



Coffee Break Webinar

June 12, 2013

Y4Y for Stronger Partnerships

**Y
FOR
YOUTH**



**21st Century
Community
Learning Centers**

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
y4y.ed.gov

Introductions



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Disclaimer



This information is being provided as part of a Fiscal Year (FY) 2013 webinar for the “You For Youth” (Y4Y) professional development website. This website supports the 21st Century Community Learning Centers (21st CCLC) grant program administered by the U.S. Department of Education. Information and materials mentioned or shown during this presentation are provided as resources and examples for the viewer’s convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education.

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Published Materials

The contents of this webinar were developed, in part, under a contract from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



How to Use the Technology



The screenshot displays a WebEx meeting window. The main content area shows a presentation slide titled "Y4Y Web-based Professional Development". The slide features the "YOUTH FOR YOUTH" logo, which consists of the word "YOUTH" in large orange letters and "FOR YOUTH" in smaller blue letters, all set against a background of a group of diverse children giving thumbs up. The slide also includes the 21st CCLC logo and contact information for the Department of Education: "21st Century Community Learning Centers, Department of Education, 400 Maryland Avenue SW, Washington, DC 20202, y4y.ed.gov".

The WebEx interface includes a top menu bar with options like "File", "Edit", "Share", "View", "Communicate", "Participant", "Event", and "Help". Below the menu is a toolbar with various icons for navigation and interaction. On the right side, there is a control panel with sections for "Participants" (showing 2 participants), "Chat" (with a message from Jim Kiley-Zufelt), and "Polling". The bottom status bar shows "Full Screen", "114%", "Guest webex", "Event number: 669 671 597", "Audio broadcast: disconnected", and "Connected" status.



Coffee Break Webinar Objectives



- Discover how Y4Y resources can support your program's efforts to build and maintain strong partnerships
- Interact with Y4Y team members and afterschool colleagues from across the country
- Ask questions about Y4Y and how the portal can help you



Today's Topic



Y4Y for Stronger Partnerships

- The importance of strong partnerships and how they can help
- Y4Y resources for initiating partnerships and maintaining partners' involvement
- Q & A



Poll: Your Role



- a) Executive Director
- b) Program Director
- c) Site Coordinator
- d) Group Leader/ Teacher
- e) Other



Poll: Why You're Here



- a) I have a new program and want to start off with some great partners.
- b) We have some challenges with our current partners.
- c) I'm just looking for some new ideas about partnerships.
- d) I want to learn more about what Y4Y offers about partnerships.
- e) Other (please type your response in the chatbox).



Partnerships on Y4Y



- Learn
- Teach
- Tools
- Network



Why Partner Up?



- Boost resources
- Help young people feel like they are part of the community
- Expose students to new experiences
- Provide engaging options



Definitions



Key Terms

Here are a few key terms used in the course. Explore the **Glossary** on the right whenever you'd like to check the definition of a term.

Community organizations – any of several types of organizations that serve or are located in your community, including businesses, educational institutions, faith-based organizations, health care organizations and government agencies

Needs assessment – a formal or informal process to identify and prioritize the differences between

Strong partnership – a partnership that includes a common vision, goals, defined roles and shared responsibilities; one that involves both open communication and regular data sharing

com for a dance program

Res initiated through direct contact with organizations or by reviewing Internet websites

Strong partnership – a partnership that includes a common vision, goals, defined roles and shared responsibilities; one that involves both open communication and regular data sharing

[« Overview](#)

[Strengthening Partnerships Diagram](#) »

Introduction

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28

Sections In This Chapter

[Overview](#)

[Find Partners](#)

[Create Partnerships](#)

[Share Data](#)

Glossary

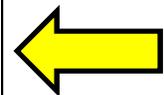
STRENGTHENING PARTNERSHIPS

[Search This Topic](#)

Type here to filter terms...

[Show Strengthening Partnerships Glossary](#)

[View Entire Glossary](#)



Learn the Lingo

A mobile application interface for "Learn the Lingo". The screen is divided into three main sections. The top section is a blue header. The middle section is a white search area with a "Search" label and a "Type" input field. The bottom section is a white list of terms, each with a right-pointing chevron. Two yellow arrows point from the left towards the search and list sections.

Advisory Board »
Afterschool »
Asset Mapping »
Community Organizations »
Family Educational Rights and Privacy Act (FERPA) »
Family Involvement Plan »
Memorandum of Understanding »
Needs Assessment »
Organizational Capacity »
Out-of-School Time »
Program Evaluation »
Resource Mapping »
Strong Partnership »
Student Voice »



Many Options

Potential Partners

Your program can become stronger if you work with strong partners, and there's potential for many types:

- Schools
- Faith-based organizations
- Colleges and universities
- Health-based organizations (hospitals, dental health and mental health clinics)
- Arts organizations
- National organizations that focus on youth (Boys & Girls Clubs, 4-H Clubs, YMCA/YWCA)
- Local businesses
- Public parks and recreation centers
- Libraries
- Museums



You may not have all of these in your community. But don't worry. You will learn strategies to find local organizations to support your program.

