receive reimbursement through the At-Risk Meal Program if the following conditions are met:
  o Meals are served during the regular school year. This includes afterschool, holidays, weekends, and vacations. Programs operating during summer months may benefit from the **Summer Food Service Program:** https://www.fns.usda.gov/sfsp/summer-food-service-program .
  o There is a gap of at least 2 hours if both a snack and a meal are provided.
  o State or local health/sanitation, fire/safety standards, certificate of occupancy, and attendance zone verification letters provided (licensed child care centers may provide a copy of the license and a health/sanitation letter)

- Meals may be served hot or cold and must include all 5 of the components below. Snacks must include 2 of these components, excluding milk:
  o 1 serving of milk
  o 2 servings of fruits and/or vegetables
  o 1 serving of grains
  o 1 serving of protein

- Meal reimbursement rates are adjusted annually and may be found at: https://www.fns.usda.gov/sfsp/fr-012918.

- Afterschool programs participating in the At-Risk Meal Program must keep accurate records in order to receive reimbursements. Refer to the guidelines for specific instructions.

- For More Information:
  o Refer to: NJSACC's web guide: www.njsacc.org/providers/atRiskMealsProgram.php

- Contact your regional Child Nutrition Specialist at NJDA via phone at 609.984.1250 to determine area eligibility and receive application materials

iii. *Financial Management*

Resources for non-profit organizations:

- The Council of Nonprofits: www.councilofnonprofits.org/resources/financial-management
  o Extensive guidance and resources to assist non-profit organizations improve their financial management.

- The Independent Sector: https://independentsector.org/resources/?super_topic=ethics&resource_type=&policy_topic=#filtered-items
  o A resource for non-profits includes sections on "strong financial oversight" and "responsible fundraising".

Note: If your program is a non-profit organization, be sure to work with the Board of Directors on any financial management issues that may be identified.

iv.   Funding Tips and Sources

- Afterschool Alliance guidance: www.afterschoolalliance.org/funding.cfm
  o Fundraising materials developed specifically for afterschool programs, including: tools and tips on finding sources and writing proposals; funding database; expert advice; sponsorship tips; connecting business with afterschool; in-kind donations and partnerships

- Center for Collaborative Solutions-Afterschool Solutions: www.ccscenter.org/afterschool/Resources%20and%20Links
  o Resources for afterschool administrators, including articles on sustainable funding.

- The Foundation Center: foundationcenter.org
  o The leading source of information on philanthropy, fundraising, and grant programs; limited access is available for free and more extensive access available with membership.
  o Free access to funding information at "Cooperating Collections," including several NJ libraries; find Cooperating Collections here:
    grantspace.org/Find-Us

- NJSACC Afterschool FLASH: http://www.njsacc.org/newsletters.php
  o Subscribe to receive email news flash with grant opportunities, OST news, job opportunities, etc.
  Note: Several sections in this guide include tips about funding specific program areas. Refer to the "At-Risk Afterschool Meal Program" section and the "Programming and Activities Toolkit" sections on the arts, global learning, health promotion, and STEAM.

v.   Go Kit Guidance

- **Recommendations:**
  o Go kits are portable and should contain a stockpile of essential emergency supplies.
  o Go kits in the form of backpacks or buckets that are be easily carried out of a program in case of an emergency.
  o The contents of the go kits should reflect the safety team's consideration of the school's circumstances and resources.
  o Supplies that have expiration dates (such as batteries, food, water, and prescription medications) should be replenished over accordingly.

- Program should delegate responsibility for ensuring go kits are properly stocked and replenished, and program should include this information in the emergency preparedness plan.
- Program may arrange to have "routine" medications such as insulin or epinephrine kept in a first aid kit, on hand.
- Youth and adults should have extra supplies of clothing, including rain clothes, and prescription medication at the program site, though these may not be included in the go kits.
- Program should have an extra supply of canned food and water at the site, as well as blankets, though these may not go into the go kits.

- **Sample Check-List:**
  __a clipboard containing:

  - ✓ lists of all youth and adults, including those with special needs and descriptions of needs (i.e., medical issues, prescription medicines, dietary needs) and marked confidential;

  - ✓ copy of emergency preparedness plan;

  - ✓ contact directory with key emergency telephone numbers and numbers of local pharmacies;

  - ✓ a parent/guardian-student reunification plan; and

  - ✓ utility shut-down procedures.

  __a whistle
  __a hat or brightly colored vest for visibility and leadership identification
  __a battery-operated flashlight, batteries, and battery charger
  __walkie-talkies or other emergency communication device
  __a battery operated radio
  __a first-aid kit with instructions and medical gloves
  __breathing masks
  __garbage bags
  __toilet paper and towelettes
  __plastic sheeting
  __paper and writing implements
  __a multi-purpose tool/knife/pliers
  __work gloves
  __duct tape
  __lighter and waterproof matches and container
  __can opener
  __student activities
  __bullhorn

- **Additional Go Kit Resources:**
  - Emergency preparedness resources for afterschool programs: www.readysetgokitsblog.com

- Readiness and Emergency Management for Schools, Technical Assistance Center, Go Kit information: rems.ed.gov/docs/EmergencySupplies_n_GoKit101705.doc

vi. *Hotlines/Warmlines*

- Child abuse/neglect hotline: 1-877-NJ ABUSE (652-2873)

