

Celebrate Afterschool Partnerships with the Annual Lights-On Afterschool! September 19, 2017

Host: Brooks Mitchell, STAR_Net Education Coordinator

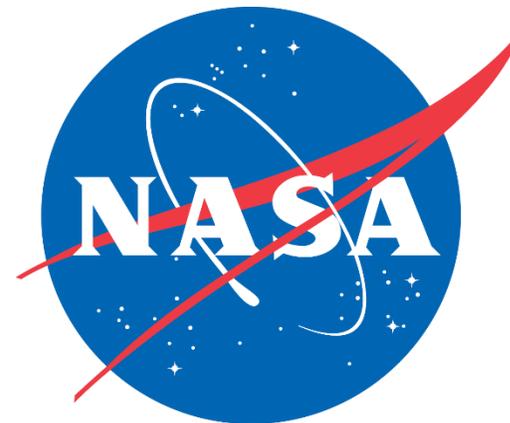
Presenter: Melissa Ballard and Dan Gilbert from the
Afterschool Alliance



Audio problems? Click and highlight the  button at the top of your screen. You can also click “Meeting” > “Audio Setup Wizard”. You will not need microphone capabilities.



Thanks to Our Sponsors



Join STAR_Net!

Professional development resources, including webinars, newsletters, blogs, forums, videos, and much more!

Professional Development Resources

[International Observe the Moon Night](#)

- **October 4th at 2:00 p.m. (MT)**

How-To Videos for Activities

[Scale Model of Sun and Earth](#)

Upcoming Conferences

[MPLA, ASTC, and more!](#)

Archived Webinars

[Busy? See what you missed!](#)

STEM ACTIVITY Clearinghouse

STEM Activity Clearinghouse




**Cornerstones
of Science**
awakening curiosity, enriching lives

Home > Collections > 2017 Total Solar Eclipse

ATTRIBUTES

Content Area

- Earth Science (0)
- Astronomy and Space (0)
- Chemistry (0)
- Physics (0)
- Engineering (0)
- Mathematics (0)
- Technology and Computing (0)
- Health Science (0)

Age Group

- Family (0)
- Infant (0-2) (0)
- Pre-K (0)
- Early Elementary (0)
- Upper Elementary (0)
- Tweens (9-12) (0)
- Teens (0)
- Adults (0)

Time to Complete Activity

- Under 10 minutes (0)
- 10-20 minutes (0)
- 20-40 minutes (0)
- 40 minutes to 1 hour (0)
- 1-2 hours (0)
- 2-4 hours (0)
- Long Duration (days to months) (0)

2017 TOTAL SOLAR ECLIPSE

There are 7 items.

Showing 1 - 7 of 7 items



NEW

How Big, How Far, How Hot, How Old?

This is an activity about scale. Participants will arrange imagery of Earth and many other space objects in order of their size from smallest to largest, their distance from Earth's surface, their temperature from coolest to hottest, and/or their age from youngest to oldest.

[Open Activity](#) Report broken link

Content Area
Earth Science
Astronomy and Space

Age Group
Family
Upper Elementary
Tweens (9-12)

Time to Complete Activity
10-20 minutes

Difficulty Level (by content)
Medium

[View Details](#)



NEW

How Can the Little Moon Hide the Giant Sun?

This is an activity exploring the concept that distance affects how we perceive an object's size, specifically pertaining to the size of the Sun and the Moon as seen from Earth.

[Open Activity](#) Report broken link

Content Area
Earth Science
Astronomy and Space

Age Group
Early Elementary
Upper Elementary

Time to Complete Activity
40 minutes to 1 hour

Difficulty Level (by content)
Easy

For example:
[DIY Sun Cookies](#)



Reminders

Follow us on Social Media!

- **Facebook.com/STARLibraries**
- **@STARNet_Project**

[Sign up for our newsletter](#)

Certificate of Attendance via SurveyMonkey Link

Agenda

1. Afterschool landscape
2. Sneak peek of report
3. Lights On Afterschool
4. Useful STEM resources
5. STAR_Net next steps



Photo courtesy of the Franklin Institute, PA

Afterschool Landscape



Defining “afterschool”

A program that a child regularly attends that provides a supervised, enriching environment in the hours after the school day ends, typically around 3 p.m. These programs are different from individual activities such as sports, special lessons, or hobby clubs, and different from childcare facilities that provide supervision but not enrichment.

Afterschool Providers

National Providers



School-Based Sites

Unique to every community!

Others

City-run afterschool programs through your Parks & Recreation Department or Police Athletic League.

Community-Based Organizations

Religious-based organizations, local community centers, public housing centers, immigrant or refugee service providers, etc.

The Connector

- Database of STEM program providers looking for partners & resources
- Post your programs to the parent portal



Millions of kids attend afterschool programs

DEMAND IS HIGH

More youth than ever before—

10.2 million

—are in afterschool programs.

