

**Sustainability With Y4Y!  
Coffee Break Webinar  
September 12, 2013**

**Y4Y  
FOR  
YOUTH**





# Disclaimer

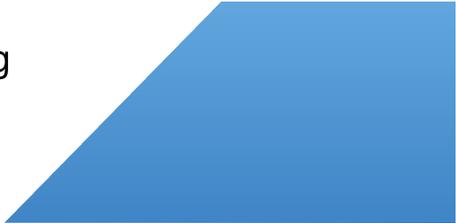
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## **Published Materials**

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Please note that both the audio and video portions of this webinar are being recorded for archival purposes.



# How to Use the Technology



The screenshot shows a Cisco WebEx webinar interface. The main content area displays the title "Coffee Break Webinar" and the 21st CCLC logo. Below the title is a photograph of a diverse group of children sitting at a computer workstation, with the text "YOUTH FOR YOUTH" overlaid in large, stylized letters. At the bottom of the content area, there is a blue box with the text: "21st Century Community Learning Centers, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20002, y4y.ed.gov".

The interface includes a top menu bar with options: File, Edit, Share, View, Communicate, Participant, Event, Help. Below this is a toolbar with icons for navigation and editing. On the right side, there is a "Participants" panel showing "Participants: 2" and a list of participants: "Jim Kiley-Zufelt (me)" and "Jim Kiley-Zufelt (Host)". Below the participants list is a "Chat" window with a message from "Jim Kiley-Zufelt to All Participants: ...and it will display up here!". At the bottom of the interface, the status bar shows "Cisco WebEx Event number: 669 671 597 Audio broadcast disconnected" and "Connected" with a Cisco logo.



# Introductions

**Hosts:**

**Monique S. McDowell-Russell**  
Y4Y Training Specialist

**Natalie Lucas**  
Y4Y Content Specialist





# Coffee Break Webinar

- Interact with the Y4Y team members and afterschool colleagues from across the country.
- Ask questions about Y4Y and how the portal can help you.





# Driving Question

How can Y4Y resources support your program's sustainability efforts?





# What is Sustainability?

- A definition: able to last or continue for a long time
- In the context of your programming, what does sustainability mean to you?



# Funding

Y4Y › Learn › Aligning With The School Day › Introduction  
› Learn More Library



Learn More Library



## Building Capacity for Better Results

*Strategies for Financing and Sustaining the  
Organizational Capacity of Youth-Serving Programs*

September 2010

# Not Just Money

## Sustainable programs:

- Maintain participant attendance and engagement
- Are valued by the community
- Understand changing funding sources
- Have policies that enable programs to accelerate change
- Build strong relationships



# What Sustainable Programs Do

- They provide high quality programming and activities
- They are appealing to the youth and families
- They provide a service to the community
- They provide culminating events





# Project Based Learning Project Planner

## Driving Question

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## Project Description

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## Objectives for Learning and Development

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## Materials Needed

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## Implementation

Project activities, who is involved

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Start date: \_\_\_\_ End: \_\_\_\_

### Planning Check

Is the project

- Based on youth interests?
- Based on youth input?
- Appropriate for the amount of time?
- Engaging, interesting, sustainable?

### Planning Check

Do the objectives

- Reinforce, practice, or expand on what youth already know or are able to do?
- Clearly specify outcomes?
- Tie to demonstrations and documentation of learning?
- Connect with skills or knowledge needed for success in school?

### Planning Check

Are materials needed to

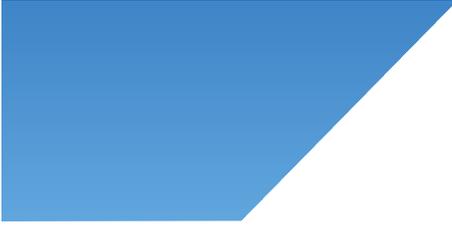
- Guide youth in making a project plan?
- Carry out the project work?
- Help youth document learning?
- Help youth set learning objectives?
- Establish agreements with or among youth, partners, volunteers?
- Conduct a culminating event?
- Reflect, review?

# Document Program Quality

## Culminating Event Examples

Watch this video. You'll see two very different projects, two very different culminating events and two very successful project-based learning experiences.





# Possible Looks of Sustainability

- Partnerships
- Family and Community Advisory Boards
- Shared Space
- Schools and Programs sharing common resources
- Minimize waste



# Resources from Y4Y

## Strengthening Partnerships Diagram



The Strengthening Partnerships Diagram above provides a quick overview of the topics addressed in the Introduction. Take a moment to review the diagram before proceeding.



## Creating a Program Elevator Pitch

In 30-60 seconds, you should be able to explain what your program does, why it's important, and how partners can help. While delivering a short speech or pitch about something you know sounds easy, it takes practice, feedback, and knowing your audience to do it well.

Use the pointers below to develop a pitch suited to your program and to the partners you hope to work with.

