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# GETTING STARTED: AFTERSCHOOL PROGRAMMING IMPLEMENTATION GUIDE

A RESOURCE GUIDE FOR NEBRASKA SCHOOL DISTRICTS  
STARTING AFTERSCHOOL AND SUMMER PROGRAMS

## PUTTING THE WHEELS IN MOTION!

The research shows that high-quality afterschool programs positively impact academic outcomes and social emotional development. ***But what is the first step in the afterschool program planning process?*** This Implementation Guide is for school districts who are in the initial stages of starting an afterschool program. The goal of this guide is to give you an overview of the basic “nuts and bolts” to get your program in motion.

Every school district is at a different starting place—some school districts already have informal programming occurring and other districts are starting from square one. Consider this guide as a launching pad to help equip your school district with a greater vision and plan for moving forward with the development and implementation of your afterschool and summer programs.

As you read through this guide, keep in mind that **successful programs do not start overnight...they begin from a manageable place and develop over time.** The most important step your school district can take is to ***move forward and get started!***

**BSB TOOLKIT:**

[www.bsbt toolkit.com](http://www.bsbt toolkit.com)

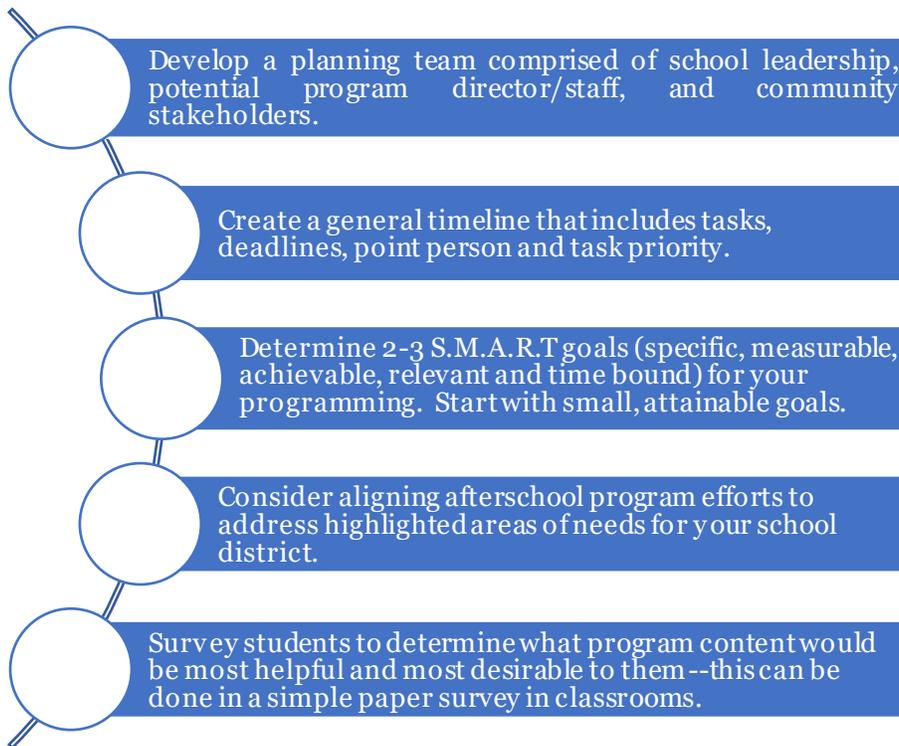
Look for the **BSB Toolkit** box throughout this guide to link to helpful tools and additional resources. Developed by Beyond School Bells, this website provides an extensive array of resources to help your school district in all aspects of afterschool and summer programming.

## How does our school district begin to build the foundation of a high-quality afterschool program?

- ❖ Programming should look **different than the school day**—incorporate **new opportunities**.
- ❖ Academic growth can be attained beyond the traditional means of “homework help” by providing **hands-on, engaging programming** with content rich in math, science, technology, literacy and arts.
- ❖ **Relationship-focused** programming. Hire staff that are engaging, interactive and focused on building positive relationships with students.

