Professional Development

Course Catalog

2021-2022

MAP
MASSACHUSETTS
AFTERSCHOOL PARTNERSHIP

Massachusetts Afterschool Partnership

Our Mission

The Massachusetts Afterschool Partnership is a nonprofit organization that uses advocacy and professional development to execute our mission to improve the lives of all children and youth by supporting and expanding high quality and enriching afterschool and summer learning.

We strive for equity and inclusion so that every child has the opportunity for a full and fair education, in and out of school. Through our funding, we aim to increase access, sustain quality in programs, and support partnerships. Our database of dedicated educational consultants assist in delivering professional development.

Our Team

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Professional Development Trainers

Lisa DeCaro Demoulias, MEd
Director of Professional Development

Lisa DeCaro Demoulias began her career as a kindergarten teacher and has held many positions in the field of education. She holds a Professional Massachusetts Teacher License as well as a certification as a Principal N-8. She graduated from Boston College with a Master Degree in Educational Administration and currently works for Lesley University leading aspiring teachers to an initial licensure.

Lisa was the Chief Operating Officer of an International Educational Consultancy group. She has many years experience in working and overseeing out of school time and summer programs for youth. As the Senior Child Care Director of the YMCA of the Greater Boston Association, she managed all aspects of the school-age programs and was the leader of the Eastern Mass Cluster group of the YMCA developing best practices for the school-age sites. She developed and implemented several school based afterschool programs Lisa is a passionate educator and enjoys sharing her knowledge and learning from others .

Jennifer Reth, *Program Support Specialist*

Jen has been in the Afterschool and Out-Of-School Time field since 1993 working in various positions. She is currently the Director of Youthworks, the Soft Skills Career Readiness Program for youth in Winthrop with Winthrop Public Schools and CASA. She serves on the Community Action for Safe Alternatives board and is a Massachusetts Ambassador for the National Afterschool Alliance.

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Courses

Courses can be delivered in person or via ZOOM or the CANVAS platform. Courses are 5 hours in length and are approved for .5CEUs

Promoting Healthy Relationships and Communications in OST Programs	Children who have strong social skills benefit in many ways. This includes improved academic performance, school attendance and strong relationships with peers and adults (Benavente, 2014). Out-of-School Time programs can support children in building social emotional skills that result in positive relationships with others. During this training, participants will review the MA Core Competency for guiding youth in Out-of-School Time programs and identify techniques to support the development of positive relationships with peers and adults.
Understanding and Supporting English Language Learners in Afterschool Programs	This training will support the OST professional in reaching out to and serving a diverse population of out-of-school time students. Participants will explore the challenges and the many rewards of working with ELLs in afterschool and out-of-school time settings, and learn practical tips and ideas that staff can use at their programs.
Creating Healthy and Active Learning Environments	This training will provide participants with an overview of the Health and Physical Education standards, Federal Government Health and Movement guidelines, and how to incorporate them in classroom learning experiences. Participants will learn how they are the first line of defense against childhood obesity and adopt new methods to create a foundation for daily movement routines that can be sustained through life. Participants will discover how important it is to create movement breaks to help create better learning outcomes.

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Courses

Creating Effective Communications and Partnerships with Schools

Strong partnerships and effective, reciprocal communication between schools and Afterschool and Out-of-School Time (ASOST) programs are essential to increasing quality of ASOST programs and improving outcomes for students. This training is designed to educate those in ASOST program-planning positions on the benefits of establishing effective communication systems and working in partnership with schools to the ASOST program, the children they serve, schools, and families. Participants will reflect on current practices and examine approaches to help them more meaningfully and intentionally engage with schools, improve communications, and form mutually beneficial partnerships. By the end of the training, participants will have a tailored a specific action plan that will provide a framework for engaging in this work. They will be able to use knowledge gained and tools acquired to refine and implement their action plan.

Curriculum Design in Afterschool and OST Programming

This training will focus on how to develop developmentally appropriate curriculum for after school and out of school time programs. Participants will learn what makes up ASOST curriculum while developing fun, engaging, hands-on informal lessons for ASOST settings.

