



Pathway to Excellence



School's Out Washington provides services and guidance for organizations to ensure all young people have safe places to learn and grow when not in school. School's Out is dedicated to building community systems to support quality out-of-school time programs for Washington's 5-18 year olds through training, advocacy and leadership.



The logo features a white arch over the year '2009', with the word 'BRIDGE' in large, bold, white capital letters below it. To the right of the word 'BRIDGE' is the subtitle 'The Bridge from School to Afterschool and Back' in a smaller, white, italicized serif font.

2009
BRIDGE *The Bridge from School
to Afterschool and Back*

- Focus on strengthening the partnerships between afterschool programs and schools serving youth in grades K-12
- Presenters and speakers are recruited to explore different points of view, cutting-edge research and the latest applications which benefit young people across the country
- Participants include policy makers, program and school administrators, educators and ALL other leaders engaged in supporting the “afterschool movement”

On-site Training Overview



- Since 1987, 32,288 hours of on-site training delivered
- Right now, 20 Trainers offer contracted services to 90 program sites in Seattle
- In 1999, training model implemented across WA State through the Washington Regional Afterschool Project (WRAP)

On-site Training Outcomes

1. Strengthening relationships with schools to improve children's academic and life success.
2. Exploring avenues to infuse math, reading and science into current programming.
3. Improving communication and teamwork among staff.
4. Ongoing exploration of cultural relevancy and anti-bias within the program and the surrounding community to value the diversity of children within afterschool programs.

On-site Training Outcomes, cont.

5. Improving strategies for family engagement, community outreach and service learning opportunities.
6. Identifying best practices in behavior management, conflict resolution, children with special needs, program transitions and program planning.
7. Intentionally using the developmental assets and learning standards as elements that are incorporated into activity planning.

City of Seattle 2008 Impact

- In 2008, 96% of the City of Seattle programs that received on-site training from SOWA reported noticeable positive change in their staff's skills and abilities.
- Programs Served: 90
- Children Impacted: 8,000+
- Adults Trained: 600+



Photo by Carina del Rosario

Pathway to Excellence:

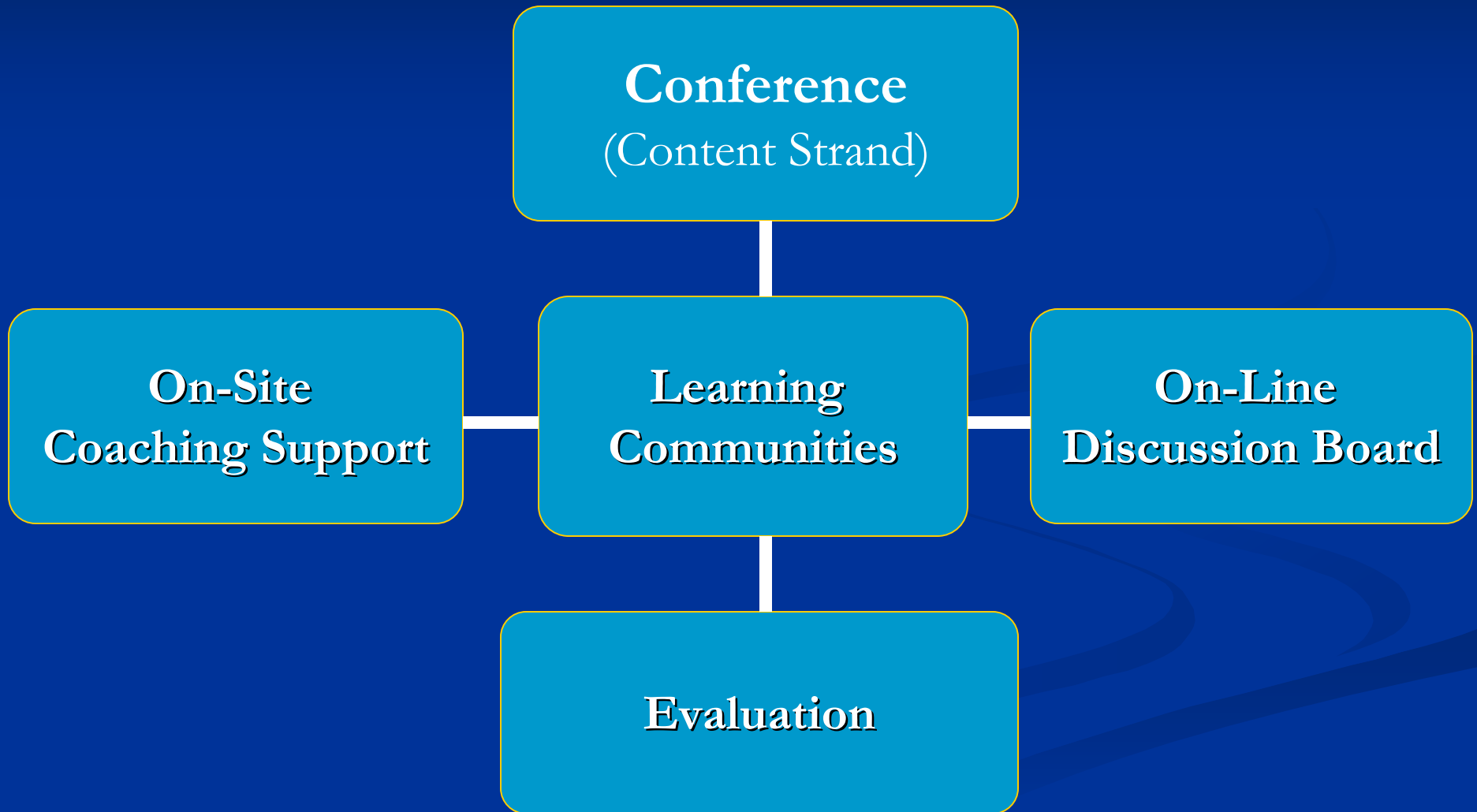
An Innovative Professional Development Model