Your Partners



- Who are your main partners?
- How did you approach them to form a partnership?



A Variety of Benefits



Identify Resources

21st CCLC programs depend on different kinds of resources to offer engaging activities for students:

- **Space:** the rooms and locations where activities occur
- **People:** site coordinators, teachers, activity leaders, advisory board members, volunteers and mentors
- **Programs and services:** the activities available to students and parents; afternoon snacks
- **Funding:** the monies that pay for everything a 21st CCLC program does
- **Materials:** supplies for art, music, drama and recreational activities
- **Transportation:** buses that safely take students from the school to another location where activities take place
- **Time:** the many hours that volunteers contribute to a program
- **Expertise:** the specialized knowledge a teacher, mentor or volunteer gives to the program



In Demand



Rank the top 2 contributions a partner can make, in your opinion.

- Space
- People
- Programs and services
- Funding
- Materials
- Transportation
- Time
- Expertise

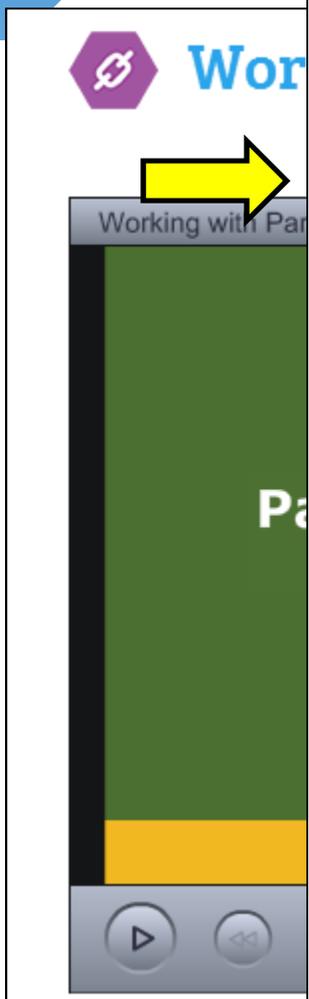




21st CCLC

Download These Materials

-  **Working with Partner Volunteers**
File Format: **PowerPoint Presentation**
Size: **543kb**
-  **SP Sample Volunteer Skills Grid**
File Format: **Word Document**
Size: **3.00mb**
-  **SP Sample Volunteer Skills Grid**
File Format: **Adobe PDF**
Size: **514kb**
-  **SP Volunteer Job Description**
File Format: **Word Document**
Size: **3.00mb**
-  **SP Volunteer Job Description**
File Format: **Adobe PDF**
Size: **386kb**
-  **SP Volunteer Coaching Scenarios**
File Format: **Word Document**
Size: **3.00mb**
-  **SP Volunteer Coaching Scenarios**
File Format: **Adobe PDF**
Size: **288kb**
-  **SP Working With Volunteers**
File Format: **Word Document**
Size: **3.00mb**
-  **SP Working With Volunteers**
File Format: **Adobe PDF**
Size: **546kb**



Teach/Strength





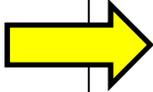
Sample Volunteer Skills Grid

SAMPLE VOLUNTEER SKILLS GRID—1

<p>Skills I have— Special skills, talents, interests I like to use: <i>I am a retired math teacher. I also play the guitar and men's softball.</i></p>	<p>Interests I want to develop— Areas I want to learn more about: <i>I just want to stay busy and spend time with kids who are struggling in school.</i></p>
<p>Things I don't like to do— Please don't ask me to do this! <i>Nothing, really...</i></p>	<p>Time I can give to the program— Hours, days, length of time etc.: <i>Tuesdays from 3-5 PM.</i></p>

SAMPLE VOLUNTEER SKILLS GRID—2

<p>Skills I have— Special skills, talents, interests I like to use: <i>My kids are all grown. I like cooking, reading and sewing.</i></p>	<p>Interests I want to develop— Areas I want to learn more about: <i>I want to get to know the families in the community.</i></p>
<p>Things I don't like to do— Please don't ask me to do this! <i>I'd rather not work with the middle school boys.</i></p>	<p>Time I can give to the program— Hours, days, length of time etc.: <i>Mondays and Fridays from 3-5 PM.</i></p>



Too



PD Practice



You For Youth / Strengthening Partnerships



Volunteer Coaching Scenarios

#1 You and a volunteer are waiting with a group of kids for the bus to arrive. The volunteer yells at the children to stand still in line without talking.

#2 A volunteer has been asked to lead an activity with the kids. You walk

#6 You are leading an activity with a group of children. The volunteer assigned to help you doesn't seem to be getting involved and is sitting off to the side and not talking with any of the children.

#4 A volunteer shows up to work in a baseball cap. Caps are not allowed at the school where you hold your program.

#5 At the end of the day you overhear a volunteer sharing information about a child's behavior with a parent of a different child.