The training will use planning materials to promote curriculum design through observation and interest-based planning techniques. The curricula framework developed by participants will offer lessons and activities that support and enhance the MA State Curriculum Standards.

Preventing Summer Learning Loss

Summer learning opportunities are critical in strengthening student's academic achievement, closing the achievement gap and supporting working families. This training is designed to provide a framework for summer educational engagement and the importance for doing so to combat summer learning loss by providing information, resources, tools and discussions that will help school-age programs strengthen the role that they can play in supporting students and helping them to retain their school-year skills. Participants will learn about and explore national and local academic resources. Educators will increase their knowledge of summer academic models and have an opportunity formulate programming to for implementation in their own summer program.

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Courses

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Creating Interactive Math Experiences in OST Programs	This course is designed to increase OST providers' ability to assist their program participants in homework completion and in the advancement of their participants' mathematical confidence and ability. By tackling their own math anxieties and learning how to create interactive math experiences, providers will learn how to model positive attitudes around math and how to make connections between Common Core Math Standards, youth interest, and everyday situations.
Hands-On STEM: Connecting Curriculum Frameworks to Interactive Lessons for OST	This training will focus on linking the 2016 Massachusetts Science and Technology/Engineering Standards to OST programming. Providers will gain a greater understanding of the Frameworks by participating in fun, engaging, hands-on ST/E lessons that can be implemented at their sites. The training will also provide curriculum-planning tools to promote the learning and teaching of elementary science, engineering and technology.
Planning Programs for Young Children Using the Environment Rating Scale (SACERS) and the Arnett Caregiver Scale	Quality programs for school-age children yield multiple benefits to the child, family and society. Not only do they offer a safe haven for children, they provide opportunities for learning. These quality programs provide academic support while also fostering the healthy social, emotional, and physical development of each child in the program. The School-Age Care Environment Rating Scale (SACERS) is designed for school age programs serving children ages 5-12. It provides a framework for programs to assess and identify current areas of strength and areas for growth.

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Leading with an Entrepreneurial Mindset

The Leadership Course is for participants to gain an understanding on how to improve their own professionalism and leadership skills and to coach leaders in the OST setting. The focus will be on how to develop an entrepreneurial leader mindset to create the essential changes to achieve their program quality goals. This Leadership Course may be offered virtually as a train the trainer course where MAP will deliver the course to the Training Specialist at each regional PDC's. Each Training Specialist will receive the materials to deliver the training to the coaches in their regions.

Alternatively, MAP could deliver the course directly to the afterschool coaches (and the training specialists) in each region. After the 2 modules have been completed, MAP will continue to support to the Training Specialist and the cadre of afterschool coaches with periodic check ins as well as offering licensing and program quality consultations. Recognizing some of the needs may vary throughout State, the content of course will allow for differentiation and provide opportunities for participants to tailor their outcomes based on the necessities in their region. By completing these two modules, participants will be able to Identify and describe the characteristics of a good leader, reflect on his/her leadership style, understand the importance of an Entrepreneurial Mindset, describe how to deal with change, provide an overview of the components of SACERS , and create CQIP for increasing effectiveness.

Entrepreneurship in Afterschool

This course's effectiveness is determined through student's increased knowledge of the entrepreneurial process and increased performance in core, academic content process standards through greater persistence & flexibility in problem solving & critical thinking. Students will also show in increase in social & emotional learning skills. Pre-survey of current knowledge and attitudes and post survey of acquired knowledge and changed attitudes are conducted and analyzed. Final products are also examined using various indicators to determine student's knowledge acquisition of process and content. Participants will be able to:

- Describe different strategies to promote children's entrepreneurial learning in a classroom.
- Design interactions with students, using all five of the mindset groups to promote a child's entrepreneurial point of view.
- Demonstrate why entrepreneurship in our society is important.
- Make changes, such as including the entrepreneurial mindset, to the way they instruct their classes to ensure that students have an open environment to learn.