For every child
in a program,

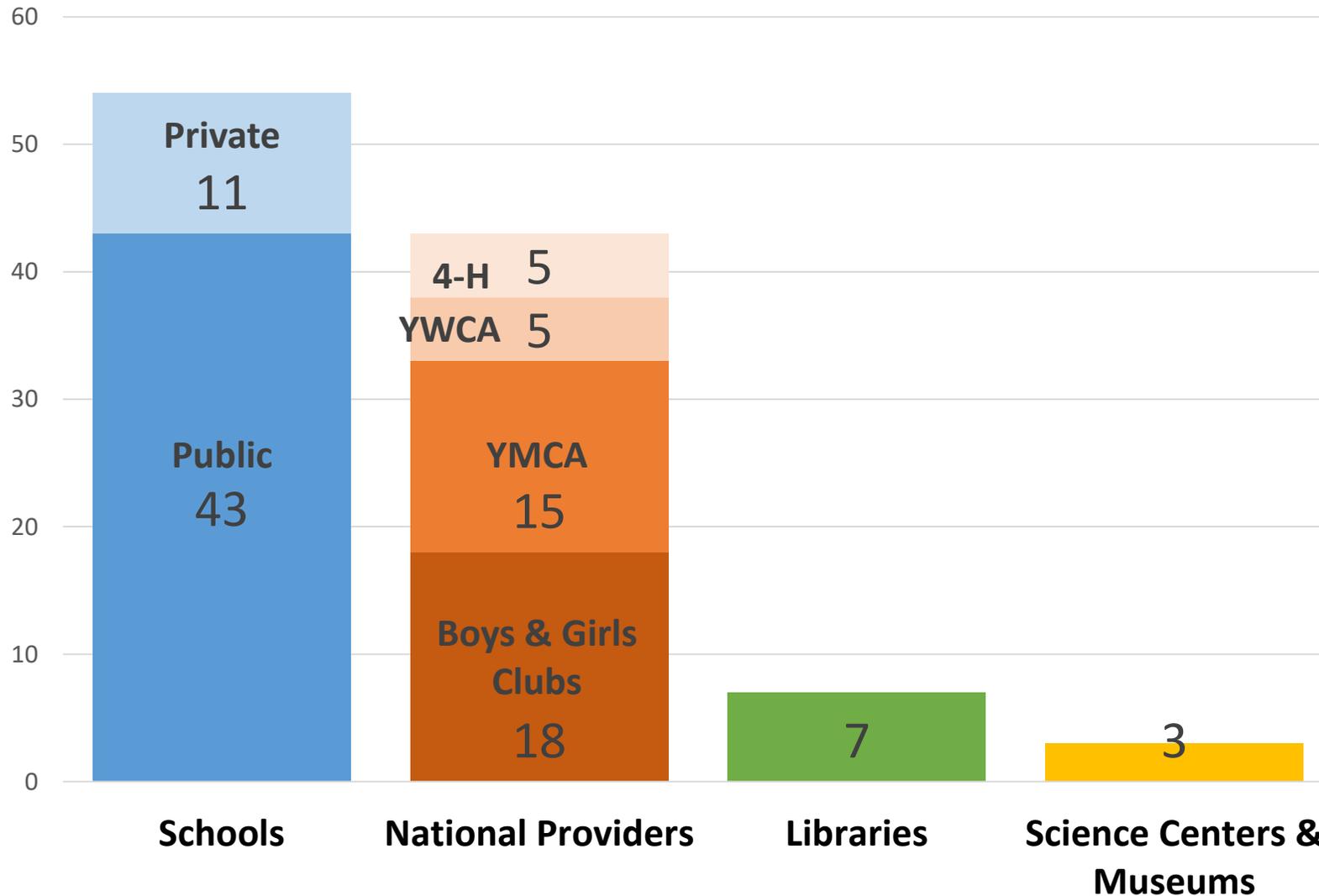


2 are waiting to get in.



- Attendance & demand much higher in low-income, African-American, & Latino households
- America After 3PM is a household survey of how kids spend the hours after school
- State numbers available

Parents say their kids attend afterschool here:



Diverse opportunities for kids

OPPORTUNITIES FOR PHYSICAL ACTIVITY



HOMEWORK ASSISTANCE



BEVERAGES, SNACKS AND/OR MEALS



OPPORTUNITIES FOR READING OR WRITING



STEM LEARNING OPPORTUNITIES



ACADEMIC PROGRAMS/CLUBS



MUSIC OR ART



WORKFORCE SKILLS DEVELOPMENT, SUCH AS TEAMWORK, LEADERSHIP AND CRITICAL THINKING



PARENT/FAMILY ACTIVITIES



THE 6,000 HOUR LEARNING GAP

By the time they reach 6th grade, middle class kids have likely spent **6,000** more hours learning than kids born into poverty.



Jack's family has the means to help him explore all kinds of learning opportunities.



Mike was born into poverty, with fewer chances at every turn to discover and grow.



1,395 HRS
PRE-SCHOOL



220 HRS
FAMILY
READING TIME



245 HRS
WEEKEND DAY
TRIPS



1,080 HRS
SUMMER
CAMP



3,060 HRS
AFTER-SCHOOL
ACTIVITIES

6,000-HOUR LEARNING GAP



ExpandedEDSchools

Close the learning gap. Open the world.



Photo courtesy of
Woodcraft Rangers, CA

How is afterschool unique?

Youth Development Goals

- Empowering young people
- Socio-emotional learning
- Positive relationships with adults
- Non-academic skills like leadership, confidence, teamwork, 21st Century

Environment

- Low-stakes
- Flexible in time and space
- Community partnerships

Approach to Learning*

- Hands-on, experiential
- Project-based
- Experimentation & failure
- New entry points to topics
- Connected to communities, home cultures, and student knowledge & experiences

RESOURCE: [What does youth development look like in practice?](#)

System-builders for afterschool

State & Local



Statewide Afterschool Networks
Funded by C.S. Mott



City / Regional Intermediaries
e.g. Every Hour Counts

National Organizations



Afterschool Alliance



National AfterSchool Association



National Summer Learning Association

About the Afterschool Alliance

POLICY & ADVOCACY	RESEARCH	FIELD-BUILDING
Federal policy impacting youth & families	Synthesize research & evaluation	Partnerships with like-minded groups
Annual day on Capitol Hill: Afterschool for All Challenge	Issue briefs & reports	Best practices & innovative models
Grassroots advocacy: Lights On Afterschool	Collect data: America After 3PM	Webinars, blogs, toolkits, and more
 <p>LIGHTS ON AFTERSCHOOL A project of the Afterschool Alliance</p>	 <p>AMERICA AFTER 3PM</p>	

Afterschool - library partnerships

Sneak peek of our findings!