A four-year project funded by Atlantic Philanthropies



Conference Innovation Model

Components:



Conference

- An identified Content Strand is presented at an afterschool state, regional or national conference to a cohort of supervisors and frontline staff.
- Coaches and program staff are trained together on a specific content strand. They stay together for all scheduled content strand trainings held during the conference.
- The cohort has an opportunity to attend other sessions offered at the conference.

PTE Sessions at *Bridge* Conference



Eileen Aparis -Seattle Youth Employment Program (SYEP)



Year One and Two Content Strand:



English Language Learners

Supporting English Language Learners

- The Center for Afterschool Education's Afterschool Style English Language Learner's (ELL) Series was presented at the annual Bridge Conference.

Three part series:

1. Connecting with Learners, Families & Communities
2. English Language Learning, Afterschool Style
3. It's More Than Just Talk

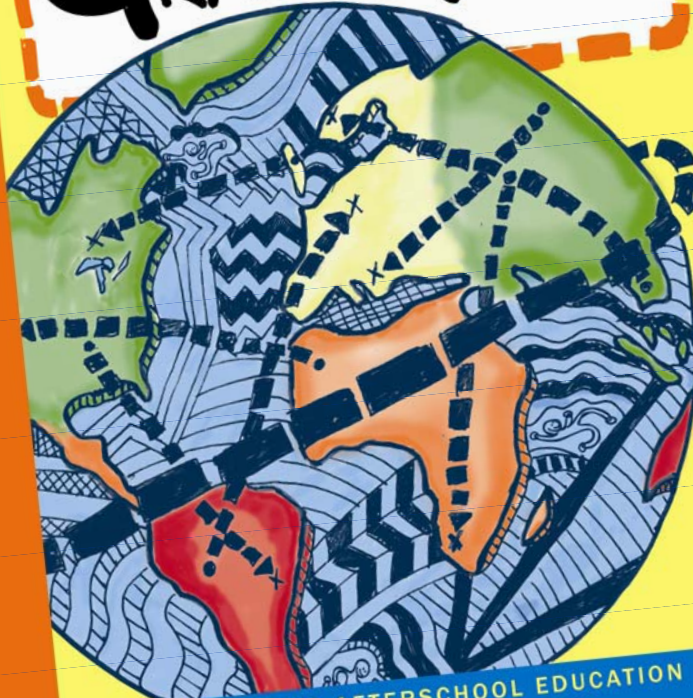
A F R I C A R U S S I A C H A D M E X I C O
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L H N O S V T I B S P A N I S H C N I F Q N
E G Y P T I N D I A T A R S R I L A N K A E
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G R E E C E A U S T R A L I A B R A Z I L C
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D E N M A R K D J A T A M A R A S N I A D N
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More Than Just Talk