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Professional Learning Communities

Same Pandemic Problems, Different Year

The afterschool field has come together to support the needs of children both socially and academically. This is a critical part of a nationwide effort in response to the current health pandemic. Afterschool providers must be innovative in delivering these services. This 3-part PLC is designed to support the providers in their efforts. Discussions around health and safety will take place along with the practical implications of creating a safe and fun environment. This series will be facilitated by an educated facilitator and involve group work. Participants will review health and safety protocols and the implications in the programs. Participants will share challenges through facilitated discussions. Attendance is encouraged for all three sessions. Please plan on sharing your experiences and learning from your colleagues in the field.

Ensuring Quality in Your School Age Program Using EEC Regulations

The Department of Early Education and Care has created regulations specific to schoolage programs to promote high quality. Interactions between staff and children, curriculum, physical facility requirements and family involvement are some examples of the topics in this 3-part PLC. Participants will gain a comprehensive understanding of the regulations and how to interpret them in the afterschool setting. Participants will reflect on current practices in their programs and brainstorm ways to increase the quality. Attendance is encouraged for all three sessions.

Vacation Curriculum: Ideas for Afterschool Programs

During this 3-part PLC, participants will focus on how to create a developmentally appropriate and diverse curriculum for after school and out of school time programs during vacation week. Participants will learn what makes up ASOST curriculum and share curriculum resources with the group. Lessons will support and enhance the academics in the classroom settings. Free curriculum resources will be presented followed by a session to discuss implementation of one of the lessons from the resources. Participates will share curriculum ideas and learn of curriculum resources in a various subject area. Participants will implement activities in their program and critique them.

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Professional Learning Communities

Who Moved My Camp? Preparing for Change	There will probably be lots of changes in your schoolage environment. How do you deal with the changes and how do the staff you work with adapt to change. This 3-module series will be based on the book, Who Moved My Cheese? The characters travel through a maze looking for cheese that has been moved. This book will help frame conversations and provide insight to understanding and incorporating change. Participants will reflect on how they adapt to change, identify techniques for dealing with change and create a program that reflects changes.
Take a Lunchbreak and Plan for Summer for OST Programming	Feel free to bring your lunch to this Professional Learning Group where we can brainstorm ideas on how to plan for summer. Summer camp will look differently in 2021 so let's be prepared. It could mean limited enrollment in a face to face environment or camp activities in a virtual world? Either way, curriculum needs to be planned and how to deliver that curriculum creatively will be essential in running a successful camp program. Let's have lunch and talk about the implications of COVID 19 on summer camp planning. Participates will learn from others some ideas for summer camps, design a camp schedule that is conducive to the face to face or virtual environment and plan for developmentally appropriate curriculum activities.
Summer Planning for OST Programs After a Pandemic Year	This Professional Learning Group will be geared towards the interests and needs of the participants with a focus on Summer Planning taking into consideration the past pandemic year. Topics for PLCs will be generated by the interest and the needs of the group and determined in the first session. Examples of topics may include: the face to face and virtual environment, curriculum ideas for programming, staffing, space considerations, day to day operation challenges. Participants will discuss what strategies they have successfully implemented to maintain the EEC Minimum Health & Safety Requirements, challenges of daily operations and create a checklist to maintain a safe summer environment.

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Why Aren't They Listening? Developing a Behavior Management Plan

Days can be long and very frustrating in any OST setting if certain behaviors interrupt the fun of the day. Having effective behavior management strategies in place can greatly influence the climate of the camp. Understanding the needs of the youth in your program, establishing expectations, and developing logical consequences are essential in establishing a positive environment. In this session, you will:

- Reflect on some of the most challenging behaviors you have encountered
- Gain strategies on how to prevent disruptive behaviors and how to foster good behaviors by building positive relationships
- Understand the developmentally needs of school age children
- Compile a list of rules that build positive relationships
- Learn behavior management strategies that can be implemented in their OST program

Creating a Healthy Eating and Physical Activity Environment for OST Camp Programs

Participants will gain an understanding of nutrition and physical fitness standards focusing on how to incorporate them in summer camp program. This training will provide participants with an overview of the Health and Physical Education standards and how to incorporate them in camp experiences.