#6 You are leading an activity with a group of children. The volunteer assigned to help you doesn't seem to be getting involved and is sitting off to the side and not talking with any of the children.

#7 On the playground you notice a group of boys being rude to a volunteer. They use inappropriate language and continue activities they know are not allowed on the playground. The volunteer does not seem to know how to address the problem.

Tools/Strengthening Partnerships/Train



Video Features



Create Partnerships

Successful partnerships don't happen by chance. You and your partners make them strong by planning, communicating and coordinating regularly during the life of the partnership.

Watch this video to discover how one program plans and coordinates with its partners. Consider which features will work for you either with existing or new partners.



Let's move on to explore two areas in more detail:

- Establishing a common vision.
- Clarifying and communicating roles and responsibilities.



Other Considerations

Keep it Legal

Federal regulations protect personal information and may affect how you share data with your partners. To ensure that your process is legal, become familiar with the laws and consider these related questions:

- Does the school district have restrictions on sharing data with your partners? What information can be shared?
- Do you need sensitive personal information to answer any of your questions? How important are those questions for monitoring partnerships?

Protecting Student Privacy

21st CCLC program staff must comply with the [Family Educational Rights and Privacy Act](#) (FERPA), which applies to all schools that receive federal funds through the U.S. Department of Education.

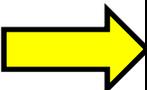




Learn More Library

External Videos

Publications



Web-based Resources

« Final Reflection

Acknowledgements »

Introduction

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CYFERnet

Children, Youth and Families
Education and Research Network



21st CCLC

Practical Research-based Information from the Nation's Leading Universities

Early Childhood	School Age (K-8)	Teens	Parent/Family	Community	Home	
Evaluation	Technology	Online Training	Program Models	Activities	Core Competencies	

You are in: » CYFERnet Home » Evaluation

Evaluation

CYFERnet's Evaluation section includes practical tools that you can use to evaluate community-based programs; information on how community programs can be sustained; and assessments of organizational support for work in the areas of children, youth, and families.



- + Designing a Program Evaluation
- + Evaluation Tools and Instruments
- + Data Analysis and Reporting
- + Evaluating Early Childhood Outcomes
- + Evaluating School Age Outcomes
- + Evaluating Teen Outcomes
- + Evaluating Parent/Family Outcomes
- + Evaluating Community Outcomes
- + Evaluating Organizational Capacity
- + Evaluating Technology
- + Program Sustainability
- ← Building Capacity for Evaluation
- + Reports and Sample Evaluations

Featured Resources

Sustaining Community Projects: Logic Model Construction and Implementation

Community-based Program Research: Context, Program Readiness, and Evaluation Usefulness

Evaluation Science and Family Therapy

New resources

CYFER Conference Favorites



Get Involved
with
CYFERnet





A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives



by Sharon Deich
January 2001



Discussion Boards



 **Supporting**

Posted under **Strengthening P**

As you all know, areas that the storm caused is the storm in any way.

In an effort to help you NYSED is sharing some for those of you who ma school programs and th

~As programs begin to included links to three M these resources with ar

Tips on Coping with Dis <http://www.nyc.gov/html>

Tips on Taking Care of <http://www.nyc.gov/html>

Protecting Children from <http://www.nyc.gov/html>

Latest Discussions	
NASA 2013 Summer of Innovation (SoI) Mini-Awards Program	Last updated on Friday, May 31, 2013 0 Replies
Creative Connections with Families	2 Replies Last updated on Thursday, May 30, 2013
PBL Front Line Training	1 Reply 1 File Last updated on Thursday, May 16, 2013
Meeting Families' Needs in Your Program	0 Replies Last updated on Friday, Apr 19, 2013
Your Family Involvement Ideas	1 Reply Last updated on Monday, Mar 25, 2013
Project Based Learning in an Urban Area	0 Replies Last updated on Friday, Mar 22, 2013
Low Cost STEM	2 Replies Last updated on Monday, Mar 18, 2013
Family Engagement for Parents of HS Students	0 Replies Last updated on Monday, Dec 3, 2012
Family Involvement Training To Go	0 Replies 1 File Last updated on Tuesday, Nov 27, 2012
Supporting After School Programs in a time of need	0 Replies Last updated on Tuesday, Nov 6, 2012

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ded Learning Team at network, share ideas, and your colleagues, after

uma and worry. We have Health. Please share

Network/Discussi



Q & A



- Partnership strategies
- Y4Y resources
- Training staff
- Program planning
- Y4Y Network



Today's Webinar



- Discover how Y4Y resources can support your program's efforts to build and maintain strong partnerships
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Next Steps



- 1) Visit the Y4Y portal to:
 - Register
 - Follow up on today's discussion
 - Find more resources on Y4Y
- 2) Tell your colleagues about Y4Y
- 3) Participate in the webinar about rural programs on Monday, June 17 at 1:00 p.m. Eastern time
- 4) Join us for the next Coffee Break webinar on July 18





Thank You!

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Visit www.y4y.ed.gov