Survey Highlights

365

afterschool
providers

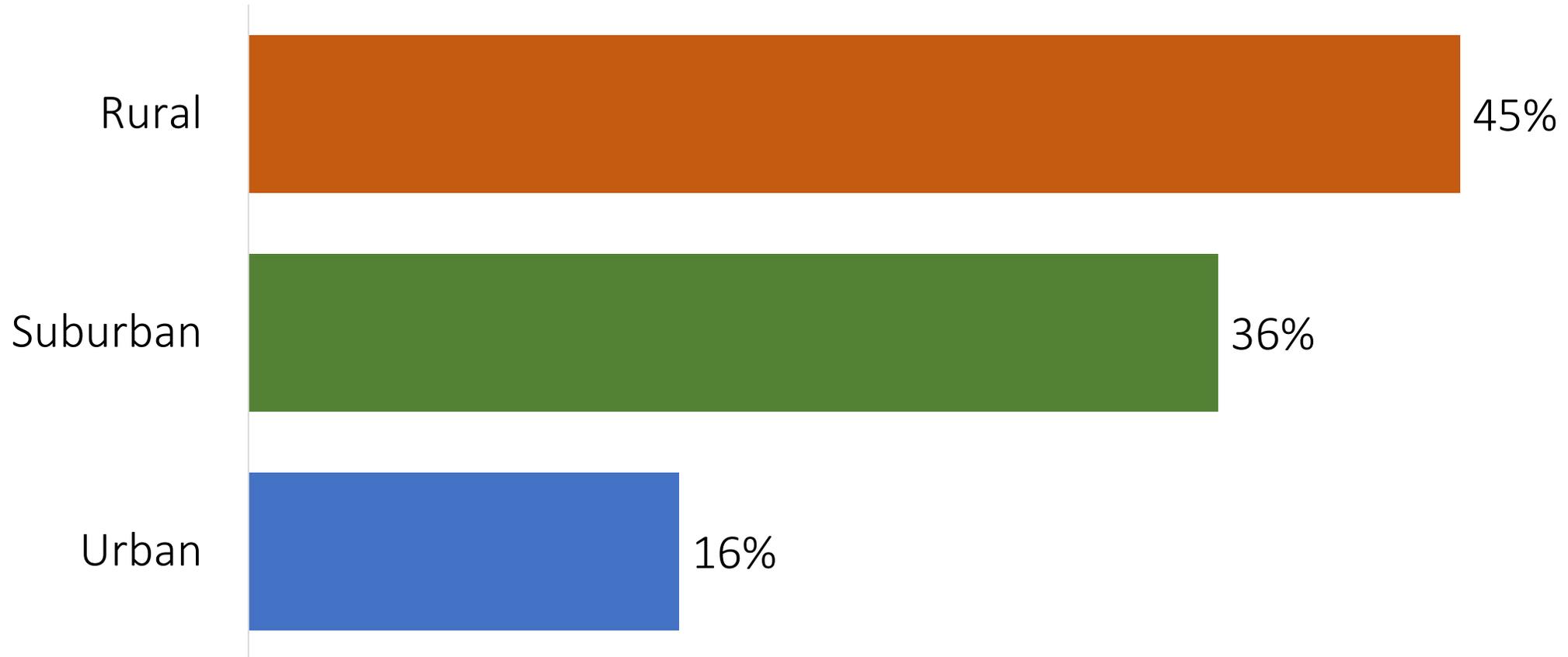
98%

believed there
are benefits to
partnering with
public libraries

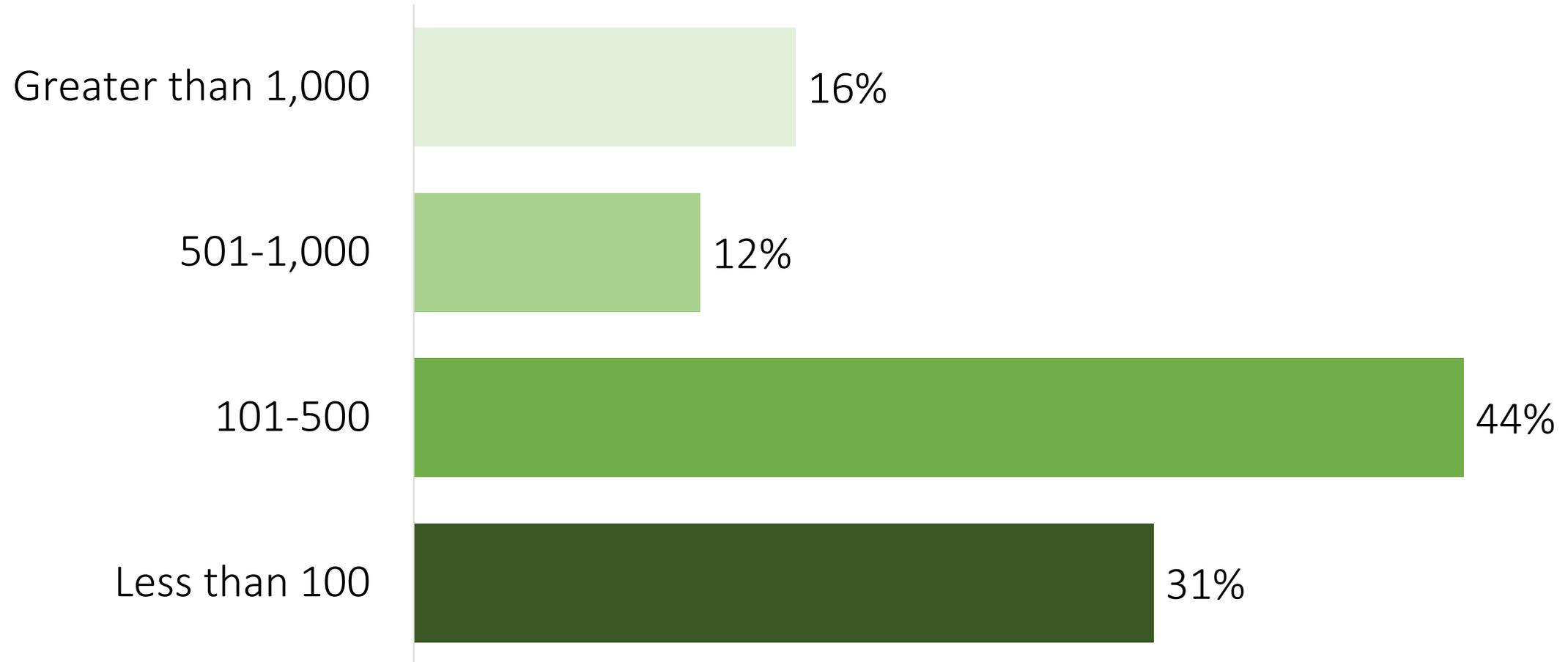
74%

have worked
with a public
