

**PRINCIPLES WORKSHEET**

**Project/Organization:** Vermont Center for Afterschool Excellence **Date:** 3-22-11

**Purpose of this project:** The mission of the Center is to support programs that provide innovative learning opportunities beyond the school day for all Vermont’s children and youth. The work of the Center is organized around three main goals relating to partnerships, policy and advocacy, and program quality.

	<b>WHAT WE DO NOW</b>	<b>QUESTIONS/ISSUES/GAPS</b>	<b>WHAT WE COULD DO- OUR PRIORITIES</b>
<p><b>1) Clear and Known</b> Practitioners know there is a professional development system that is available to them.</p>	<p>Information is shared via postings on web-site, through community partners, DOE, CDD, at conferences and meetings, eblasts, sponsored trainings</p>	<p>Identify other ways of sharing and circulating information?                      -Ask members to assist with dissemination                      -continue to build partnerships                      -regional meetings for providers                      -listserv or other electronic tool to share info to interested parties</p>	<p>Develop outreach plan in conjunction with partners and members.</p>
<p><b>2) Supportive of Professional Growth</b> Learning opportunities build upon knowledge and skills in systematic and meaningful ways. Professionals who attain enhanced knowledge and skills are recognized and compensated for their achievements along their professional career pathways.</p>	<p><i>Lights, Camera, Learning</i> project offers financial and equipment rewards for final project winners.                       Information about <i>Afterschool Professional Pathways</i> is posted on Center’s web-site.                       Workshops that support the Afterschool Professional Pathways activities are provided throughout the state.</p>	<p>How does ISS-AP recognize completion?   <i>Afterschool Essentials</i>, a program for new AS professionals is pending approval by CDD. It will be piloted in the coming months with rewards for completion of the full program. This program will lead to the Afterschool Professional Credential for anyone interested in pursuing this. With this new program, there is a logical progression for new professionals to follow through to the Credential.</p>	<p>Pilot <i>Afterschool Essentials</i>, and continue offering it around the state.                       Continue work to make all trainings pertinent to afterschool program staff available and known to all staff regardless of program funding source.                       Continue to develop and offer new workshops and trainings to staff.                       Continue work with colleges to add to existing afterschool</p>

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		<p>There are only three colleges classes specific to afterschool and AS administrative professional development. More work needs to be done with VT colleges to develop a meaningful program (or add to an existing program) that would provide a degree in afterschool and youth work or similar.</p>	<p>offerings.</p>
<p><b>3)Research-based and Relevant</b> Useful professional development content and instructional practices are based on recognized and effective standards that support best practices.</p>	<p>Articles on Afterschool programming and topics related to learning for school-age children are posted on web-site.</p> <p>Technical assistance is available through the Mentors for Quality program and through traditional TA.</p> <p>Contracted trainers are taught principles of adult learning and use curricula based on best practice.</p> <p>Connections have been made with other organizations that can provide training on their area of expertise to afterschool staff (e.g., VSA, Operation Military Kids, Extension, Hunger Free Vermont)</p>		<p>Continue to add to our list of workshops</p> <p>Continue to connect with other Professional Development providers who can assist with curricular and skills training.</p>

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	Workshops and keynote speakers for the annual afterschool conference are selected with this principle in mind.		
<p><b>4) Integrated and Aligned</b> Professional development is articulated so that it is recognized and meaningful across different systems and work settings.</p>	<p>Collaboration with diverse partners, organizations and State-wide affiliates.</p> <p>Technical assistance is offered.</p>	<p>Cross marketing to DOE and CDD supported programs regarding training opportunities typically offered only to the other group.</p>	<p>Continue work to make 21C staff aware of training now available to registered programs and registered program staff aware of trainings now available to 21C programs.</p> <p>Continue to connect with other Professional Development providers who can assist with curricular and skills training.</p>
<p><b>5) Accessible</b> Professional development opportunities and pathways are designed with a variety of delivery options and are available to diverse populations and skill levels.</p>	<p>Trainings are delivered via conference calls, webinars, community-based trainings, and conferences.</p> <p>Co-sponsor, annual Afterschool Conference.</p>	<p>On-site training while children are present is just becoming available. More of this is needed due to efficacy of this model and convenience to staff.</p>	<p>Encourage more sponsorship of community based trainings for afterschool providers statewide.</p> <p>Continue development of on-site training model.</p>
<p><b>6) Financially supported</b> Sufficient and dependable funding, both public and private, is available to support quality professional development that reflects these principles and related</p>	<p>Scholarships are made available and posted through web-site.</p> <p>CDD and 21C supports professional development for afterschool staff through grants and contract funding.</p>	<p>Diversified funding for professional development for afterschool professionals.</p>	<p>Develop funding model for professional development that is diversified and will continue to provide free or very low cost professional development to afterschool professionals.</p>

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practices.	Membership fees help support professional development and technical assistance		
<p><b>7) Evaluated on all of the above criteria</b>                      These principles are used to evaluate professional development activities and the system as a whole in order to ensure an increasingly proficient workforce.</p>	<p>Formal evaluation exists for ISS-AP.</p> <p>Development of evaluation plan in conjunction with CDD and partners is currently in the works.</p> <p>Regular evaluation of Afterschool Credential, Foundations Certificate and higher ed. courses.                      Completion of program mapping.</p> <p>Process evaluations completed on all community based staff development programs.</p>	<p>Develop systematic plan and methods for consistent data collection of all opportunities.</p> <p>Explore how to integrate Principles into current and future evaluation methods.</p>	<p>Review language on web-site and other materials in light of the Principles.</p> <p>Bring Principles into current and planned evaluation work.</p> <p>Share Principles with partners.</p>