

Chapter 1



Leadership and Management

*Management
is doing
things right;
Leadership is
doing the
right things.*

~Peter F. Drucker

Good leadership and management are the foundations upon which quality programs are built. They allow after school programs to implement strong services and activities, develop school-community partnerships, and create a climate that promotes success.

What Is the Difference Between Leadership and Management? ¹	
LEADERSHIP	MANAGEMENT
Produces forward movement in an organization	Provides consistency and order
Creates significant change	Keeps an operation on time and on budget over the long haul
Provides the conceptual talent necessary to see the historical perspective (both past and future) that facilitates growth, change, and innovation	Provides the operating talent necessary to keep an organization focused on the day-to-day tasks that must be completed if objectives are to be met
Determines whether the ladder of success is leaning against the right wall	Provides efficiency in climbing the ladder of success

How Does Each Look in an After School Program?

Leaders are the ones staff look to for direction, for program cohesion.

- They are the ones who inspire others to work toward the program’s shared vision.
- They set up and facilitate staff meetings.
- They ensure a community’s investment in the program by building relationships with students, school staff, parents, local businesses, and non-profit organizations.
- Keep in mind; good leaders don’t lead all the time. One of the tasks of a leader is to delegate and thus give staff and students opportunities to develop leadership skills too.

Managers organize and implement the program. This means...

- establishing and publishing expectations,
- setting the focus for bulletins,
- monitoring attendance and other required paperwork, and
- ordering supplies.

Managers also implement the best method of communicating with the school’s day teachers (memos, meetings), and establish a consistent behavior system (consequences, mediation, resolution).

Oftentimes, people running after school programs are leaders who also have good management skills, or managers with good leadership skills. The tools that follow will help you develop both areas and ultimately help the program run more smoothly.

¹ Adapted from *Learning to Lead: Effective Leadership Skills for Teachers of Young Children*. Sullivan, Debra Ren-etta. Redleaf Press, 2003.

LEVEL 1 The Site Coordinator has established basic systems for day-to-day program operations.			
1. The after school program has a basic structure in place: <input type="checkbox"/> All staff are hired. <input type="checkbox"/> The program schedule is posted. <input type="checkbox"/> Classrooms are assigned. <input type="checkbox"/> Procedures for snacks and sign-in/out are established. In addition, staff, students, parents, and the school community are aware of program procedures and expectations.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
2. The program has an effective communication system: <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Others	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
3. The program has relationships with: <input type="checkbox"/> Staff <input type="checkbox"/> Students <input type="checkbox"/> Parents (whose names are known) <input type="checkbox"/> The school community (through events, newsletters, etc.)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
LEVEL 2 There is an established philosophy and framework for program success.			
4. The program has a vision, mission, and goals that are shared with stakeholders.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
5. Staff and youth are given ample leadership opportunities.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
LEVEL 3 The program has sustainable management and leadership structures.			
6. The program has a sustainability plan.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
7. The program has an after school advisory board or leadership team.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
8. The program conducts regular evaluations, solicits feedback from key stakeholders, and uses the data in designing services.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS

Level 1: The Site Coordinator has established basic systems for day-to-day program operations.

- ❑ Make sure basic program management infrastructures are in place. Post the program schedule, assign classrooms for specific activities, and establish procedures for snack and sign-in/out. Communicate these procedures and expectations with staff, students, parents, and the school community.
- ❑ Build relationships with students, staff, parents, and teachers through Family Nights, a newsletter, or showcase events that celebrate student work.
- ❑ Develop an effective communication system such as an event board, newsletter, or weekly memo. Make sure you reach parents, students, teachers, principals, and others in the community.

Level 2: There is an established philosophy and framework for program success.

- ❑ Create a mission, vision, and goals for your program. Involve staff, students, and parents in this process.
- ❑ Provide leadership opportunities for staff, students, and parents. For example, staff can facilitate program meetings. Students might distribute snacks or collect attendance.
- ❑ Use “action plans” to drive the program forward.

Level 3: The program has sustainable management and leadership structures.