Participants will:
- Learn how adopt new methods to create a foundation for daily movement routines that can be sustained through life
- Discover how important it is to create movement breaks to help create better learning outcomes
- Integrate nutrition education in camp programming
- Incorporate movement breaks to help students refocus
- Describe the importance of incorporating movement breaks

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Stop hearing, "I'm Bored!"

Cooperative games and project learning provide hours of fun and build rich social interactions. Leave with ideas on how to implement games and projects!

Leadership and the Law

In this session, afterschool program educators will learn practical methods for successful leadership of the afterschool team, how to prioritize issues that are on trend, such as Social-Emotional Learning, as well as understanding the legal "do's and don'ts" for managing a team, beginning with hiring, supervising, guiding, and when necessary, firing. We will explore practices for dealing with difficult employees, facing allegations both by and against employees, and reviewing communication strategies that work. What you say, and don't say, matters. This course will help you understand the concepts of successful leadership and how to use these concepts to prioritize curriculum and other program issues. In addition, you will learn when and how to address personnel issues with employees, and what some of the essential personnel laws apply to you. Activities, discussion groups, and role plays will help clarify the take-aways.

Transitions in OST

This workshop will help you build a "transitional toolbox" to hammer out the nails in your transitions. You will measure up your existing space and look at your schedules to level the activities. Your "toolbox" will be full of easy to implement strategies to get the wrenches out of your day.

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Your Playground can be your Learning Environment

Learn about activities that can be done in your program that incorporate the outside environment. Leave with many ideas to use in your playground area!

It's Political: Advocacy 101 and Why it Matters

In this session, we will give an overview of how you can successfully advocate for yourself and your program so you can implement your priorities, gain additional support and resources, and become a strong voice for youth. Come to this session for help understanding and articulating the different ways you can advocate for SEL, trauma informed care, and other important components of the work you do. We'll talk politics too and MAP will outline the federal, state and local government processes that affect your work and how you can take advantage of advocacy techniques and tips. This session will help you to connect participants with lawmakers so you can advocate for your children and your program.

The Truth about Trauma and Targeting SEL as an Intervention (Webinar)

School-age afterschool programs, equipped with the knowledge of how to be trauma informed and trauma responsive can play a vital role in not only identifying a need for trauma related intervention but provide engaging experiences that build positive adaptive skills and social and emotional skills for kids who at the end of their school day may have exhausted their self-regulation capacity. Youth need to know how to build supportive relationships in order for them to acquire social emotional skills to manage their life situations.

This Leadership Intensive will address how trauma affects an individual and will provide a foundation for using SEL interventions. Participate will

- Understand the wide spectrum of adverse childhood experiences and the impact these have on the development and behavior of children in afterschool care
- Explore strategies and resources available to afterschool providers that can be immediately and effectively implemented within the context of after school program.

Coffee Chats

Topics for coffee chats can be tailored to the needs and interests of the participants. Some examples include:

- January: New Year, New Ideas
- February: Groundhog Day: Problems that keep happening over and over again
- March Do you feel lucky? Positive things that are happening in your program

Service-Learning

Service-learning is an approach to teaching and learning in which students use academic and civic knowledge and skills to address genuine community needs. Service-learning is a type of experiential and project-based learning that drives students' academic interests and passions toward addressing real community needs. As a teaching strategy, service-learning involves young people in engaging learning activities, while preparing them to be life-long members of a democratic society.

Service-learning is a proven strategy to engage students in their education. Social-emotional competencies and diversity, equity and inclusion practices are embedded in this approach. Successful service-learning is a multifaceted teaching and learning process that can be uniquely tailored to meet specific learning goals and community needs.

Statewide trainings for School Age Educators Include:
- Service-Learning Part One (Up to 3 hours)
- Service-Learning Part Two (Up to 3 hours)
- Tools for Planning and Implementing (Up to 3 hours)
- Coaching and Support during planning and implementation with students (Up to 5 hours)
- Reflection Session (2 hours)
- Guidebook for participants (can be translated into other languages)