# 1. PROGRAM PLANNING

The first few steps in planning a successful, high-quality afterschool program include assessing the needs of your school district. Many school districts are needing to start-up their program as soon as possible. The planning process can be thoughtfully walked through in a short amount of time. Here are some helpful steps to take in this process:



*Where to start?*

*“But we don’t have time to plan for a year!” Is your school district not in a position to form an advisory group prior to the planning stage? It’s okay—do not let this be a stopping place from your school moving forward. This planning work can be completed in a short time frame by a lead school administrator and staff member/s, with input from other school personnel, students and families.*

### **BSB TOOLKIT:**

ELO Program Planning  
[Guide and Tools](#)

## 2. BUDGET

### **SAMPLE BUDGET:** 2022-23 School Year, Afterschool Program

**Dosage:** Two hours a day, 5 days a week for 30 weeks with the target goal of serving 100 students (enrollment 125, average daily attendance 100). Utilize this budget as a general guide for overall costs as you begin to draft your program's detailed budget.

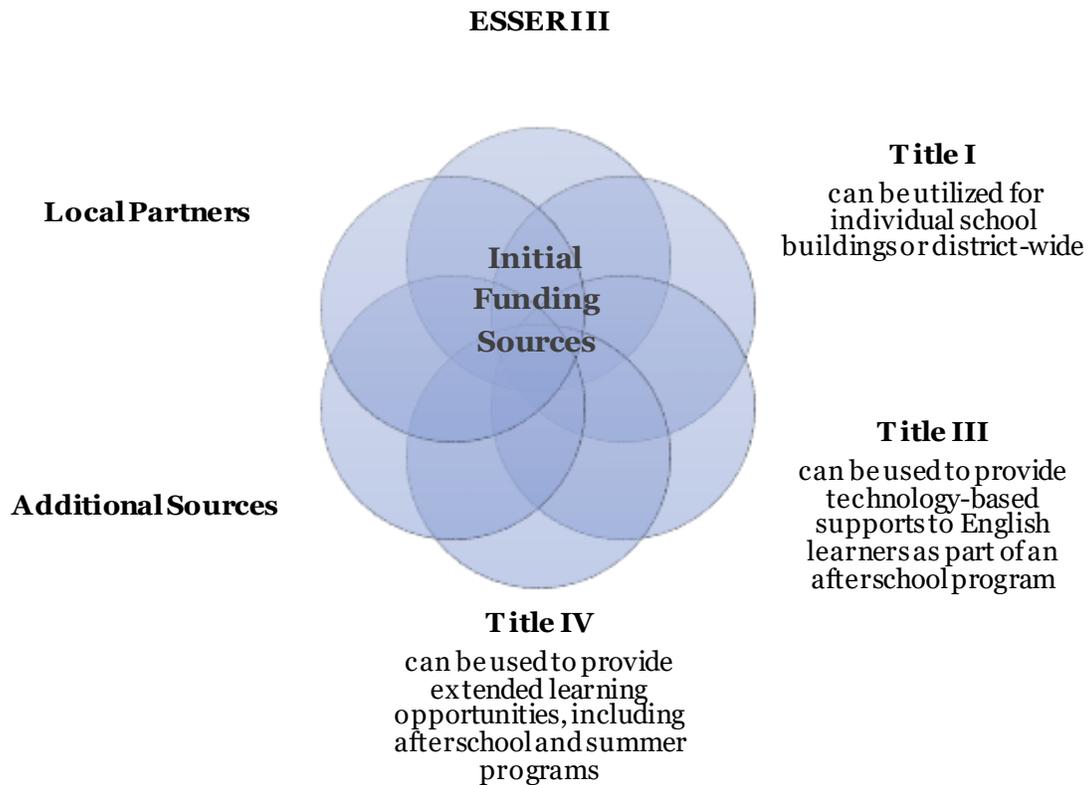
- Adjust staffing and supplies category depending on your total dosage (time and students served).
- This guide does not incorporate benefits into the staffing costs. For school-based staff, this cost will need to be incorporated into your budget.