library before

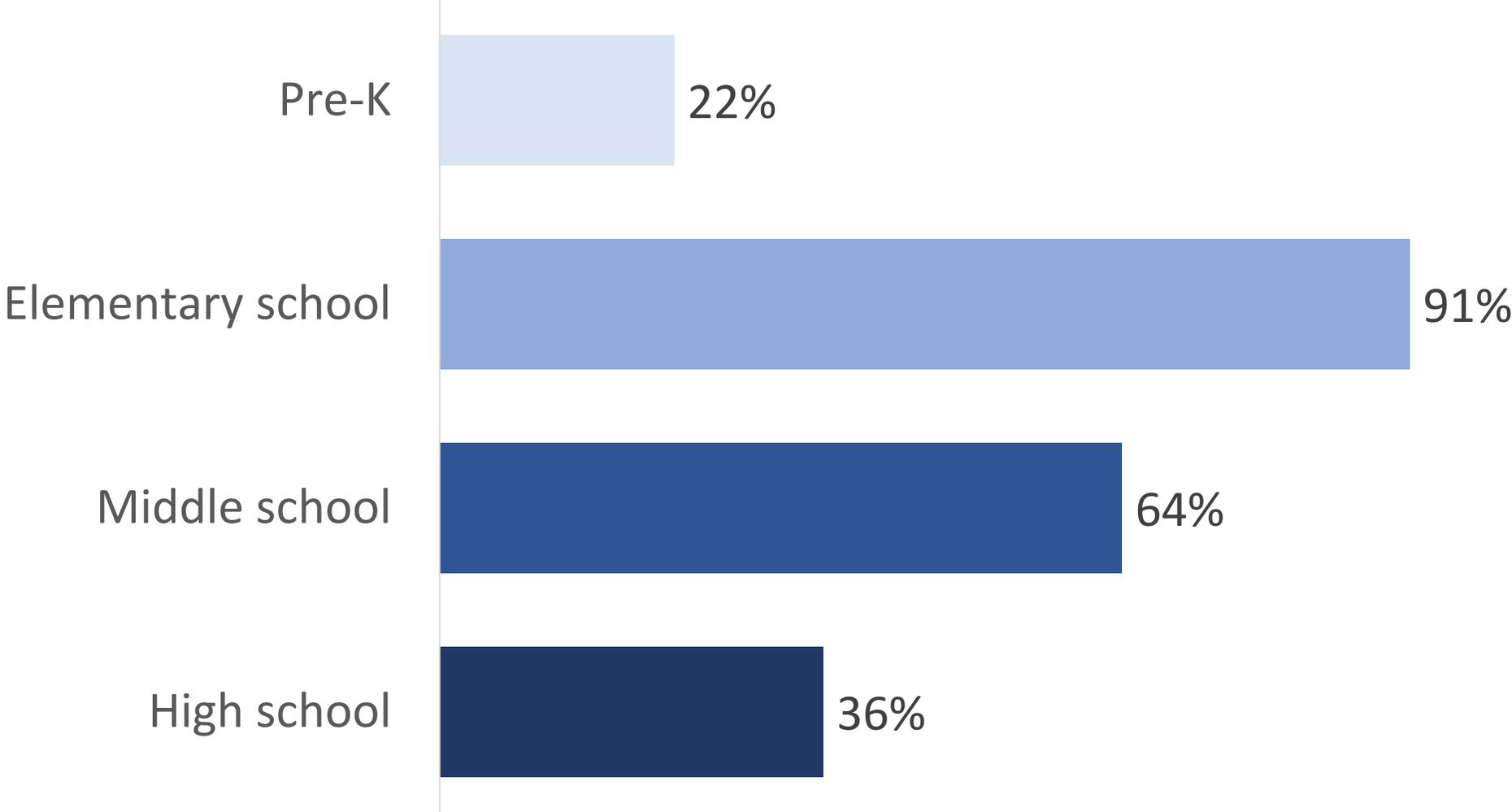
Geographic areas served by programs



Number of students across all program sites



Ages of students served



What are afterschool programs and libraries doing together?