English Language Learning
in Afterschool

afterschool STYLE GUIDE

GLOBAL GRAFFITI WALL



CENTER FOR AFTERSCHOOL EDUCATION
FOUNDATIONS, INC.

listen and
directions.

care for
erty of
and others.

4. I will use an
appropriate voice
and words.

6. I will do my
best!

5. Conference with parent

Rewards

1. Gotcha Cards
2. Prize drawings
3. A happy, fun, and safe environment.
4. Celebration activities



Violation
Ticket



WORDS:

Example TALE

See	Grab
Mad	Die
met	Run
bet	can
at	ten

SECH

Nice
for
the
hat
bar
Lain
and
you

G	R	L	E	O
E	A	B	C	S
T	L	E	N	R
A	F	E	I	D
E	S	M	A	T

Try to connect the letters
and make as many words as
you can!



Amelia Gonzales-Kahn

International Housing Alliance-WILD program





Deborah Barnes

Pathway to Excellence Coach

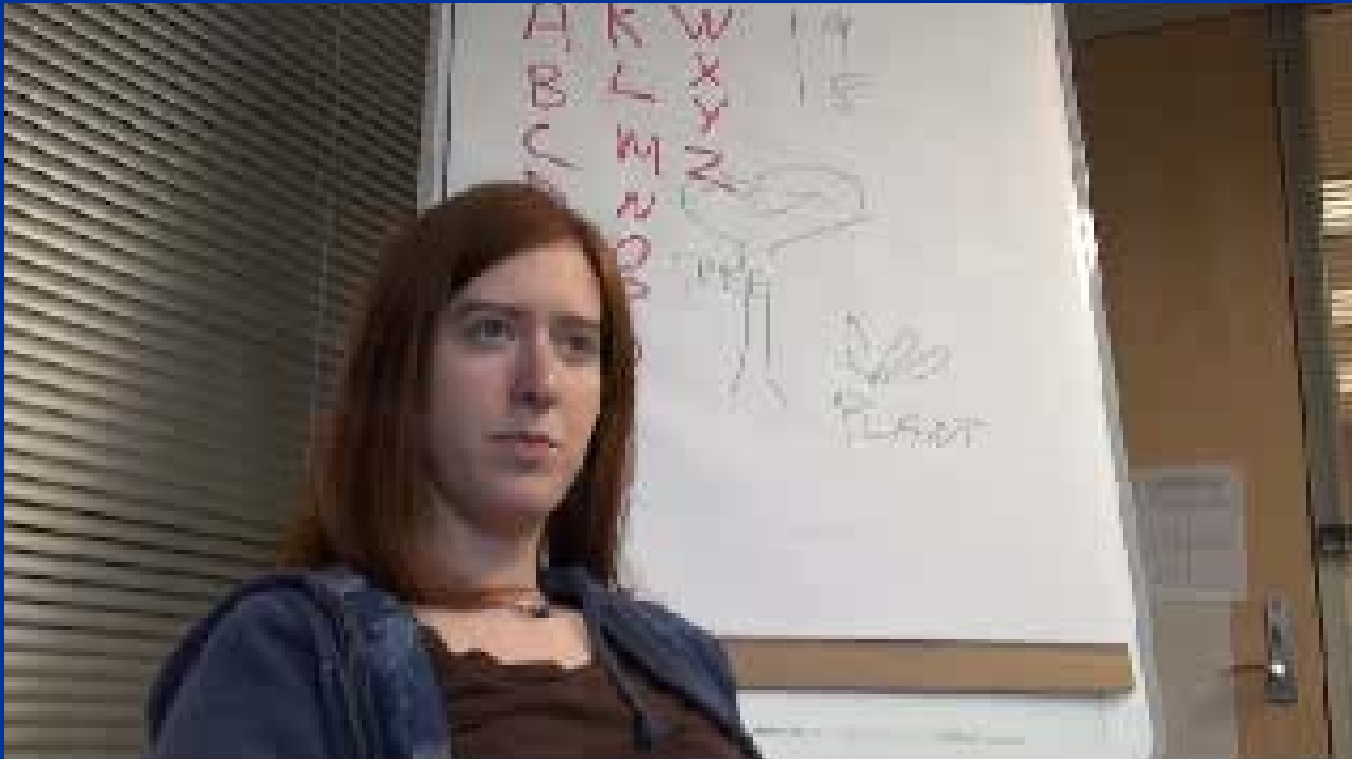


Coaching Support

- Sites receive 6 hours of coaching support a month during the school year
- Coaches support program staff through:
 - on-site visits
 - modeling
 - virtual coaching
 - supporting the on- line discussion board
- Coaches assist sites with evaluation

Melody Waring

East African Community Services





On-Site Coaching



James Lovell

Vietnamese Friendship Association



Learning Communities

- Consists of 6 program sites per geographic region supported by one coach
- Meets 4 times a year
- Provides:
 - peer support
 - resource sharing
 - additional content strand training
 - community building opportunities

Jennifer Jan

Chinese Information Service Center





Learning Communities



Deborah Barnes

Pathway to Excellence Coach



On-Line Discussion Board

- Members stay connected, dialogue, and post relevant information and activities
- We used *yahoo groups* in year two of the project.
- How members sign up:
 - 1) Members are sent an invite from forum moderator to their email address.
 - 2) Members accept invite and are guided through process of registration.
 - 3) Moderator approves membership.
 - 4) Members can post questions, share strategies and resources, etc.

Online Discussion Board