- Many other NJ Department of Children and Families hotlines: www.nj.gov/dcf/families/hotlines

- For technical assistance related to the Americans with Disabilities Act (ADA) and compliance: 800-514-0301 www.ada.gov/taprog.htm

- For information about childcare subsidies, as well as county-based trainings and other resources:
  - NJ Association of Childcare Resource and Referral Agencies (NJACCRRA)
  - Find your county contact here: www.njaccrra.org/parentsAgencyListings.shtml
  - To find various social services for families in your community:
    Dial 2-1-1 or check out www.nj211.org

vii. *Indoor Space Guide*

Refer to NJSACC's comprehensive guide to setting up high-quality indoor space: "Imagine: Afterschool Space that Works": ww.njsacc.org/pdfs/imagine.pdf

viii. *Nutritious Meals and Snacks*

- Choose My Plate: www.choosemyplate.gov/food-groups
  - USDA guidelines about healthy choices in each of the food groups.

- FRAC's Model Supper and Snack Menus: http://frac.org/wp-content/uploads/2016/10/moving_snack_to_meal.pdf
  - Guide to using local foods in afterschool: http://frac.org/wp-content/uploads/produceguide.pdf

- How to Partner with a Farm to School Program: http://www.farmtoschool.nj.gov/agriculture/farmtoschool/marketplace/

- NJ sources of local fruits and vegetables: https://findjerseyfresh.com/

- Sample menus for afterschool:
  - CANFit's Healthy Snack Guide: http://www.canfit.org/pdf/CANFITAfterSchoolHealthySnackGuide2009.pdf

ix.   *Playground Accessibility*

- If you are re-creating the program's outdoor space or want to alter it to create accessible space for youth with special needs, refer to these resources:
  - A Summary of Access Guidelines for Play Areas: https://www.access-board.gov/guidelines-and-standards/recreation-facilities/guides/play-areas
  - Christopher and Dana Reeve Foundation: http://s3.amazonaws.com/reeve-assets-production/Playground-Accessibility-2-17.pdf
  - National Center on Accessibility: http://www.ncaonline.org/resources/articles/playground-surfacestudy.shtml
  - Useful links regarding playground accessibility and FAQs on play areas.

x.   *Positive Youth Behavior*

- **Using Consequences:** a basic technique to guide youth behavior is making sure that youth know there are consequences for breaking rules.
  There are two types of consequences:
  - **Natural Consequences:** These happen as a direct result of the action. They are an opportunity for a learning experience for the youth.

    ✓ *Examples*:
      (1) A child breaks the rule, "Keep the balls on the playground." The child throws the ball onto the road and the ball is run over by a car. Now there is no ball to play with. Sometimes the natural consequences are enough of a learning experience.

      (2) A child breaks the rule, "Use kind words," and loses a friend for the day. In this case, the provider should use the natural consequence to reinforce the lesson: "John won't play Legos with you now because he doesn't like that you called him stupid. How do you think he feels?"

  - **Logical Consequences**: These are directly related to the content of the broken rule.

    ✓ *Example:*
      (1) A child breaks the rule, "Treat program materials with respect," by throwing clay at the wall. Remind the child of the rule and what he/she is allowed to do with the clay. Before continuing play, have the child clean up the mess made by throwing the clay on the wall. Tell the student again ways in which he/she may use the clay properly: "You may pound, mold, and cut the clay on the table with your fingers or the tools here." If he/she throws the clay again, a logical consequence would be to tell the child he/she may not use the clay for the rest of the day.

✓ Logical consequences should be:

- immediate and short-term,

- [developmentally appropriate](#),

- fair and consistent, and

- equal to the severity of the rule-breaking. Losing the ability to play board games for the week is not equal to forgetting to put the game away once.

✓ Pre-established logical consequences for breaking specific program rules should be:

- developed with youth input, and

- something that youth know about and understand before-hand.

Talking Youth Through Anger and Conflicts

Two [evidence-based](#) programs/curricula for reducing youth aggression and improving youth behavior offer basic guidelines for talking youth through anger and conflicts:

- "First Aid For Anger" from PeaceBuilders: www.peacebuilders.com/media/pdfs/free-resources/FirstAidForAnger.pdf

- Guidelines from I Can Problem Solve (ICPS):
  o Think of four basic ways to talk to youth in conflict and other problem situations, and work to move up the rungs of the ladder:

    ✓ Rung 1 - Power: Adults make demands or give punishments; for example, "give it back now" and "go to time out".

    ✓ Rung 2 - Suggestions: Adults give the child suggestions about what to do; for example, "try sharing" or "try telling her you're sorry".

    ✓ Rung 3 - Explanations: Adults give the youth a reason to do or not do something and may explain feelings; for example, "if you hit, you might hurt someone/lose a friend" or "he feels angry when you do that".

    ✓ Rung 4 - Problem Solving: Adults engage youth in the process of thinking through the problem.

  o Each rung is more positive than the one below it. Rungs 2 and 3 are more positive than Rung 1, but the adult is not allowing the youth to resolve the problem on their own. The youth doesn't learn as much and may not learn from the experience.
  o Sample steps and language for Rung 4 - Problem Solving:

    ✓ Define the problem: "What happened? What's the matter?"