Summer reading or summer learning initiative.	65%
Library visit (e.g. to check out books, use computers, see an exhibit, etc.)	58%
Special events (such as a family night, Maker Faire, or other themed event)	48%
Librarian outreach	43%
Visited library for an education program	41%
Science, technology, engineering or math (STEM) education	29%
Book share or donation.	25%
Curriculum development or support (any topic).	18%
Professional development (library staff training afterschool educators)	11%
Other	5%

Many partnerships included multiple activities



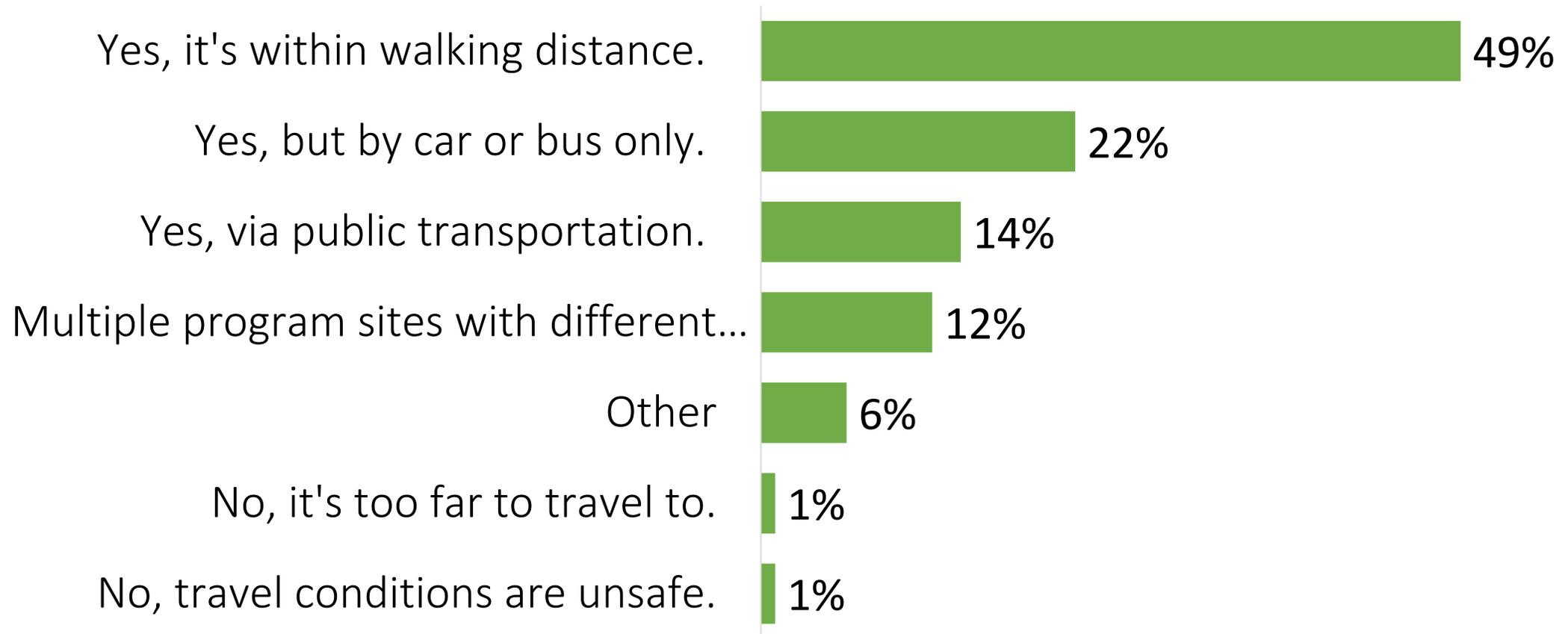
Challenges & Opportunities for Partnership

1. Proximity & travel
2. Ideas of what to do together
3. Making contact & connections
4. Improved communication
5. Changing perceptions
6. Better understanding of shared goals
 - Particularly for the 26% who hadn't partnered before



Photo courtesy of Ypsilanti District Library, MI

Most programs that partnered with a library, have one close by.



But it can be a barrier, and travelling to the library isn't always the best option.

Of those who haven't partnered before:

- 24% report no public library close by
- 41% are unable to find a transportation solution to visit the library

Of those who have partnered, stated the following related challenges:

Transportation

Difficulty or inability to acquire transportation to or from the local library. 19%

Logistics

Scheduling challenges or program rules that prevented partnership. 16%

Student Behavior

Concerns surrounding students being loud, or not responsible with library materials. 7%

KEY:
Partnership
ideas that don't
require
transporting
afterschool
students to the
library.



Photo courtesy of Frederick
County Library, MD

What can support and grow afterschool-library partnerships?

NEED	DESCRIPTION	PERCENT
Knowledge of library offerings	Regular or timely communications of available programming or services.	29%
Educational programming & PD	Specific types of education programming tailored for the needs of afterschool programs or expertise supports for afterschool staff	28%
Library contact	Knowing who to reach out to at the library, opportunities to make connections and build relationships	24%
Other	Answers did not fit within the other categories.	18%
Funding	Funding for partnerships or joint activities, or ideas for funding sources	16%
Ideas for partnership	Activity or partnership ideas, models, or tips	14%
Transportation	Addressing challenges to transporting students to the library	7%
Understanding of shared goals	Learning more about libraries' institutional goals and where they overlap with the afterschool program	3%

STEM Partnerships

- Of those who've worked with a public library before, only 29% have done STEM.
- Of those who hadn't worked with a public library, 63% had not considered a partnership in STEM.

“

I wasn't aware
libraries had STEM.

I thought of them more
as a literacy resource.