Line Item	Calculation	Total
<b>One Program Director</b>	<i>Part-time @ 18 hrs. per week for 30 weeks at rate of \$25 per hour. The 18 hours a week include 12 programming hours and 6 admin hours. Also, an additional 4 weeks of pay @ 20 hours a week for program planning/set-up.</i>	\$15,500
<b>Three Program Staff</b>	<i>Part-time @ 12 hours a week for 30 weeks at rate of \$15 per hour. This includes an additional 40 hours of planning prep/staff meetings/PD throughout the school year.</i>	\$6,000 x 3= \$18,000
<b>3-4 High School Student Staff</b>	<i>Part-time @ 10 hours a week for 30 weeks at rate of \$10 per hour. This includes an additional 40 hours of planning prep/staff meetings/PD throughout the school year.</i>	\$3,400 x 4= \$13,600
	<b>STAFFING Estimate</b>	\$47,100
<b>TMC Materials/Supplies</b>	<i>Ordered through prepared supply lists—primarily purchased from Amazon. As well as some supplies bought locally. **two-thirds of these supplies are non-consumable and can be utilized for year-round programming.</i>	\$7,500
<b>General Materials/Supplies</b>	<i>General program supplies and materials. Also, supplies for curriculum.</i>	\$5,000
	<b>SUPPLIES Estimate</b>	\$12,500
<b>Marketing</b>	<i>All printing costs, advertisements, other costs related to marketing of program</i>	\$500
<b>Special Events</b>	<i>Family, Student and Community Engagement: Lights on Afterschool events, Family Nights, Program Showcase Events (includes food)</i>	\$2,000
<b>Snacks/Meals</b>	<i>Snacks for afterschool program and meals for no-school/teacher work-day programming *See Snacks Section regarding funding, this is supplemental to having most of the snack costs covered</i>	\$400*
<b>Transportation</b>	<i>Additional costs for bussing for students in afterschool program?</i>	
	<b>TOTAL COSTS</b>	\$62,500

# Sustainability and Funding Sources

While many school districts have been granted ESSER III grants to fund your afterschool program, it is important to examine other funding sources to utilize now and for the future. Sustainability planning should always be thoughtfully considered as you begin to develop your program. Consider the initial funding sources available to school districts outlined in the graphic below.

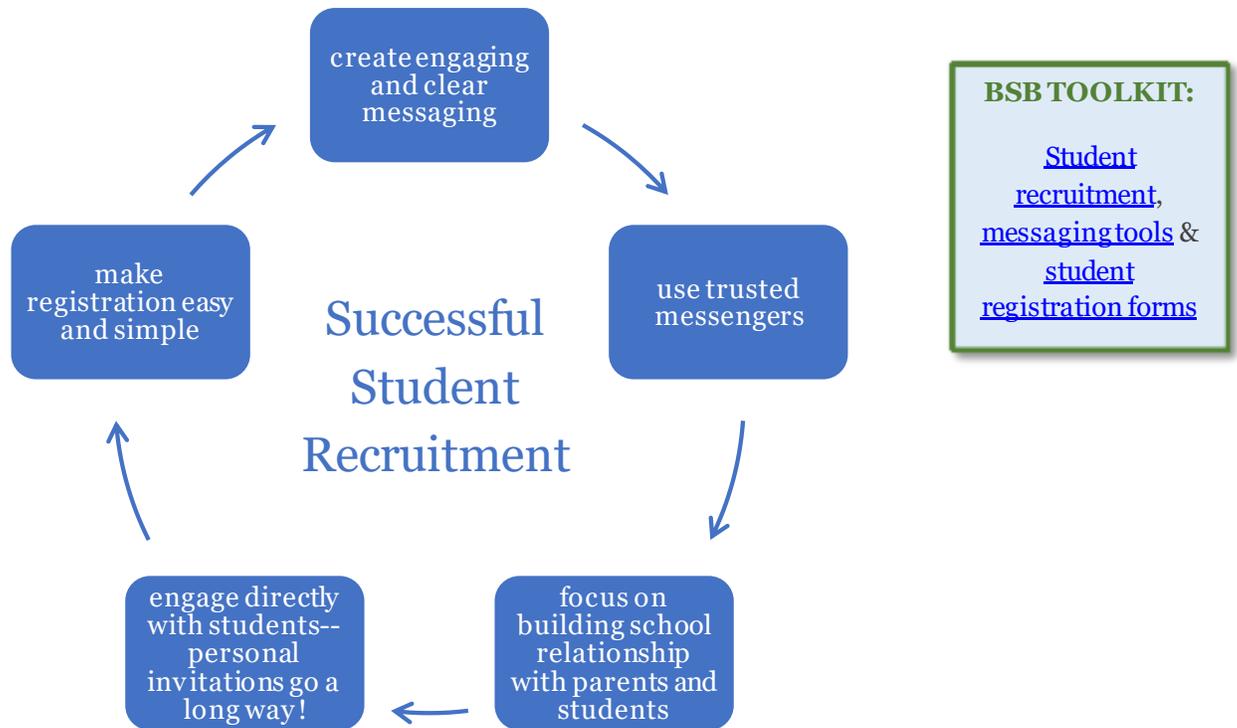
*\*\*As a long-term goal, consider and plan to apply for a Nebraska 21<sup>st</sup> CCLC grant for eligible school sites.*