    ✓ Ask about feelings: "How do you feel? How does he feel?"

    ✓ Ask about consequences: "What happened when you did that?"

    ✓ Elicit feelings about consequences: "How did you feel when that happened?"

- o Encourage youth to think of alternative solutions: "Can you think of a different way to solve this problem so that won't happen?"
- o Encourage evaluation of the solution: "Is that a good idea or not a good idea?"
- o Encourage youth to think of potential obstacles: "Could anything stop you from doing that?"
- o Encourage thinking about steps: "What is the next thing you could say or do?"
- o Guide thought about time or timing: "How long might that take?" or "When might be a good time to do that?"
- o Praise the youth's act of thinking: "You're thinking through this very well."

- ▪ **Note: See the "I Can Problem Solve" curriculum for additional details, guidance and over a hundred activities:**
  - o www.researchpress.com/books/590/icps-i-can-problem-solve
  - o www.thinkingpreteen.com/icps.htm

Creating an Environment for Positive Behavior

One of the most important ways to guide youth behavior is to create a positive program environment. Some simple, [evidence-based](#) techniques for creating an environment that leads to improvements in youth behavior:

- ▪ Provide meaningful roles/jobs/responsibilities to all youth in the program.

- ▪ Use "praise notes", these are publicly-posted notes that youth write to other youth, praising their behavior (could be written by adults too).

- ▪ Send positive notes about youth home to their parents and encourage parents to send positive notes about the youth back to the program.

- ▪ Use non-verbal cues to show youth when it's time for transitions: visual (hand signals), auditory (music or a change in the tone of your voice), and motion (a dance or special body movement) to help youth make smooth transitions between activities or spaces.

- ▪ What are the key traits of programs that have a positive effect on youth behavior?

- ▪ If you're struggling with youth behavior in your program, use this research-based list as guidance for your program culture:

- ▪ Traits of program culture:
  - o There is bonding between youth/youth and youth/staff and relationships offer emotional and practical support;

- o There is a feeling of program membership;
- o There is a feeling that the individual youth matter;
- o Youth are listened to, have responsibilities, make contributions to the program and are seen as a resource, not a problem.
- o There is appropriate structure (for example, consistent rules, consistent structure but with flexibility, age-appropriate monitoring).
- o There are positive norms of behavior/standards for behavior.
- o There are connections between family, school, and community

- Program activities:
  - o Provide youth responsibility within the program.
  - o Boost feelings of community membership.
  - o Are meaningful and challenging.
  - o Involve contributions to the program and community service.
  - o Focus on behavioral improvement rather than a youth's performance level compared to other youth.
  - o Include personal/social/emotional skill building (refer to the "teaching personal, social, and emotional skills in afterschool" section in this resource guide for additional information on this topic).
  - o Include exploration, practice, reflection, and expression.
  - o Include youth recognition.

- Research shows that these traits of youth development program culture and activities have a positive effect on youth behavior. The program components are also basic traits of high-quality afterschool programs, and are central to the NJ Quality Standards for Afterschool.

Using Games to Improve Youth Behavior

- The Good Behavior Game: this is an evidence-based tool for improving youth behavior.
  - o It can be played during other program activities.
  - o Youth work in teams and get rewards for positive team behavior.
  - o You can implement this game in your program using free resources: www.sbbh.pitt.edu/files/other/Good%20Behavior%20Game%20JP%20Newsletter%20final%20revision-1.pdf
  - o Additional Resources: http://www.sbbh.pitt.edu/Good-Behavior-Game/37/default.aspx

- Research indicates that all kinds of games improve youth behavior when they involve:
  - o turn-taking
  - o helpfulness
  - o rule-following
  - o emotional self-control

- You can plan games that are fun and improve youth behavior at the same time!

xi.   Professional Development around Special Needs

- The New Jersey Inclusive Child Care Project: http://www.spanadvocacy.org/njiccp/
  - The Project's primary focus is to support professionals to include children with special needs and disabilities in child care, preschool, and afterschool/before school programs. Services include telephone technical assistance, on-site support services, and staff trainings. Trainings cover the following topics: inclusion awareness, responding to challenging behavior, recognizing "red flags" and responding to them, observing and recording behavior, and developing a plan to address behavior. Trainings can be designed to meet the needs of a program.

- SPAN, the Statewide Parent Advocacy Network: http://www.spanadvocacy.org/
  - Training database: http://www.spanadvocacy.org/content/workshopsevents: Find numerous trainings for professionals and parents on various subjects relating to children with special needs.

xii.   Programming and Activities Toolkit

The Arts

The arts may include a wide variety of visual arts, as well as music, dance, theater, and writing. If you want to take your arts programming to the next level, refer to the following resources for ideas:

Resources and Ideas:

- Contact local museums for available programming.

- Contact your local arts council for available programming or grant opportunities the program may be eligible to apply for. Search the internet for "arts council" and the city or county in which your program is located.