- ❑ Develop a sustainability plan that take into account grants, partnerships, and fundraising.
- ❑ Foster the creation of an after school advisory board.
- ❑ Conduct regular evaluations and solicit feedback from key stakeholders. Use the results to guide program design.

How To Ensure Effective Program Management

Set Clear Staff Expectations

Expectations need to be communicated before and after staff are hired. Gather the staff as a group, and:

- Give everyone an opportunity to review job descriptions and expectations together.
- Clearly communicate proper staff behavior, program rules, staff schedule, timecards, calling in sick, lessons plans, timelines, etc.
- Revisit expectations as needed throughout the year, during regular scheduled staff meetings or with individuals privately.

Designate Assigned Classrooms and Space

- Assigned classrooms and space will give you the overall blueprint of how activities need to be implemented and transitions monitored.
- Locations of space will determine the flow of transitions and expose areas in need of more supervision or structure.
- The size of the space allocated to you will also determine what activities will work best in the space provided.

Develop a Program Schedule

The program schedule is essential to the overall structure of your program. When developing your program schedule, consider:

- Smooth transitions between activities will eliminate unorganized chaos.
- Program activities should always meet after school grant requirements and should aim to have a skill building component.
- Behavior challenges and staff burn out will most likely occur if activities are not engaging to the youth and staff teaching them.

Create, Share, and Reinforce Program Rules

Program rules that are created by the youth in the program leads to youth buy-in and ownership. Students are empowered to keep themselves and their peers in check. Post program rules throughout the school so that everyone can see.

Establish a Consistent Behavior System and Consequences

Ideally, the after school behavior system should be the same behavior system that the school day has adopted so that youth do not have to learn a whole new system for the after school program. This way youth are aware of expectations, rules, and consequences and will be better prepared to enter the after school program. The behavior system must be clear, consistent, and offer follow-up with the youth and their parent/caregiver.

Develop Procedures for Snack Distribution

Procedures for snack distribution must be organized and clear to the students and the staff distributing the snacks.

Communicate Program Sign-in/Out Procedures

Program sign-in/out procedures must be clear to staff, students, site administration, school day teachers, parents, and caregivers. Program accountability will increase and liability decrease if these procedures are well organized and highly monitored to account for students' safety and whereabouts.

Build a Communication System

An organized and clear communication system with follow-up must be established for staff, students, parents, school day teachers, and site administration. The way you communicate information with each one will vary on what it is, how it's done, and when it's shared. Consistency of the information shared will get all parties on the same page.

TOOL BOX

What Should I Have In My Tool Box?

- A staff manual that puts into writing all policies and procedures
- Copies of the program schedule for all staff, students, parents, and teachers
- Printed copies of the program rules, rewards, and consequences system for all participants and families
- A sign-in/out binder
- A communication system (cards with your phone number, a mailbox to receive notes, an e-mail address, etc.)

Sample Program Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
2:40-3:05	Community Building	Community Building	Community Building	Community Building	2:40-2:45 Attendance in classrooms
3:05-3:20	Snack	Snack	Snack	Snack	
3:20-3:40	Outside Recess/ Inside Play	Outside Recess/ Inside Play	Outside Recess/ Inside Play	Outside Recess/ Inside Play	2:50-5:00 Field Trip
3:40-3:45	Transition	Transition	Transition	Transition	
3:45-4:35	Kidzlit/ Read-Aloud	Enrichment Electives	Kidzlit/ Read-Aloud	Enrichment Electives	
4:35-4:55	Break	Break	Break	Break	
4:55-5:00	Transition	Transition	Transition	Transition	
5:00-5:45	Homework Help and Skill Building	Homework Help and Skill Building	Homework Help and Skill Building	Homework Help and Skill Building	
5:45-6:00	Clean-Up and Closing Activity	Clean-Up and Closing Activity	Clean-Up and Closing Activity	Clean-Up and Closing Activity	

How To Create a Program Vision and Mission

Begin developing your mission, goals, and objectives at the beginning of the year by collecting input from students, teachers, parents, and your site administrator on what their goals and vision for the program are. You can collect program mission information from stakeholders in fun ways: distributing index cards to be filled out and placed in a “mission” box, leading brainstorming sessions during the program or at a staff meeting, or distributing a “mission” survey.