**BSB TOOLKIT:**  
[Sustainability Planning Guides and Tools](#) and additional [Funding Resources](#)

# 3. STUDENT RECRUITMENT & RETENTION

While research shows there is a clear need for afterschool from multiple stakeholders (schools, families, students, community)—being purposeful in recruiting students to your program is essential to successfully getting your program started and retaining students. Without clear and engaging messaging, easy registration and an intentional invitation to attend, your school district will not have the registration and participation that you are seeking. When thinking through recruitment and retention, incorporate these key elements below.



\*Wallace Foundation, Value of OST Time

Student Retention	Inclusive Programming
<ul style="list-style-type: none"> <li>• Create engaging academic and enrichment opportunities that excite students and actively market the programs as engaging activities rather than solely on remedial academic work.</li> <li>• Offer programs to multiple grade levels to address the needs of families with more than one student participating in programming.</li> <li>• Create recruitment and attendance policies that support higher attendance rates and celebrate participation.</li> </ul>	<ul style="list-style-type: none"> <li>• As you design your afterschool program model, be thoughtful in that your plans for student recruitment, family engagement, and program supports are inclusive and create a sense of belonging among all students.</li> <li>• Review program curriculum and activities, as well as program space, to ensure inclusivity.</li> </ul>

# 4. STAFFING

As you plan for afterschool, look beyond staffing solely with school personnel and think innovatively about hiring high school students as staff, partnering with local colleges and bringing local partners to the table to provide programming/staffing. As it is always a goal to ensure program staff are representative of students and families that are served, hiring local high school and college students will help attain this goal.



Staffing Considerations	
School Personnel	<ul style="list-style-type: none"> <li>Recruit teachers and paraprofessionals who have an enthusiasm for afterschool programming, who connect well with students and are excited to facilitate hands-on learning with students. Hiring teachers that are burnt out from the school-day impacts their ability to fully engage in out-of-school time learning.</li> <li>Keep in mind that teachers and paraprofessionals will be paid at a higher rate than other staff due to overtime and contracts--hiring only this category of staff is costly and impacts long-term sustainability.</li> <li>It is recommended to choose a program director who is a school-day teacher or paraprofessional.</li> </ul>
HS Students	<p>This is a model that many Nebraska programs have found to be very successful for their program. Benefits of utilizing high school students as program staff include:</p> <ul style="list-style-type: none"> <li>Students look up to older high school students as role models and desire opportunities to be able to interact with them. In turn, this creates higher student engagement in programming, as they are excited to having high school students are their program teachers.</li> <li>High school students are looking for part-time, limited hours of work—their schedules better fit the hours of summer and afterschool hours than hiring traditional staff.</li> <li>This staffing model creates program partnerships with high school CTSOs (career technical service organizations)—there are many innovative ways to utilize this partnership as a continuous pipeline for hiring HS student staff as well as for program content/delivery.</li> <li>High school students often demonstrate higher engagement and energy towards the program content.</li> <li>Provides greater long-term sustainability for programs, as staffing costs (wages) are lower than traditional staff.</li> </ul>
College Students	<ul style="list-style-type: none"> <li>If there is a college near your school district, consider developing a partnership with certain academic departments to recruit staff.</li> <li>Post job openings online through the campus career center.</li> </ul>
Local Partners	<ul style="list-style-type: none"> <li>Local partners (such as 4-H, Parks and Rec departments, Game &amp; Parks, etc) are experienced in providing programming and key elements that make afterschool feel different than a typical school day.</li> <li>Local partners often provide staff that facilitate their programming—this can be done for free or low-cost.</li> </ul>

**BSB TOOLKIT:**

[Staffing tools](#) (sample applications, interview questions, etc) & [HS staffing model](#) resources

# 5. LOCAL PARTNERS

Local partnerships are essential to providing high-quality, sustainable afterschool and summer programming. Building these partnerships takes time and energy. As your school district's program begins to develop, this is an area that is critical to invest your efforts in. At this moment, you are just starting to build your program and this may seem like an overwhelming task—remember, it is a process. Beyond School Bells has an extensive array of resources to help you navigate and build local partnerships.