- Contact Premiere Stages at Kean University to find available arts programming. Part of Kean University's mission is to provide arts education around playwriting and performance: www.kean.edu/premierestages

- Contact the NJ Council on the Arts to find out about grant opportunities: https://www.nj.gov/state/njsca/index.html

- Young Audiences-Arts for Learning: www.yanj-yaep.org/program-type/professional-development
  - Professional development workshops and trainings for staff on developing high-quality arts programming.

Activities and Curricula

- SEDL Afterschool Training Toolkit: www.sedl.org/afterschool/toolkits
  - Look for the arts for guidance and sample high-quality, free lessons available for all ages within grades K-12.

- Creative Minds: An afterschool arts curriculum: http://www.creativemindsmakeart.org/curriculum/
  - "*Creative Minds* Out of School is an exciting, new arts education program designed by the Massachusetts Afterschool Partnership in partnership with the Massachusetts Cultural Council, the state's art and culture agency, and Davis Publications, the nation's leading publisher of arts education materials.
  - The goal of the *Creative Minds* curriculum is to engage children grades K-5 in high-quality art exploration and art-making in afterschool and out-of-school time settings.**"**

- Center for Educational Pathways: interdisciplinary, project-based arts programs:
  - The Comic Book Project: comicbookproject.org; youth develop their own comic books. "The Comic Book Project engages children in a creative process leading to literacy reinforcement, social awareness, and character development, then publishes and distributes their work for other children in the community to use as learning and motivational tools."

- Young Audiences: Arts for Learning: http://yanjep.org/program-type/workshops-residencies/
  - Workshops for youth including music, dance, theater, writing, and a variety of visual arts, for youth grades K-12.

Cooking Programming

Cooking activities provide a great opportunity for interdisciplinary learning. The activities in the resources below incorporate science, math, nutrition, multicultural learning, social justice and change, collaborative problem-solving, and financial management.

All of these activities are great for an afterschool environment with a basic kitchen. Some of these activities work even if you don't have access to a kitchen.

- Cooking Matters (part of Share Our Strength/No Kid Hungry): http://cookingmatters.org/node/2216
  - Free activity kits in English and Spanish.

- Cooking with Kids: https://cookingwithkids.org/
  - Grades K-1, 2-3, or 4-6; English and Spanish; free sample lesson for grades 2-3; free fruit/veggie "tasting" lesson plans, grades K-6; English and Spanish.

- Family Cook Productions www.familycookproductions.com/

- o Grades K-12 curricula for purchase; staff training required.
  - o Jr/Teen Battle Chef program/curriculum includes a group cooking competition and was shown by one study to improve the diet choices of youth who participated.
  - o Free sample lesson for K-6: www.familycookproductions.com/LWC%20sample-%20Lesson%202.pdf

- Kids Cooking Activities: www.kids-cooking-activities.com/kids-cooking-lessons.html
  - o Free lessons and resources; themed cooking activity and recipe books: www.kids-cooking-activities.com/kids-cooking-camp.html

- What's Cooking with Kids: whatscookingwithkids.com/consulting/staff-development/
- o Two afterschool cooking curricula for purchase.

Exercise and Nutrition

The afterschool world has become a leader in the field of youth health -- especially youth nutrition and physical activity habits. The resources below offer many programming ideas to help boost program impact and youth engagement.

Physical Activity and Nutrition:

- Get Active/Be Healthy Afterschool ToolKit: afterschoolalliance.org/documents/QuakerGetActiveToolKit.pdf
  - o Free activity ideas and additional resources.

- CANFit (Communities, Adolescents, Nutrition, Fitness): canfit.org/downloads
  - o Focus on low-income youth and youth of color; strong afterschool focus
  - o Numerous free guides for incorporating physical activity and nutrition into your afterschool programming and environment

- CATCH (Coordinated Approach to Child Health): https://catchinfo.org/programs/after-school/

- USDA's Team Nutrition free resources:
  - o The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions: teamnutrition.usda.gov/Resources/power_of_choice.html
    - o Activity guide for afterschool programs serving youth age 11-13; activities focus on helping youth to think about their eating and physical activity choices

Physical Activity

- "Hurry Up and Wait" Activity Guide: www.njsacc.org/providers/hurryWait.php
  - o An NJSACC original resource; quick activities to do during group transitions or on the bus; guide includes activity materials.

- SPARK (Sports, Play, and Active Recreation for Kids): www.sparkpe.org/after-school

- CANFit's P.H.A.T Package (Promoting Healthy Activities Together) www.canfit.org/phat
  - "Multi-media package to encourage community-based organizations to use hip-hop to keep youth active and to educate them about the importance of healthy eating and physical activity"; designed for youth ages 10-14.

- Go Far Club: www.gofarclub.org
  - Sponsored by the National Afterschool Association; 8-10 week program/curriculum afterschool programs can use to implement coaching youth to safely complete a 5k run or walk-run; teaches character education, goal-setting, and healthy eating.

Nutrition

- USDA's Serving Up MyPlate-A Yummy Curriculum: www.fns.usda.gov/tn/Resources/servingupmyplate.htm#guides
  - Free lesson plans around the USDA MyPlate nutrition guidelines (grades 1-6)

Note: Refer to the "Cooking Programming" and "Nature Programming" sections for additional resources related to nutrition and physical activity.