### Elements of an effective pitch

- Who – Describe who you are and your organization's experience  
\_\_\_\_\_  
\_\_\_\_\_
- What – Explain what you do and link to important and impressive outcomes you've achieved  
\_\_\_\_\_  
\_\_\_\_\_
- Why – Point out why what you do is important and how it changes the lives of youth  
\_\_\_\_\_  
\_\_\_\_\_
- Goals – Clearly state your goals for the upcoming project or partnership scenario  
\_\_\_\_\_  
\_\_\_\_\_
- Ask – Tell the partner what help you need and why you think they are the right one to provide it  
\_\_\_\_\_  
\_\_\_\_\_



## Memorandum of Understanding Template

A memorandum of understanding or MOU is a document created between two or more parties explaining how they will work together to achieve a common goal. While MOU's vary in complexity and use, the purpose is to help organizations work together and understand one another's perspectives.

The outline highlights the key components of an MOU.

### Section 1 – Introduction

- This section describes the need, the organizations involved, and why these organizations need to work together. Questions to consider in this section include:
  1. Why is the MOU being created?
  2. What agencies are participating?
  3. Why is this MOU necessary?

### Section 2 – The Purpose

- This portion should briefly explain the goals of the MOU and how and when it will be utilized. Questions to consider in this section include:
  1. What are the various goals of the MOU (be specific)?
  2. How will these goals be carried out (be specific)?
  3. When will these goals be carried out (be specific)?

### Section 3 – Roles and Responsibilities

- To better collaborate, both sides must understand what each other needs to succeed. Understanding expectations from the beginning will lead to a more aligned and successful experience. Questions to consider in this section include:
  1. Which duties will each organization take the lead on and which duties will be carried out collaboratively?
  2. Which resources that need to be shared does only one party possess?
  3. What do both organizations' staff need (resources, training, etc.) to effectively carry out the MOU objectives?

### Section 4 – Oversight and Terms of Agreement

- The MOU should be considered a working document – this section in particular. Questions to consider in this section include:

# A Resource: Families!

Y4Y › Learn › Family Involvement › Introduction  
› Governance and Leadership Activities



## Governance and Leadership Activities

Quality 21st CCLC programs offer opportunities for parents to serve in leadership roles. By inviting parents in decision making, you are tapping into rich local resources — and the people who know your students best. You are also building parents' self-esteem and leadership skills.

Some examples of governance and leadership activities include these:

- Family members serve on advisory boards.
- Family members vote on program initiatives.
- Family members gather feedback on their needs and satisfaction.
- Family members plan and/or lead some program activities.

[« Parent and Child Shared Activities](#)

[School and Community Linking  
Activities »](#)



## Understanding Program Families

Rate the following items from 1 to 5. One meaning I don't like doing this type of activity with my child and five meaning I love doing this type of activity with my child.

Activity	Rating (1-5)
Playing games	
Doing homework	
Doing crafts	
Organizing projects	
Taking trips	
Shopping	
Doing hair and nails	
Reading	
Doing sports	
Cooking	
Watching movies or plays	
Talking	
Listening to music/ dancing	
Fixing/ building things at home	
Gardening	
Working	

# Discussion Boards



Online Professional Development and Technical Assistance for 21st CCLCs

Learn

Teach

Tools

Network

Search



Y4Y > Discussion Boards

Contact Us | Join

Sign In

## Discussion Boards

What has your program done that worked well? What are you struggling with? Coach each other by entering discussions with peers. Post your challenges and successes in the discussion board and interact with other programs across the country that can share useful feedback or resources.

### Latest Discussions

Aligning with the School Day Reflection Question

0 Replies

Last updated on Tuesday, Jul 2, 2013

PBL Reflection Question

0 Replies

Last updated on Tuesday, Jul 2, 2013

PBL Front Line Training

2 Replies

2 Files

Last updated on Monday, Jun 24, 2013

Homework Time

0 Replies

Last updated on Monday, Jun 17, 2013

Creative Connections with Families

3 Replies

Last updated on Monday, Jun 17, 2013



### View Posts By Topic



Project-Based Learning

Updated July 2, 2013



Aligning With The School Day

Updated July 2, 2013



STEM

Updated August 5, 2013



Strengthening Partnerships

Updated July 2, 2013



Family Involvement

Updated July 2, 2013



Civic Learning and Engagement



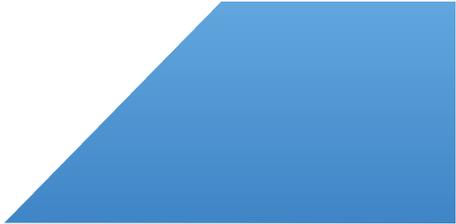
# Q & A

- Sustainability strategies
- Y4Y resources
  - Quality programming
  - Strengthening partnerships
  - Family involvement
- Y4Y Network





# Next Steps

- 1) Visit the Y4Y portal ([www.y4y.ed.gov](http://www.y4y.ed.gov)) to:
    - Register
    - Follow up on today's discussion
    - Find more resources on Y4Y
  - 1) Tell your colleagues about Y4Y
  - 2) Join us for the next Coffee Break webinar in October
- 



# Thank You!

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