pathwaytoexcellence : The Pathway to Excellence Project 08_09 - Windows Internet Explorer

http://groups.yahoo.com/group/pathwaytoexcellence/

File Edit View Favorites Tools Help

pathwaytoexcellence : The Pathway to Excellence Pr...

pathwaytoexcellence : The Pathway to Excellence Project 08_09

Search for other groups... Search

Home

Messages

Pending

Spam? [Delete]

Post

Files

Photos

Links

Polls

Members

Pending

Calendar

Promote

Invite

Management

Groups Labs (Beta)

Applications

Info Settings

Group Information

Members: 38

Category: Other

Founded: Sep 10, 2008

Language: English

Yahoo! Groups Tips

Did you know...
Real people. Real stories. See how Yahoo! Groups impacts members worldwide.

Best of Y! Groups

✓ If you are (or were) experiencing problems with Yahoo! groups, visit the [Groups blog](#) for more information

Home

⚠ Pending members require your approval. If you take no action, they will automatically expire after 14 days.


Management Tasks: 1 Member Waiting For Approval

Activity within 7 days: 2 New Messages

Description (Edit)

Pathway to Excellence Project 2008-2009

The Pathway to Excellence Project (PTE) is a four year project made possible by a grant awarded to School's Out Washington (SOWA) from The Atlantic Philanthropies. The overarching goal of the project is to plan, implement and evaluate professional development within the field of afterschool. The main objective of the project is to recruit and develop learning communities from across the Pacific Northwest to participate in SOWA's annual The Bridge from School to Afterschool and Back Conference (Bridge) and to receive site-based coaching throughout the year. Program participants will attend content specific sessions at Bridge, acquire specific ideas and activities on how to better support children and youth in their programs, and receive on-site coaching on these ideas. Those programs will have training and support through the year to implement what they have learned at the conference. In the first two years, the PTE Project is focused specifically on supporting English Language Learners.