Global Learning

The end goal of global learning is to develop "globally competent" youth. Globally competent youth are those who:
  - investigate their world, including their immediate environment and beyond;
  - recognize their own and others' perspectives;
  - communicate and collaborate with diverse audiences; and
  - translate their ideas and findings into appropriate actions to improve conditions.

Definition provided by the Asia Society: www.asiasociety.org.

Useful Resources:

- General resources for global learning in afterschool: asiasociety.org/education/afterschool/term

- Guide to funding global learning in afterschool: asiasociety.org/files/fundingbriefs-afterschool.pdf

Activities:

- Afterschool global learning activity types and ideas: https://asiasociety.org/global-learning-beyond-school/about-beyond-school-initiatives

- Global Youth Media and Arts Program: Immigration and Identity Collaborator's Guide: asiasociety.org/files/worldsavvymap.pdf
  - The guide contains both comprehensive lesson plans as well as a wide variety of art and media-based resources designed to spark interest and new ideas for educators and youth" around the issues of immigration and identity.

- Center for Afterschool and Expanded Learning at Foundations Inc., "Global Graffiti Wall" kit for afterschool: www.foundationsinc.org/online-store/products/364
  - Fast and easy games, puzzles, activities, and projects related to global learning.

Health Promotion Programming: Beyond Exercise and Nutrition

Afterschool programs can have a major impact on youth health beyond the areas of exercise and nutrition. For example, programs can impact youth in the areas of mental health, violence and injury prevention, substance abuse, and sexual health.

A few notes about this section:

- In the area of health promotion, there is a multitude of high-quality research on program and curriculum outcomes. For this reason, this section focuses on evidence-based curricula/programs by health topic. Many programs/curricula are developed for a school setting but are highly adaptable to an afterschool setting.
  - Funders often are interested in evidence-based programming. Consider applying for a grant to cover the cost of one of these programs/curricula. Many of these companies may offer assistance with completion of the grant application.

Note: Refer to the section in this resources guide on "Teaching Personal, Social, and Emotional Skills in Afterschool" for more programs/curricula with research supported outcomes in violence, substance use, or sexual health.

Programs/curricula listed below generally include personal/social/emotional learning and relate to that section as well.

Violence and Bullying Prevention:

- Olweus Bullying Prevention Program: www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page

- o Grades 3-12; focus on culture and not curriculum

- ▪ PeaceBuilders: www.peacebuilders.com
  - o Grades K-12; focus on culture and not curriculum

- ▪ Peacemakers Program:
  https://www.crimesolutions.gov/ProgramDetails.aspx?ID=323
  - o Grades 4-8

- ▪ Responding in Peaceful and Positive Ways:
  https://www.childtrends.org/programs/responding-in-peaceful-and-positive-ways
  - o Grades 6-8

Injury Prevention:

- ▪ Think First for Kids:nthinkfirst.org/kids
  - o Grades 1-3

Smoking and substance abuse prevention:

- ▪ Life Skills Training: www.lifeskillstraining.com
  - o Grades 3-12; focus on smoking, substance use, violence.
  - o Provides support for applying in afterschool settings.

- ▪ Protecting You/Protecting Me: http://www.casacweb.org/programprotecting.shtml
  - o Grades 1-5; focus on alcohol.

- ▪ Project Northland/Class Action: http://www.hazelden.org/web/go/projectnorthland
  - o Grades 6-12; focus on alcohol/substance use
  - o Grades 6-8; programs use comic books, problem-solving projects, and a look at community influence.
  - o High school program divides youth into legal teams to prepare and present hypothetical civil cases in which someone has been harmed because of underage drinking.
  - o Community component has activities for parent involvement and community campaigns.

Pregnancy/STI prevention (all are for grades 9-12)**:**

- ▪ Becoming a Responsible Teen: www.etr.org/tppi/products/bart.html
  - o Focus on African American youth.

- ▪ Reducing the Risk: www.etr.org/tppi/products/reducingTheRisk.html

- ▪ Cuidate! (Take Care of Yourself): www.selectmedia.org/programs/cuidate.html
  - o Focus on Latino youth

Nature Programming

Nature-related activities provide a great opportunity for interdisciplinary learning. The activities in the resources below incorporate science, math, art, literacy, physical activity, nutrition, and community service.

Original NJSACC resources:

- Celebrate Afterschool! Outdoors in the Garden State: Activities and Resource Guide: www.njsacc.org/pdfs/activities-color.pdf
  o Dozens of activity ideas organized around the topics of animals, trees and leaves, outside play adventures, gardening, weather exploration, nature art, and being green
  o Schoolyard Ecology; Creating a Butterfly Garden for NJ Schools and Afterschool Programs: www.njsacc.org/celebrateafterschool/butterflyGarden.pdf
    ✓ A comprehensive guide, lesson plans and ideas to a project-based learning activity. Such as, creating a garden that will attract and help sustain your local butterfly population.

Additional Resources

- Children and Nature Network: https://www.childrenandnature.org/learn/tools-resources/
  o Find field trip ideas, resources, and activities.