For now, start with one or two key local partnerships as you begin your programming. Explore partnerships with local community-based organizations that have experience and demonstrated success in working with youth. Several community-based organizations offer programming and are experienced in providing key elements that make afterschool feel different than a typical school day. These elements can include strong family engagement and interaction with community services. Examples of these organizations that are present in nearly all Nebraska communities include UNL 4-H Extension and local public libraries. These are often the two go-to partners for Nebraska school-based programs that are just starting. Also, consider other state partners that may be able to provide staff training and virtual curriculum/programming for students.

**Initial ways that a local organization can partner with your program:**

	Provide PD or training to program staff
Provide curriculum and/or materials for a club or makerspace activity. This could be in-person or virtual.	
	Facilitate a club with their organization's programming (i.e. 4H-Robotics Club)

**BSB TOOLKIT:**  
Partnership & Sustainability  
Planning [Guides and Tools](#)

## 6. PROGRAM SCHEDULE

**\*\*SAMPLE\*\***

Time	M/W/F	T/TH
3:30 p.m.	Check-in Snack/Movement	Check-in Snack/Movement
4:00 p.m.	Club Time	TMC Makerspace
4:50 p.m.	Tutoring/ Homework Help	Tutoring/ Homework Help
5:30 p.m.	Dismissal	Dismissal

### DOSAGE

Ideally, afterschool programs should operate 12-15 hours per week, at least 130 days per school year. However, when school districts are just starting their programs, the dosage may be less. If five days a week is not possible, consider 3-4 days a week to begin. Use the framework below for reference as you to develop your program's schedule.

Activity	Description
Snack Movement Daily Check-In	<ul style="list-style-type: none"> <li>❖ Student check-in—this is an opportunity for a staff person/s to personally greet each student</li> <li>❖ Provide healthy snack</li> <li>❖ Allow for students to have 10-15 minutes to play in the gym/playground—providing them with a movement break between the school day and afterschool program will improve their attentiveness and engagement.</li> </ul>
Club Time	<ul style="list-style-type: none"> <li>❖ The ideal club size is 8-12 students; dependent on student enrollment and staffing.</li> <li>❖ Offer 3-4 club choices (based on enrollment size). Student choice allows for greater engagement.</li> <li>❖ In your first semester of programming, your school district may only offer 1-2 clubs—and that is okay! Start at a manageable place and build from there.</li> <li>❖ BSB curricula and TMC makerspace can be utilized for club time. Additionally, this is an opportunity for program partners to facilitate a club with their programming (for example, 4-H Cooking Club).</li> </ul>
Tutoring/ Homework Help	Yes, this is purposely placed <i>AFTER</i> club time. Students have been in their traditional learning environment for the entire day. By first providing them with an opportunity to eat a healthy snack, have a movement break and participate in an expanded learning opportunity through their club/makerspace time—students <i>will be more focused and engaged</i> in homework help/tutoring time.
Dismissal	Have parents utilize a check-out system (there are many electronic registration systems that can be utilized for check-in/check-out). Also, this is when transportation/bussing may need to be provided by the school district for participating students to ensure greater enrollment and participation.

# 7. PROGRAMMING

## BSB Curriculum

Over the past five years, BSB has been researching, developing, piloting and revising our curricula designed for afterschool and summer ELO programs. The hands-on, engaging and experiential curriculum has been designed with frameworks that allow for customization and engaging local partners. All curricula listed below is designed for students in grades K-8.

When reviewing the curricula, refer to the curricula length/lesson timeframes. If possible, we recommend that you customize a curricula to engage local partners. BSB staff can provide your program with support in customizing curricula, establishing timeframes that fit your schedule and engaging local partners.

