

BUILDING EFFECTIVE AFTERSCHOOL PROGRAMS



OLATOKUNBO S. FASHOLA

Foreword by Robert E. Slavin

Building Effective Afterschool Programs

Olatokunbo S. Fashola

Building Effective Afterschool Programs

Building Effective Afterschool Programs Olatokunbo S. Fashola, 2002 This book provides a unique source of information experience and evidence that is essential for any educator or policymaker involved in planning afterschool programs for children Robert E Slavin CodirectorCenter for Research on the Education of Students Placed at Risk Johns Hopkins University Raise the caliber of your afterschool program with these exemplary models and get outstanding results Through a comprehensive review of various afterschool programs across the United States respected authority on program effectiveness Olatokunbo Fashola sheds new light on what works to increase academic achievement during nonschool hours Administrators policymakers teachers and researchers can benefit from the examples of both the successes and the shortcomings encountered by their colleagues in the quest to create enhanced learning opportunities in safe and enriching environments This unique resource provides a practical overview of the research and best practices that can be easily adapted and applied in the development of highly effective afterschool programs A complete discussion of the purposes functions methodologies implementation and evaluation of numerous programs is provided and organized for quick reference Building Effective Afterschool Programs features Exploration of critical factors necessary for success such as planning training structure and content Step by step overview of how to create effective programs from needs assessment to the effects of various types of programs on children Straightforward guidance on how to evaluate the effectiveness of afterschool programs including design models Real life examples that can be implemented to build afterschool programs with specific goals including literacy improvement enrichment of nonremedial skills enhancement of volunteer tutoring programs and cultural and character development through community based programs

Building Effective Afterschool Programs

Olatokunbo S. Fashola, 2001-10-09 This unique resource provides a practical overview of the research and best practices that can be easily adapted and applied in the development of highly effective after school programs

The Principal's Guide to Afterschool Programs, K-8

Anne Turnbaugh Lockwood, 2007-08-08 Lockwood identifies a substantial resource in the effort to increase student learning In this book she provides an enormously useful range of strategies to design implement and evaluate afterschool programs Clearly written well organized and enormously practical this volume should be in every school s professional library From the Foreword by Kent D Peterson This book clearly outlines ways in which the connections between afterschool programs and the regular school day can be strengthened and the ways afterschool programs can be implemented to increase the academic achievement of students John C Hughes Principal Public School 48 Bronx NY The examples accurately reflect the principal s role in school management and the clear step by step presentation is better than any book or planning guide I have read Catherine H Payne Principal W R Farrington High School Honolulu HI Build a strong afterschool program that increases learning while incorporating standards Based on an AASA Mott Foundation study this concise yet comprehensive guidebook offers a step by step process to help principals and administrators build a successful

and sustainable afterschool program The author discusses how to integrate standards and incorporate a high level curriculum and provides profiles of programs that have improved achievement particularly for students who are at risk School leaders will find checklists planning worksheets evaluation tools and surveys plus guidelines for Developing a parent and community base of support Hiring staff and obtaining volunteers Getting funding and grants Collecting and evaluating program data *Beyond the Bell* ,2005 *Beyond the Bell* Krista C. Diedrich,Carol K. McElvain,Seth Kaufman,2005 Quality afterschool programs offer participants productive ways to spend the crucial afterschool hours whether these hours are between 3 p m and 6 p m on school days during weekends or before school that otherwise might be spent in unsupervised and potentially harmful activities Also afterschool programs help provide additional support to struggling learners reduce drug use and prevent violence and youth crime Afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures This guide is designed to help principals learn about the benefits of afterschool programs understand what it takes to start an afterschool program and decide their role in supporting effective afterschool programs Thus this guide is divided into the following four sections 1 The Benefits of Afterschool Programs 2 Starting an Afterschool Program at Your School 3 Determining Your Program s Finances and 4 Effective Management and Programming Each section contains tips and tools to help principals create effective afterschool programs In turn those programs will provide benefits to the students school and families This report was produced by Learning Point Associates **The Principal's Guide to Afterschool Programs K-8** Anne Turnbaugh,2015-01-13 Build a strong afterschool program that increases learning while incorporating standards Research shows that participation in structured afterschool programs holds huge benefits for children s academic and social development But how can school principals create programs that help maximize student proficiency This book holds the answers Based on an AASA Mott Foundation study this concise yet comprehensive guidebook offers a step by step process to help principals and administrators build a successful and sustainable afterschool program The author discusses how to integrate standards and incorporate a high level curriculum and provides profiles of programs that have improved achievement particularly for students who are at risk School leaders will find checklists planning worksheets evaluation tools and surveys plus guidelines for Developing a parent and community base of support Hiring staff and obtaining volunteers Getting funding and grants Collecting and evaluating program data This book will help school leaders identify the most effective ways to structure afterschool programs The author shows how to avoid common problems and demonstrates through examples that by working closely with staff and the community it s possible to raise student proficiency levels and cultivate academic success