- National Wildlife Federation: https://www.nwf.org/Educational-Resources/Educator-Tools/Lesson-Plans-and%20Webinars
  o dozens of free lesson plans for grades K-12

- Kids Gardening: www.kidsgardening.org
  o Free lessons, activities and project ideas around gardening with youth.

Ideas for creating nature-based play spaces:

- NJ Audubon's Bridges to the Natural World: www.njaudubon.org/SectionEducation/BridgestotheNaturalWorld.aspx

- Project Learning Tree: https://www.plt.org/environmental-education-curriculum/
  o Free activity kits and sample activities, activity kits for purchase, and professional development around environmental education.

- Schoolyard Ecology Explorations (SEE) Curriculum Guide: https://monarchlab.org/education-and-gardening/curricula/

- University of California Botanical Garden curricula: http://botanicalgarden.berkeley.edu/education/curriculum
  o "Math in the Garden": developed with input from afterschool programs
  o "Botany on your plate": grades K-4; activities are based in experiential, interdisciplinary learning and highly adaptable to afterschool

Professional Development

- New Jersey Department of Environmental Protection Enrichment and Training Opportunities: www.state.nj.us/dep/seeds/sect5.htm
  - Includes Project Learning Tree, Project WILD and Aquatic WILD, and Project WET trainings with matching curricula

Nature Activity Family Tool-Kits

These free guides include nature activity ideas and tips for families. They are adaptable for programming or maybe shared with program families:

- A Parent's Guide to Nature Play: www.greenheartsinc.org/uploads/A_Parents__Guide_to_Nature_Play.pdf
- Inspiring Children's Spirit of Stewardship: https://worldforumfoundation.org/environmental-action-kit/

Service-Learning

"A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

- This definition is provided by the National Service-Learning Clearinghouse: https://gsn.nylc.org/clearinghouse.
- There are many ways to implement service-learning in afterschool:
  - Service learning activities can be short or long-term.
  - Service learning can be undertaken by an individual youth or the entire group.
  - Service learning can be great for youth in elementary school through high school.

Overview
- Resources for community-based organizations: https://gsn.nylc.org/learn
- Service Learning in Community-Based Organizations: A Practical Guide to Starting and Maintaining High-Quality Programs: https://www.search-institute.org/downloadable/8543_CBO_Toolkit_2009.pdf

6 Key Elements of High-Quality Service-Learning
- Investigation
- Planning
- Action
- Reflection

- Demonstration/celebration

- Sustainability

- Annotated bibliography on service-learning quality components and standards: https://www.ethicsed.org/uploads/8/9/6/8/89681855/standardsbibliography2008.pdf

Find Service-Learning Activities

- National Youth Leadership Council: https://nylc.org/support-educators/service-learning-in-civic-education-slice/

- Youth Service America: https://ysa.org/

- Human Rights Education Association: www.hrea.org

Activities to Develop Future Service-Learning Projects

- Article: "Place-Based Education and Service Learning: Community Mapping Tools for University Students and K-12 Teachers": http://www.clayss.org.ar/06_investigacion/jornadas/Libro_II-Jornada-Investigadores-Aprendizaje-Servicio/CIII-06_Colby.pdf

- Community Mapping Teacher Guide: https://www.learningtogive.org/sites/default/files/Community%20Mapping.pdf

- Youth and Communities Helping Each Other: https://www.nationalservice.gov/sites/default/files/resource/r1803-youth-and-communities-helping-each-other.pdf

Service-Learning Reflection Activities

- Service-Learning Reflection Resources: file:///C:/Users/egrace/Downloads/Service-Learning%20Faculty%20Reflection%20Resources.pdf

- Service Learning Reflection Toolkit: https://www.gtc.edu/sites/default/files/files/documents/Service_Learning_Reflection_Toolkit.pdf

- Reflection: K-12 Service-Learning: https://www.nationalservice.gov/sites/default/files/resource/reflectionk-12.pdf

STEAM (Science, Technology, Engineering, Arts and Math)

Research indicates that STEAM is an important part of the afterschool world. You don't have to be an expert to bring great STEAM programming to your youth!

- A Guide to STEM Funding for Afterschool: www.afterschoolalliance.org/STEM-Funding-Brief-10182012.pdf

- High-quality, free resources and lesson plans:
  - SEDL National Center for Quality Afterschool: Afterschool Training Toolkit: www.sedl.org/afterschool/toolkits
    - ✓ Including sections on math, science, arts and technology for guidance and sample high-quality lessons (lessons available for all ages within grades K-12).

- New Jersey 21st Century Community Learning Centers Afterschool Science Project (CASP): www.state.nj.us/education/21cclc/casp
  - Free resource developed by the NJ Department of Education, Liberty Science Center, and NJSACC.
  - 21 lessons designed for afterschool youth in grades 4-8
  - Organized into two units: Properties of Water and The World of Water Aquatic Ecosystems, including:
    - ✓ Student journals modeled after a scientist's field journal, providing space to record observations, questions, predictions, diagrams, etc.
    - ✓ 16 "Science at Home" activities for youth and their families.
    - ✓ 13 "Family Science Night" activity ideas.
    - ✓ Facilitators' Guide to Incorporating Science in Afterschool: provides information about the CASP curriculum and guidance for using it.