”



Photo courtesy of Ypsilanti District Library, MI

Ways to partner around STEM

IDEAS	DESCRIPTION	PERCENT
Traditional library supports	Curating book lists, helping kids with research literacy, reading and writing, library visits, participating in library public programming, resources general	58%
On-site programming	Library staff outreach, on-site to the afterschool program. Typically implied that library staff would bring the activity, student materials, and facilitate the lesson.	39%
PD	Providing professional development or expertise in STEM to afterschool staff.	21%
Tech access & literacy	Access to internet and computers, or helping students with related literacies.	15%
STEM experts & volunteers	Coordinating or bringing in STEM experts, including topical speakers, STEM professionals, or community volunteers with STEM expertise.	12%
Collaboration	Coming together to share expertise and collaborate. Answers indicated a two-way relationship, rather than a one-way provision of services.	11%
Parent engagement or evening events	Explicit mention of engaging parents, or offering evening events.	10%
Making / Tinkering	Provide making or tinkering activities, including 3-D printing	10%
Blended	The library building offered afterschool programming, including STEM	7%



Set up a meeting!

- Establish the right contact.
- Identify both parties' needs and goals.
- Overview current offerings.
- Gather ideas together and get creative!



LIGHTS ON AFTERSCHOOL

A PROJECT OF THE AFTERSCHOOL ALLIANCE

Lights On Afterschool

is a chance to celebrate
what afterschool
programs do to help
families & communities.



Official theme for 2017!



LIGHTS ON AFTERSCHOOL
OCTOBER 26, 2017

REGISTER

PLAN YOUR EVENT



FIND AN EVENT



ABOUT

LIBRARY-AFTERSCHOOL PARTNERSHIPS

Libraries and afterschool programs share common goals of creating safe and enriching environments for children and families to come together and learn. Highlight a partnership you already have, or partner together for the first time this year for a Lights On Afterschool event!



LEARN ABOUT LIBRARY AFTERSCHOOL PARTNERSHIPS

The results are in: afterschool programs love partnering with their local libraries! In a 2017 survey of more than 350 afterschool programs, almost three-quarters are working with their local public library in diverse ways, ranging from summer reading initiatives to curriculum development support, book lending programs, family events, and even science, technology, engineering and math (STEM) activities! So, what's stopping you?

Many reasons to host an event



- ✓ Call attention to the program's successes
- ✓ For community leaders to see kids in action
- ✓ Highlight the need for more resources
- ✓ Start or solidify a relationship with elected officials
- ✓ Engage private sector and local business
- ✓ Get media coverage and develop media contacts
- ✓ Nurture new partnerships and funders
- ✓ Build awareness and goodwill in the community
- ✓ Give children, staff and parents something to celebrate!



How can you get involved?

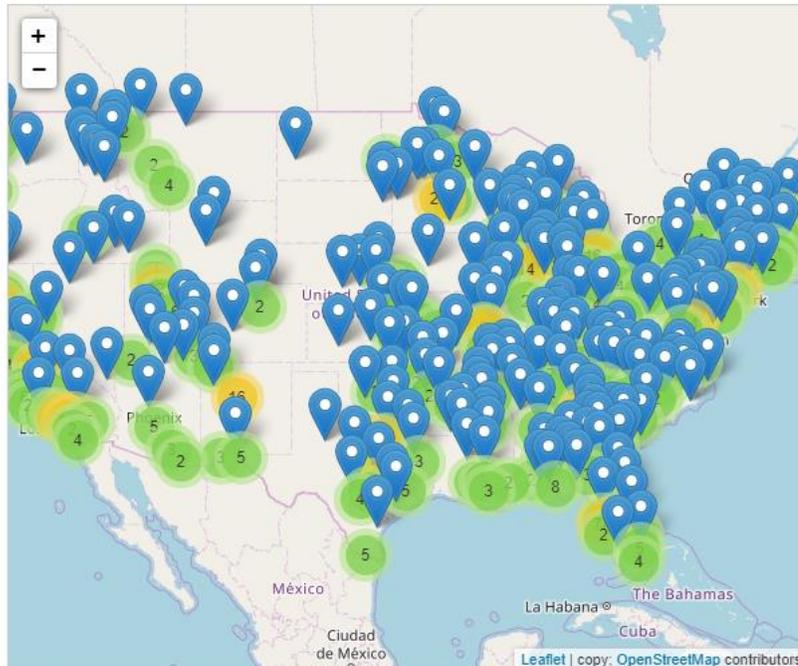


Find a *Lights On Afterschool* celebration in your area to find out what your community is up to.

Find an event

FIND A *LIGHTS ON* EVENT

How is your community celebrating? Search for *Lights On Afterschool* events in your neighborhood. Explore the *Lights On Afterschool* map, or enter any combination of program name, your city, state and/or zip code to the right.



2017 *Lights On* events

Check out events planned for *Lights On Afterschool* 2017; enter program name, city, state and/or zip code:

Program Name:

City:

State:

Zip:

Search

Events may take 24-48 hrs. to appear. If you cannot find your event email us at: info@afterschoolalliance.org

What can you do?



There are lots of ways to get involved!

- Ask to set up a table where you can share resources about how your library supports youth in the community.
- Volunteer to host their *Lights On Afterschool* celebration at your library!



Other partnership ideas



- Host a Read-Along event with afterschool programs and local officials
- Have a library open house
- Highlight STEM-themed activities in a science fair
- Work with afterschool programs to reach out to other possible partners in your area, like businesses, museums, or science centers



Connect today!