Hold a contest for students to design a logo or mascot that represents your program’s mission.

Find a quote or coin a phrase that sums up your mission and include it on the program materials you distribute.

Design a program fact sheet that succinctly explains your program. Share the sheet with everyone who comes to visit your program.

Post your mission statement and goals around the program area. Put them on all materials, letters, and flyers you distribute.

Create a bulletin board in the school that highlights your mission and goals by showcasing activities that are aligned with that mission.

Share program information and materials with potential partners, local agencies, and the community at large via program fact sheets, brochures, and flyers.

Keep your dream alive by asking yourself, “How is this activity helping the program meet our mission, goals, and objectives?”

Honor a staff or student of the month whose work honors the program’s dream. Distribute certificates and awards at assemblies or meetings to your awardees.

TOOL BOX

What Should I Have In My Tool Box?

- Sample visions or missions from other organizations
- A vision/mission planning sheet
- Access to key stakeholders that will best inform the creation of your vision
- Survey data or focus group information that will help to guide the creation of the vision

BUDGET

I Have A Tight Budget, What’s This Going To Cost Me?

- Incentives for community participants to participate in and support the creation of the vision

Sample Vision Planning Sheet

Gather key stakeholders and as a group discuss the following questions:

1. Why does your after school program exist (parent request, funds allocated, etc.)?

2. Who does your program serve (all school students, specific grades, specific subjects)?

3. What is the purpose of your after school program? What does it do (support homework completion, teach new skills, work with the school, provide enrichment opportunities)?

4. What are your fundamental values and beliefs related to after school programming?

5. Utilize the information provided above and create a vision that tells what your after school program does, who it serves, and what it hopes to accomplish.

How To Use an Action Plan

What is it?

An action plan is a template that states what actions need to be done, who will be doing them, and when they need to be completed by.

Why use an action plan?

When things need to get done, action plans help keep everyone on track. They also ensure that tasks are distributed evenly and are a great delegation tool that encourages staff to take on leadership responsibilities.

When do you use it?

Create your weekly or monthly action plan at a staff meeting when everyone is present. You can brainstorm a list of tasks and their due dates and then have staff volunteer for those tasks they would most like to take responsibility for.

At a subsequent meeting, bring out the action plan and check off any of the tasks that have been completed. Transfer any uncompleted tasks to your new plan.

You can also create long-term action plans that outline activities that will be happening throughout the year.

How do you use it?

Some activities to include in your action plan might be:

- Enter weekly attendance numbers into the computer
- Set up snack
- Contact parents and caregivers about Family Night
- File all student registration forms

TOOL BOX

What Should I Have In My Tool Box?

- Action Plan template (see Tools)

BUDGET

I Have A Tight Budget, What's This Going To Cost Me?

- Using an action plan costs absolutely nothing! All you need is a pencil and a piece of paper.

How To Create an After School Program Leadership Team

In developing a successful after school program, it is important to establish a relationship with all involved parties. Each after school site should have a Leadership Team that acts as an After School Program Advisory Board to provide guidance, decision-making, and planning.

The Leadership Team traditionally consists of at minimum:

- Site administrator (e.g., principal)
- After school program site coordinator
- After school program lead teacher
- Community partner representative
- Parent representative (e.g., PTA member)
- Other after school program stakeholders

The Leadership Team may also consist of other resource and support providers at the school, such as the school counselor, school nurse, and others.

10 Steps to Building Your Leadership Team

- 1 Initiate contact with the school Site Administrator before the start of the program to begin forging your relationship and to discuss the program's vision, mission and goals.
- 2 Build a relationship with the Lead Teacher and assist in the recruitment if necessary.
- 3 Gather available dates and times for the year from your lead teacher, site administrator, community based organization partner, and parent representative, and create a meeting schedule. Distribute a schedule to all participants.
- 4 Remind all participants in writing a week before each meeting. You may solicit information from participants at this time that may be included in the agenda for the meeting.
- 5 Continually make efforts to get to know all those in your school community in order to understand their personality and perspective. These strong relationships will provide a strong foundation for well-coordinated, useful, and more effective student support services.
- 6 Prepare an agenda (see Tools) and other necessary documents with enough copies for the meeting. Bring your workplan to all meetings to ensure that goals and objectives are being met.
- 7 Provide snacks at the meeting and be sure to appreciate stakeholders' time commitments.