- Evidence-based chemistry curriculum, free and adaptable to afterschool: www.gwu.edu/~scale-up/documents/CTA.pdf
  - Developed by the Michigan Department of Education for grades 8-10.
  - Uses principles of experiential and interdisciplinary learning, and learning that's useful outside of school.

- The Institute of Education Sciences "What Works Clearinghouse": ies.ed.gov/ncee/wwc
  - Identified a rigorous research study demonstrating curriculum leading to increased general science achievement among middle school youth.

- NJSACC Full STEAM Ahead resource page: http://go.fullstemahead.org/

Note: Refer to the "Nature Programming" section for additional resources

xiii. *Sample Check-Lists for Health and Safety Inspections*

- **Daily:**
  __broken glass or other sharp objects removed

__electrical cords are secured
__hazardous or toxic substances locked away and out of reach to youth
__tripping hazards in stairway such as toys on the stairs removed
__tripping hazards such as loose rugs and toys on the floor removed
__floor and ground are not slippery from water or ice
__kitchen and bathroom cleaned and sanitized
__soap, toilet paper, and paper or cloth towels are stocked
__full indoor garbage receptacles emptied to the outdoor garbage
__toilets, sinks, and other plumbing maintained in good operating condition
__railings of balconies, landings, porches, or steps maintained in safe condition
__program vehicles are in safe operating condition and stocked with required safety   equipment

- **Periodic:**
    __indoor and outdoor garbage receptacles are maintained in sanitary condition
    __indoor space is free of rodent or insect infestation
    __ventilation outlets clean and free from obstructions
    __protective covers or shields on fluorescent tubes and incandescent light bulbs
    __mirrors, dispensers, and other bathroom equipment fastened securely
    __protective guards over heating devices and fans maintained in safe condition

- **Bi-annual:**
  o Equipment, structures, and materials maintained in safe condition:
    __carpeting and other surfaces free of heavy soiling
    __playground equipment maintained in safe condition
    __unstable furniture fixed
    __loose stairs, torn carpeting or other tripping hazards from poorly maintained stairwell fixed
    __moisture from water leaks or seepage removed and area cleaned
    __windows safe and in good condition
    __walls free of excessive peeling or chipped paint
    __effective water drainage system for outdoor play area
    __building structure maintained to prevent excessive water, drafts or heat loss, and infestation
    __other equipment, structures, and materials maintained in safe condition

xiv.   *Teaching Personal, Social, and Emotional Skills in Afterschool*
            A closer look at a research milestone

A major study was released looking at the teaching of "personal and social skills" in afterschool. This section looks at what the study means for program staff who want to apply this research in practice.

- Key points:
  - The study shed light on how to improve afterschool program quality.
  - The study demonstrated that afterschool programs can impact many youth development outcomes.
  - The study was a large-scale review of 75 reports on 68 different afterschool programs, utilizing rigorous research methods.

- Study: Durlak JA, Weissberg RP, Pachan M. A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents. American Journal of Community Psychology. June, 2010.

What did the authors mean by "personal and social skills?"

- The authors of the study base their understanding of "personal and social skills" heavily on the work of CASEL, the Collaborative for Academic, Social and Emotional Learning: www.casel.org.

- CASEL is a leader in the field of "social and emotional learning." A review of the authors' articles and of CASEL materials suggests the authors were focusing on afterschool programs that teach various skills, such as:
  - self-awareness skills: identifying and cultivating one's strengths and positive qualities, and recognizing one's emotions.
  - self-management skills: self-control, goal-setting, perseverance, emotional regulation (coping effectively with stress, anxiety, distress, anger, and other difficult emotions).
  - social awareness skills: understanding social and conflict dynamics, understanding the viewpoints and perceptions of others, recognizing others' emotions, appreciating the value of others and of differences.
  - relationship skills: cooperation, communication skills, leadership skills, conflict resolution skills, refusal skills (an ability to resist inappropriate peer pressure), social responsibility (acting in a way that takes into account the well-being and expectations of others).
  - decision-making skills: skills that help youth through the process of making decisions, including considering and consequences, weighing options, and choosing a course of action. In the context of a challenge or problem, these can be called problem-solving skills.

What are "SAFE" teaching methods?

- The authors recommend that programs use "SAFE" methods to teach personal and social skills. This means teaching and learning that is "sequenced, active, focused, and explicit." The authors provide an explanation of each:
  - **Sequenced:** complex skills are broken down into developmental steps and mastered step by step over time; the authors indicate that this usually happens through lesson plans or program manuals, particularly if programs use or adapt established curricula.
  - **Active:** youth "learn by doing" and practice new skills.

- o **Focused:** there is program time that is primarily devoted to learning these skills.
- o **Explicit:** the program is clear about which specific skills it is addressing with which activity**.**

- According to this study, the afterschool programs that used these methods to teach personal and social skills had many positive impacts on youth, and the ones that did not use these methods did not have any of these positive impacts.

What did the research show?