Afterschool Matters Sara L. Hill,2007-10-08 This book addresses the challenges of designing effective afterschool activities provides quality program models from experts in the field and aligns learning standards with youth development principles **Believe It. Build it** ,2017 This resource is divided into three main sections 1 We believe a shared set of

principles and beliefs that guide our programs and Minnesota's afterschool community 2 Building blocks six basic elements that build high quality programs with a list of research based effective practices you can use to shape your program 3 Continous program improvement CPI an ongoing process to help your programs continuously raise the bar on quality

Building Effective Learning Communities Susan Sullivan, Jeffrey Glanz, 2006 Establish collaborative learning communities that foster high academic standards Today's school leaders face a difficult reality the pressure to meet national standards often eclipses the pursuit of additional academic goals This groundbreaking text seeks to remedy this conflict by enabling practicing and prospective school leaders to build collaborative constructive environments that not only help schools achieve national standards but also help the school community realize high academic standards Sullivan and Glanz put forth a conceptual framework centered on modeling reflective practice This framework and the authors suggested strategies and techniques provide school leaders with Approaches that can be employed at all educational levels Materials that educate leaders about themselves Tactics for building a reflective learning community Suggestions for promoting individual and group development Discover the techniques that foster collaborative learning communities in which all members of the school community advance high academic standards Beyond the Bell, 2014 This guide is meant to be used by program leaders from both community based and school based programs as a resource to help you through all the challenges of starting up and running a program Note from authors *Bibliographic Guide to Education 2003* GK Hall, 2004-10 The Bibliographic Guide to Education lists recent publications cataloged during the past year by Teachers College Columbia University supplemented by publications in the field of education cataloged by The Research Libraries of The New York Public Library selected on the basis of subject headings Non book materials including theses are included in this Guide with the exception of serials All aspects and levels of education are represented in this Guide including such areas as American elementary and secondary education higher and adult education early childhood education history and philosophy of education applied pedagogy international and comparative education educational administration education of the culturally disadvantaged and physically handicapped nursing education and education of minorities and women Also well covered are the administrative reports of departments of education for various countries and for U S states and large cities The Teachers College collection covers over 200 distinct educational systems Works in all languages are included The Bibliographic Guide to Education serves in part as an annual supplement to the Dictionary Catalog of the Teachers College Library Columbia University G K Hall Second Supplement 1973 Third Supplement 1977 **The ERIC Review**, 2000 Provides information on programs research publications and services of ERIC as well as critical and current education information The Principal's Guide to Afterschool Programs K?8 Anne Turnbaugh, 2015-01-13 Build a strong afterschool program that increases learning while incorporating standards Research shows that participation in structured afterschool programs holds huge benefits for children's academic and social development But how can school principals create programs

that help maximize student proficiency This book holds the answers Based on an AASA Mott Foundation study this concise yet comprehensive guidebook offers a step by step process to help principals and administrators build a successful and sustainable afterschool program The author discusses how to integrate standards and incorporate a high level curriculum and provides profiles of programs that have improved achievement particularly for students who are at risk School leaders will find checklists planning worksheets evaluation tools and surveys plus guidelines for Developing a parent and community base of support Hiring staff and obtaining volunteers Getting funding and grants Collecting and evaluating program data This book will help school leaders identify the most effective ways to structure afterschool programs The author shows how to avoid common problems and demonstrates through examples that by working closely with staff and the community it's possible to raise student proficiency levels and cultivate academic success After-school Programs Elizabeth

Shellard,Nancy Protheroe,2006 Engineering Education ,1992 **Facts on Grants** Charles Stewart Mott Foundation,2003 A summary of the grants made by the Charles Stewart Mott Foundation **Choice** ,2001 **Building Effective Minority Programs in Engineering Education** National Research Council (U.S.). Committee on Minorities in Engineering. Assembly of Engineering,1975 Two surveys were conducted to identify the essential characteristics of minority engineering programs and to provide summaries of ongoing minority programs in a broad sampling of engineering schools The first surveyed colleges with the largest minority enrollments including the 6 traditionally Black schools and 45 predominantly white schools The second was an initial survey of 225 engineering institutions of which 164 responded Of the 164 only 59 supplied sufficient descriptive data Elements of effective minority engineering programs were classified into goals of college minority programs relationships of college locales to student sources staffing of minority programs consortia and community involvement pre college high school programs identification and recruitment admissions procedures and criteria pre matriculation summer programs support programs retention financial aid programs and predominantly Black schools of engineering This report contains an analysis of the various approaches that have been used and proven successful and brief descriptions of 59 individual college minority engineering programs Tabular data are given on the total full time engineering enrollments in 1974 engineering schools by number of full time minorities enrolled and reported programmatic activities in 1973 the engineering schools and the number of Black Spanish surnamed and Indian students enrolled in 1973 geographical location of the engineering population in 1972 and the distribution of minority origin persons by regions and state in 1970 NQ Bulletin of the Council for Research in Music Education Council for Research in Music Education,2000 **Annual Report** Charles Stewart Mott Foundation,2006

The Enigmatic Realm of **Building Effective Afterschool Programs** **Building Effective Afterschool Programs:** Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Building Effective Afterschool Programs** **Building Effective Afterschool Programs** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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