- 8 Follow up on all action items from the meeting. Doing what you say you will do builds trust and respect.
- 9 When not meeting, continue to keep all stakeholders informed about what is happening in your program. You may choose to use a newsletter, notes, faculty meetings, etc., in order to do this.
- 10 Continue to be prepared and remind participants of upcoming meetings. You may need to be flexible, but persistence, communication, and understanding should help.

TOOL BOX

What Should I Have In My Tool Box?

- Workplan of program goals and objectives.
- After school program budget & copies of grant applications.
- A calendar of regular meeting times.
- An agenda! Before each meeting of the Leadership Team, it is very important to identify what you wish to accomplish. (See Tools for sample agenda).
- Clear communication system such as memos, email reminders, and phone calls.

BUDGET

I Have A Tight Budget, What's This Going To Cost Me?

Creating a Leadership Team can be as inexpensive as you want it to be.... Here are some costs which can be incurred:

- Handwritten "thank-you" cards from youth: \$0 - \$3 depending on materials used.
- Snacks for meetings (\$20) or donated food items from local stores or restaurants.
- Evite invitations for the end-of-year program celebration: free.

Leadership Team Meetings

The Leadership Team should meet prior to the start of the program to discuss the mission, goals, and objectives of the after school program. They should also set the dates for a minimum of three meetings (each to last at least one hour) throughout the school year. **We recommend meeting monthly.** The after school program site coordinator should type up the schedule, distribute it, and coordinate all meetings and documents therein. During these meetings, the team will share information, coordinate services, plan, and make decisions.

Some suggested meeting topics include:

- Business/Updates—school events/issues, PTA fundraisers for the after school program, school calendar changes, new business from the district, new community-based organization services, program updates
- Planning/Coordination of Upcoming Events/Activities—Black History Month Performance and Potluck, Spring into Health Month
- End of Year—reflection on strengths and weaknesses of the program to date, plan for the next school year
- Other—coordinating communication about homework, after school security, individual student cases, recurring issues

SAMPLE LEADERSHIP TEAM MEETING AGENDA

10 minutes	Check-In: Get to know your Leadership Team participants both personally and professionally by having a check-in question or ice breaker activity for all to answer. Allow some time for personal interactions and getting-to-know-you activities. <i>Example: What is a good book or movie you enjoyed recently? Why?</i>
10 minutes	General Updates: What is going on in the program or school that your participants need to know? Are there schedule changes? Are there school events to consider?
20 minutes	Burning Issues: What is a current burning issue that needs to be discussed/resolved? Are you struggling with behavior? Are there issues with teachers or equipment that need to be resolved? Use this opportunity to do some problem solving and brainstorming about current issues.
5 minutes	Next Steps: What did the group agree upon? <i>What</i> are the next steps and <i>who</i> is responsible for the next steps and by <i>when</i> will the task be accomplished? Is there any follow up required?
5 minutes	Next Agenda Items: What needs to be followed up on? What topics were left off of this agenda due to time constraints? What conversations were started today that need to be continued?

Before the Meeting Starts, Assign Roles

Meeting roles are essential to a productive meeting, and they also create buy-in to the system and ownership of the program.

Facilitator—Facilitates agenda and discussion during meeting by remaining neutral, keeping the focus, being positive, encouraging participation, protecting ideas and not evaluating ideas being suggested, suggesting methods and procedures that will help group to make a decision, and repeating ideas, topics, and concerns for clarity and understanding.

Timekeeper—Lets facilitator know time remaining for each segment of the agenda.

Recorder—Distributes and takes notes during meeting.

Scribe—Records action items, discussion topics, or decisions that were made.