**BSB TOOLKIT:**  
Review and download [BSB curricula](#)

BSB CURRICULA		
<b>Citizenship</b>	Forming a More Perfect Union	
<b>College &amp; Career Readiness</b>	“So you want to be a...”	
<b>Engineering</b>	Aviation CityBuild 2040	Mission to Mars 2.0 Structural Science
<b>Environmental Education</b>	BioBlitz Environmental Scavenger Hunt Food Waste Solar Power	Tree-a-thon Waste Wind Energy
<b>SEL (Social Emotional Learning)</b>	Mindfulness	
<b>Science</b>	Kitchen Science	Sports Science
<b>Theater Arts</b>	Alice in Wonderland Peter Pan Sword in the Stone	Treasure Island The Mitten

## TMC Makerspace



The Think Make Create (TMC) Lab is a unique mobile maker platform specifically designed to meet Nebraska's rural Expanded Learning Opportunity programs. The TMC Lab is a project of Beyond School Bells that began in 2014. The "Lab" is a 6x12 foot trailer that can easily be transported for use at ELO program sites and community-based learning sites. The interior of the trailer has been specifically designed to maximize storage of supplies and projects. Tinkering and making occurs

outside of the trailer—either outside the trailer utilizing TMC tables and pop-up canopies or inside. Information, pictures and extensive resources for the TMC Lab and trailer can be found on Beyond School Bells website at <https://beyondschoolbells.org/mobile-maker-space/>

Even without the purchase of the trailer, the TMC Lab can still be fully implemented into your afterschool program. TMC Labs is designed to allow for a wide range of tinkering and makerspace activities. The TMC Lab is outfitted with storage bins that contain a vast amount of supplies—from electronics, crafting supplies, textiles/sewing, paints, arts, STEM manipulatives, etc. Additionally, cardboard and recyclables are an integral component to TMC activities.

TMC Labs encourages activities that allow for tinkering, creativity and student-led design. To help jump-start this process and provide ELO programs with initial activities, a TMC Activity Guide has been developed. This is a hardbound binder—over fifty makerspace activities and necessary supplies are outlined. Sample activities can be found on the BSB website at <https://beyondschoolbells.org/mobile-maker-space/tmc-activities.html>

## Additional Programming Sources

As mentioned previously, local partners are an incredible asset to afterschool programming. Often times, partners are willing (and wanting!) to facilitate their programming as a club. Many other partners are excited to partner with certain aspects of your programming and clubs. Take time to invest in local partnerships as a key aspect to providing new opportunities for engaging programming.

In addition to local partners, there are many state and national organizations that provide exceptional afterschool programming. This ranges from virtual field trips and curricula from Omaha's Henry Doorly Zoo to participating in a national coding afterschool program. The BSB Toolkit has outlined many of these key afterschool partners, curricula and activities to incorporate into your afterschool programming.

### **BSB TOOLKIT:**

[Programming Activities, Curricula & Resources.](#)

Also, visit [Centers of Excellence](#) for NE based programs providing curricula and coaching

## 8. SNACKS & MEALS

As a school district offering afterschool programming, it is recommended you participate in the applicable USDA nutrition programs to receive supplemental funding for the cost of meals/snacks. Consider offering a daily, nutritious meal or snack that meets the requirements of the USDA National School Breakfast/Lunch Program (NSLP), Child and Adult Care Food Program (CACFP) or Summer Food Service Program (including meal supplements) based on when programming is offered.

Recommendations are to provide a daily, afterschool nutritious snack and on non-school days to provide a daily nutritious breakfast, lunch, and/or snack (dependent on hours of operation).

For applications, technical assistance, or information regarding any of these programs, including the After School Meals Program, contact Nutrition Services, Nebraska Department of Education, at 800-731-2233 or 402-471-2488 or their [web site](#).

Mizzen by Mott is an innovative all-in-one FREE afterschool tool designed to help you plan and deliver programming.

## ADDITIONAL RESOURCES

[Link to additional resources](#) of state and national organizations supporting afterschool and summer programming can be found on the [Beyond School Bells website](#).

[Mizzen by Mott](#): innovative all-in-one free tool designed to help you plan and deliver afterschool programming.

[Click2Science](#): STEM professional development resources for afterschool providers.



Nebraska Children and Families Foundation

215 Centennial Mall South, Suite 200

Lincoln, NE 68508

[www.beyondschoolbells.org](http://www.beyondschoolbells.org)