- According to the scientific review, afterschool programs teaching personal and social skills using SAFE methods had a positive impact on youth development in all of these areas:
  - o How youth feel about themselves;
    - ✓ self-confidence
    - ✓ self-efficacy, or the feeling that they have mastered specific skills
  - o How youth interact with others;
  - o Ability to express their feelings;
    - ✓ cooperation
    - ✓ leadership
    - ✓ ability to respond well to peer pressure (refusal skills)
    - ✓ conflict resolution skills
    - ✓ reduced aggression and "acting out"
  - o How youth feel about school;
    - ✓ liking school
    - ✓ feeling the school environment or teachers are supportive
  - o How youth do in school; and
    - ✓ Achievement test scores
    - ✓ Grades
    - ✓ Attendance
  - o Youth choices about substance use.
    - ✓ Reduced drinking, drug-use, and smoking

How do I apply this to my program?

- Look for how your programming and activities connect to the "personal and social skills" listed above and for ways to make these connections stronger.

- CASEL provides access to numerous free activities designed to foster social and emotional learning: https://casel.org/resources-support/

- Look for evidence-based programs/curricula that teach personal, social, and emotional skills and are suited to afterschool and out-of-school time programs.

- In some cases, evidence-based school-based programs are adapted into activity packs specifically for teaching these personal, social, and emotional skills in afterschool and out-of-school time.

- Examples:
    o All Stars "Character Education" program (grades 4-5; outcomes: feelings about school, substance use): http://www.allstarsprevention.com/
    o Lions Quest Skills for Adolescence for Out-of-School Time (grades 6-8; outcomes: school achievement, behavior problems, substance use, conflict resolution skills): https://www.lions-quest.org/social-and-emotional-learning-for-out-of-school-time/

    o Too Good For Violence/Too Good For Drugs (TGFV/TGFD)- Afterschool Activities Kit (grades K-5; outcomes: skills to resist drugs and violence, behavior problems, social skills): https://toogoodprograms.org/products/toogood-asa-kit

- Some evidence-based programs/curricula are used in both school settings and afterschool settings.
    o Examples:

        ✓ I Can Problem Solve (ICPS) (grades K-6; outcomes: feelings about school, problem-solving skills, social skills, aggression): www.thinkingpreteen.com

        ✓ Peace Works (grades K-12; outcomes: aggression, behavior problems): http://peaceeducation.org/by-age/after-school.html

        ✓ Positive Action (grades K-12; outcomes: school achievement, school attendance, behavior problems, violence, substance use, sexual health): www.positiveaction.net

Note: Refer to the "health promotion" section for more evidence-based programs/curricula that teach personal, social, and emotional skills.

- Free sample lessons:
    o https://www.lifeskillstraining.com/
    o www.positiveaction.net/programs/index.asp?ID1=1&ID2=22&ID3=290
    o https://toogoodprograms.org/products/toogood-asa-kit

xv.   Useful Resources/Links

- Beyond the Bell at the American Institutes for Research:
  https://beyondthebell.org/
    - Beyond the Bell® is a suite of professional development services, products, and practical tools designed to help afterschool program leaders and staff members create and sustain high-quality, effective afterschool and expanded learning programs.
    - The Beyond the Bell® Toolkit: https://beyondthebell.org/products

- National Afterschool Association (NAA) Resources: www.naaweb.org
    - NAA Code of Ethics https://naaweb.org/professional-development/item/396-naa-code-of-ethics?highlight=WyJldGhpY3MiXQ==
    - Sets standards of conduct for the afterschool professional and outlines personal and professional excellence.

- NJSACC publications: www.njsacc.org/providers/publications.php

- The Verizon Foundation's Thinkfinity website: www.thinkfinity.org/welcome

- Tests Document Readability:
  www.onlineutility.org/english/readability_test_and_improve.jsp
    - To test the "readability" of your program materials and ensure their appropriateness for lower-literacy parents/guardians or staff.

- The Quality Imperative-A State Guide to Achieving the Promise of Extended Learning Opportunities: https://files.eric.ed.gov/fulltext/ED544714.pdf

- Expanding Minds and Opportunities-Leveraging the Power of Afterschool and Summer Learning for Student Success Compendium:
  https://www.expandinglearning.org/expandingminds
    - Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success, edited by Terry K. Peterson, Ph.D., is a groundbreaking compendium of studies, reports and commentaries by more than 100 thought leaders including community leaders, elected officials, educators, researchers, advocates and other prominent authors.
    - This powerful collection of nearly 70 articles presents bold and persuasive evidence—as well as examples of effective practices, programs and partnerships—that demonstrate how opportunities after school and during the summer are yielding positive outcomes for authentic student, community and family engagement in learning.

- National Center on Afterschool and Summer Enrichment (NCASE):
  https://childcareta.acf.hhs.gov/centers/national-center-afterschool-and-summer-enrichment
    - NCASE provides training and technical assistance to the state, territory, and tribal Child Care and Development Fund (CCDF) lead agencies and their designated networks, which include the statewide afterschool networks, State and Local Education Agencies

(SEAs/LEAs), provider associations, and Child Care Resource and Referral agencies. The goal of NCASE is to ensure that school-age children in families of low income have increased access to high-quality afterschool and summer learning experiences that contribute to their overall development and academic achievement.

o The Resource Library provides tools, profiles, and information on a range of key topics in Out-of-School Time: https://childcareta.acf.hhs.gov/ncase-resource-library