**There's no wrong way to
get involved.**

**You don't have to do a lot –
every little bit helps.**



Lights On Afterschool Resources

Afterschool Alliance Website:

www.afterschoolalliance.org

***Lights On Afterschool* Homepage:**

www.afterschoolalliance.org/loa.cfm

Register Your Event:

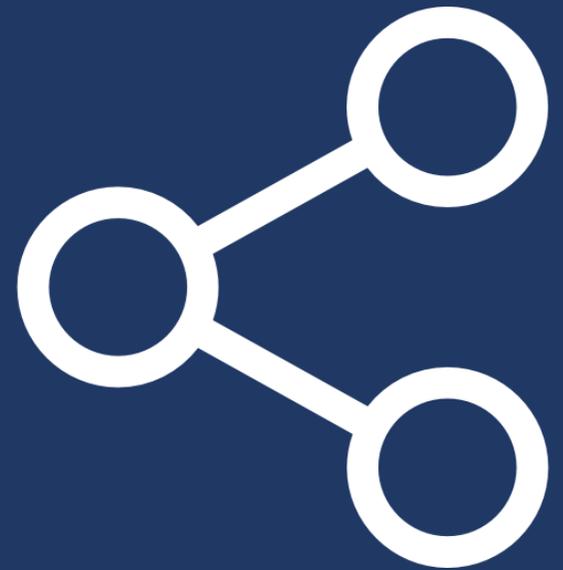
www.afterschoolalliance.org/loaHostEvent.cfm

***Lights On Afterschool* Event Planning Kit:**

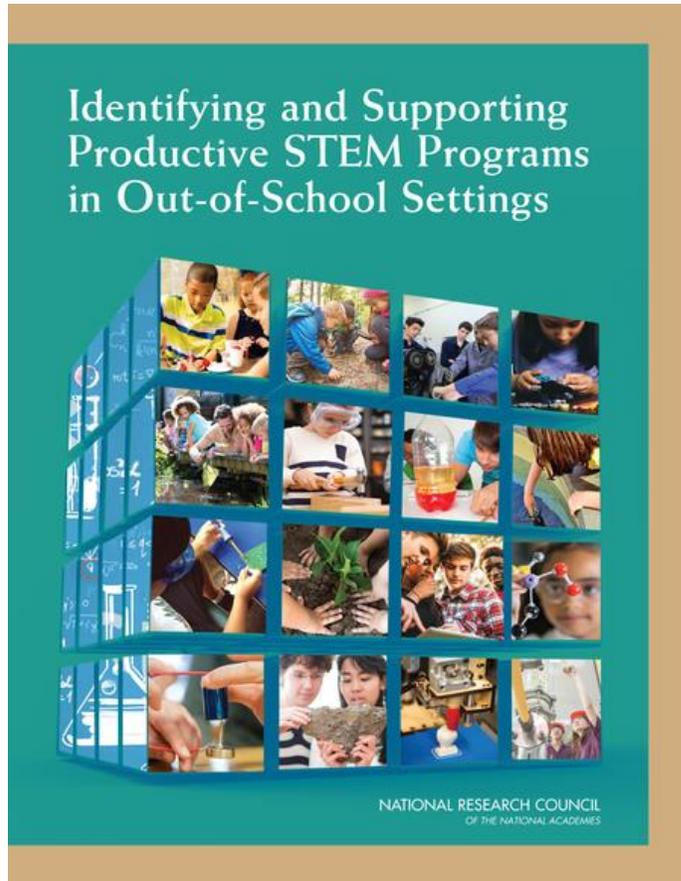
www.afterschoolalliance.org/loaEventKit.cfm



**Resources
to borrow**



Successful programs do these things:



- **ENGAGE** young people intellectually, academically, socially, and emotionally.
- **RESPOND** to young people's interests, experiences, and cultural practices.
- **CONNECT** STEM learning in out-of-school, school, home, and other settings.

What's reasonable for kids to learn?

1. Develop an interest in STEM and STEM learning activities
2. Develop a capacity to productively engage in STEM learning activities
3. Come to value the goals of STEM and STEM learning activities

Framework of youth outcomes		
How did we arrive at these outcomes, indicators and sub-indicators? Read our report <i>Defining youth outcomes for STEM learning in afterschool</i> , accessible here: afterschoolalliance.org/STEM_Outcomes_2013.pdf		
Outcome	Indicator	Sub-Indicators
 <p>Develop an interest in STEM and STEM learning activities.</p> <p>"I like to do this."</p>	<p>You know or can see that youth demonstrate:</p> <p>Active participation in STEM learning opportunities</p>	<p>If you had appropriate tools, you could document the following types of evidence:</p> <p>Active engagement and focus in STEM learning activities Persisting in a task or program; sharing knowledge and ideas; expressing enthusiasm, joy, etc.</p> <p>Pursuit of other out-of-school-time STEM learning opportunities Enrolling in programs; attending programs regularly; reporting performing STEM-related activities at home</p> <p>Pursuit of school STEM learning opportunities Participating more actively in school STEM activities; enrolling in courses; selecting special programs or schools; improving academic achievement</p>
	<p>Curiosity about STEM topics, concepts or practices</p>	<p>Active inquiries into STEM topics, concepts or practices Exploring ideas verbally or physically; questioning, hypothesizing, testing</p> <p>Active information-seeking about mechanical or natural phenomena or objects Conducting internet searches for more information; getting books/journals about STEM; watching TV programs on science, etc.</p>
 <p>Develop a capacity to productively engage in STEM learning activities.</p> <p>"I can do this."</p>	<p>Ability to productively engage in STEM processes of investigation</p>	<p>Demonstration of STEM knowledge Demonstrating increase in knowledge in specific content areas; making connections with everyday world; using scientific terminology</p> <p>Demonstration of STEM skills Formulating questions; testing, exploring, predicting, observing, collecting and analyzing data</p> <p>Demonstration of an understanding of STEM methods of investigation Demonstrating understanding of the nature of science; using evidence-based reasoning and argumentation; demonstrating engineering design practices</p>
	<p>Ability to exercise STEM-relevant life and career skills</p>	<p>Demonstration of mastery of technologies and tools that can assist in STEM investigations Developing capacity to use measurement and other scientific instruments; running computer programs for data analysis; developing effective methods to communicate findings</p> <p>Demonstration of ability to work in teams to conduct STEM investigations Communicating effectively with team members; collaborating effectively with team members; demonstrating leadership on the team</p> <p>Demonstration of applied problem-solving abilities to conduct STEM investigations Engaging in critical thinking; questioning, sequencing, reasoning</p>
 <p>Come to value the goals of STEM and STEM learning activities.</p> <p>"This is important to me."</p>	<p>Understanding of value of STEM in society</p>	<p>Demonstration of an understanding of relevance of STEM to everyday life, including personal life Referencing examples of STEM in everyday life: everyday problems</p> <p>Demonstration of knowledge of important civic, global and local problems that can be addressed by STEM Contributing to projects that address a community need; developing awareness of how STEM is implicated in larger societal issues</p> <p>Demonstration of awareness of opportunities to contribute to society through STEM Engaging in a service-learning project</p>
	<p>Awareness of STEM professions</p>	<p>Development of an understanding of the variety of STEM careers related to different fields of study Gaining knowledge about relevant professions; gaining knowledge of where such jobs and careers exist</p> <p>Demonstration of knowledge of how to pursue STEM careers Acquiring knowledge of what courses are needed to prepare for or pursue STEM degrees; declaring STEM interests or majors</p> <p>Demonstration of awareness that STEM is accessible to all Expressing a desire to meet role models; declaring STEM interests and majors; desiring to become a role model to pave the way for others</p>