SCHOOL'S OUT
WASHINGTON
TRAINING • ADVOCACY • LEADERSHIP
OregonASK
after school for kids

Most Recent Messages (View All)
(Group by Topic)

Search: Search Advanced Start Topic

Re: ELL Learning Activities
Depeding on your space and available staff... when we have at least five staff and over 20 youth (varying grade and skill level is great!) we divide them into
Posted - Fri Apr 3, 2009 5:27 pm

Learning Activities
hello!! [:)] I know I hit the send button, and I know it was confirmed, but as I'm new to posting and I dont know exactly what's going on, I'm just going to
Posted - Wed Apr 1, 2009 3:24 am

New file uploaded to pathwaytoexcellence
Hello, This email message is a notification to let you know that a file has been uploaded to the Files area of the pathwaytoexcellence group. File :
Posted - Fri Mar 27, 2009 1:25 am

Re: Advocating for youth voice and choice
As a youth leadership development program, we try to establish an expectation that students advocate for themselves and others. There are a few different ways
Posted - Fri Mar 27, 2009 12:57 am

Re: ELL Learning Activities
Another great word game is Apples to Apples... I use the junior edition with our high school students, just because they don't always get the pop culture
Posted - Fri Mar 27, 2009 12:40 am

Amber Trigg
springwoodamber
Offline
Send Email

springwoodamber
Offline
Send Email

pathwaytoexcellence@y...
Send Email

amaliagk
Offline
Send Email

amaliagk
Offline
Send Email

Done

Internet 100%

Jennifer Gaudinier

Center for Human Services-Northshore



Pathway to Excellence (PTE):
Evaluating a Professional
Development Coaching Model
for Afterschool Programs

-Progress to Date-
Schools Out Washington
April 2009

PTE Program Components

1. **Professional Development Conference training** (with take-home curriculum and materials)
2. **Individual coaching with program staff** (planning, instruction, modeling, feedback, problem solving)
3. **Learning Communities** (regular meetings with peer programs, sharing best practices)
4. **Additional Supports** (e.g., online discussion boards)

PTE Program Outcomes

- **Increased skills and knowledge among program staff** (e.g., understand English Language Learning development, know and use techniques to keep communication flowing, can customize activities)
- **Program changes that support the implementation of new practices** (e.g., more time for planning, resources allocated, partnerships developed)
- **Increased student engagement** (e.g., students ask questions, pay attention, participate in activities)

PTE Evaluation Design

- 2 Groups:
 - **“Intervention Group”** participates in conference PLUS receives coaching, engages in Learning Communities, and incorporates additional supports (36 programs)
 - **“Comparison Group”** participates in the conference sessions ONLY (36 programs)

- Recruitment:
 - Communities: Seattle, WA (most); Yakima, WA and Portland, OR
 - Afterschool programs self-select into group
 - Groups matched by enrollment size, % ELL students

- 2 Academic Years: 1 year/program; 3 coaches/year

- Baseline and Year-End data collection

PTE Evaluation Design

- Data collection methods
 - Program staff and supervisor self-report
 - Coach assessments of staff
 - Staff and coach assessments of students
 - Program staff interviews and focus groups
 - Coach interviews and focus groups
 - Coaching logs

Year 1 Evaluation Highlights

- There were no statistically significant differences in staff or program changes between the “conference only” and “intervention group.” Given small sample size, this is not too surprising.
- ...However, qualitative data and quantitative trends indicate:
 - ❖ Positive feedback related to **program components**, particularly related to participation in Learning Communities
 - ❖ “Intervention group” reported making more **program changes** than “conference only” group
 - ❖ Programs that were reportedly more “intentional” in participating in the model and ELL professional development experienced greater positive change related to **student engagement**.
- Combining data from Year 1 and Year 2 will increase the power to detect differences between the two groups.

Measuring Student Outcomes

❖ Professional Development “theory”:

(1) Staff knowledge & skills



(2) Program changes



(3) Student outcomes

Looking Ahead

- Outcome Evaluation Report will be available
Fall 2009
- Full report will be available Spring 2010

Lynda Llavore

Pathway to Excellence Coach



School's Out Washington

Contact Information:

Jackie Jainga Hyllseth

Professional Development Director

jhyllseth@schoolsoutwashington.org

Zach Wilson

Education Services Director

zwilson@schoolsoutwashington.org

Website: www.schoolsoutwashington.org