STEM PROFESSIONAL DEVELOPMENT FOR
OUT-OF-SCHOOL TIME PROGRAM PROVIDERS

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Click2SciencePD offers STEM
professional development resources
for out-of-school time programs.

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Professional
Development](#)



6 steps to get a meeting with your representatives



Diverse voices gather on Capitol Hill to testify for afterschool



Curriculum & Activities

Check out these engaging and low-cost STEM activities and curriculum that has been developed for and tested in the afterschool setting.



4-H provides STEM curricula for students in grades K-12. Curricula cover a wide range of topics including: aerospace, computers, electricity, physics, kitchen chemistry, and more. Some are available for free, while others have an associated cost.



Afterschool Math Plus contains four themed guides focused on art, music, sport,s and justice. The hands-on, inquiry-based curriculum, which targets students from low-income families (grade 3-8), includes authentic STEM experiences written for informal settings and uses research based strategies to support STEM identity. This curriculum was developed by the [Education Equity Center](#) at fhi360.



BirdSleuth K-12 offers a variety of free and low-cost materials created to engage youth in ornithology and citizen science. The Afterschool Investigators: Nature Detectives curriculum introduces youth in grades 3-8 to the scientific process through hands-on activities. Developed by the Cornell Lab of Ornithology.



Crazy 8s Club is a free afterschool math program with 32 weeks of hands-on activities and games, designed for elementary students of all math abilities. From Bedtime Math.



Tinkering Activity Resources are a compilation of free and low-cost activity guides, books, and resources created to engage youth in STEM by learning from doing, also known as tinkering. From the California Tinkering Afterschool Network, a project of the Exploratorium.

STEM FUEL

Power high-quality afterschool learning in science, technology, engineering and math (STEM). Make the case for expanding and supporting afterschool STEM programs using our [research](#), [tools](#), [courses](#), & [kits](#).

SAY THIS, NOT THAT

Many common arguments have unintended and sometimes unproductive effects. Learn what themes to avoid and some alternatives to advance.

TALKING POINTS

Answer the public's big questions about why afterschool STEM matters, how it works, and how to improve it.

THE STEM SWAMP

Public thinking is like a swamp – and it can be hard to get your messages through. Learn what you're up against!



ONLINE COURSE

A comprehensive look at the research on how the American public thinks about afterschool STEM.



WEBINAR SERIES

An overview of research-based communications strategies that boost public support.



Fairness Across Places

Why does it matter? What's at stake?

FRAMING GUIDES

Download printable cards summarizing tested framing strategies

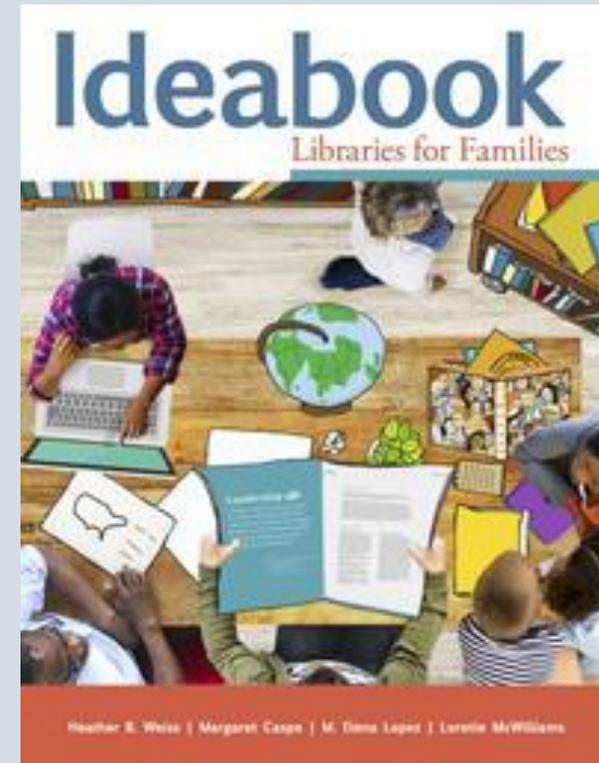


"ACTIVATE" VIDEO

Show this during presentations and events, share it on social media, or post it to your own website!

Next steps with STAR_Net

- Guide with rich descriptions of partnerships
- Partnership spotlights
- Work with Global Family Research Project



Thank you!



Afterschool Alliance