

2023 - 2024

Massachusetts Afterschool Partnership *Professional Development* Course Catalog



www.massafterschool.org

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Our Mission

The Massachusetts Afterschool Partnership is a nonprofit organization that provides advocacy and professional development to fulfill our mission of improving the lives of all children and youth by supporting and expanding high quality and enriching afterschool and summer learning. MAP is the Massachusetts affiliate of National Afterschool Association and works across the state of Massachusetts to support afterschool and After School and Out of School Time (ASOST) programs. 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 dedicated educational consultants assist in delivering professional development in a variety of formats, languages and communities.

Meet Our Professional Development Team



Lisa DeCaro Demoulias, Director of Professional Development
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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 has many years of 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
jreth@massafterschool.org

Jen has been in the Afterschool and Out-Of-School Time field for 30 years working in various positions leading school age staff in schools and community-based organizations. She is currently the Director of Curriculum and School Partnerships for Community Action for Safe Alternatives in partnership with the Winthrop Public Schools. Jen is a Massachusetts Ambassador for the National Afterschool Alliance and certified in Mental Health First Aid. Jen has years of experience training and coaching afterschool educators.

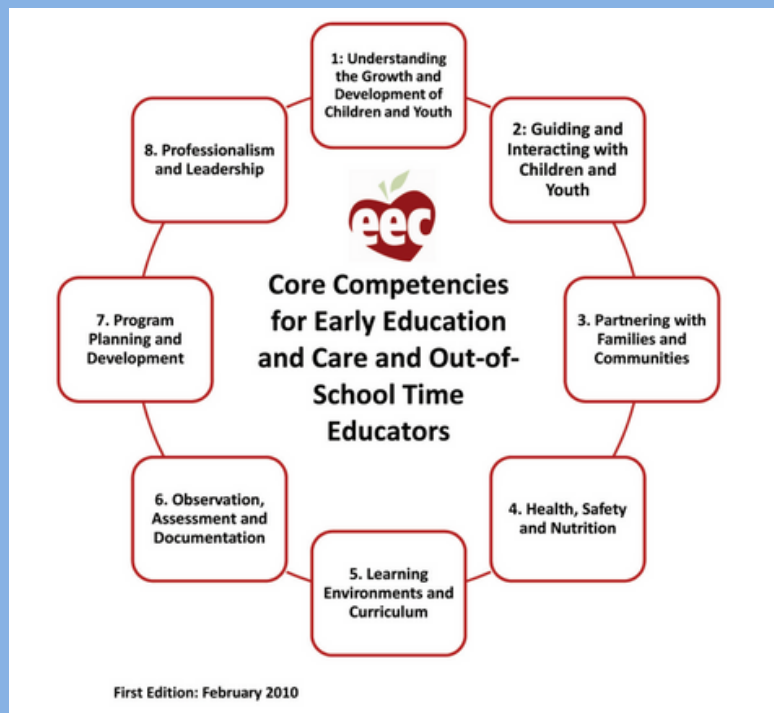
MAP's Offerings

MAP's Professional Development Team includes a database of trainers with various levels of diversity and expertise on subject matter that reflects the MA Department of Early Education and Care's Core Competencies and National Afterschool Association's Core Knowledge, Skills and Competencies.

MAP's professional development sessions can be offered in several formats: 2, 3, 4 or 5-hour training sessions during the day or evening or in a Professional Learning Communities (PLC) format. A PLC is usually offered in a two- or three-part series, each session in the series is 2 hours and there is a job-embedded activity between sessions.

All training can be done virtually or in person. Trainings can be adapted and created based on an After School and Out of School Time (ASOST) program or organization's needs and staff's experience. MAP will provide a training certificate to all participants upon completion.

Some professional development sessions can be offered in Portuguese and Spanish.



1: Understanding the Growth and Development of Children and Youth



Stop Hearing “I’m Bored!”

Looking at the daily schedule and planning to meet the needs of all youth is often challenging. Cooperative games and project-based learning provide hours of fun and build rich social interactions. Leave with ideas on how to implement games and projects to keep the youth busy while engaging them in creating ways of being, empathy for their peers and how to make adaptations to a game to meet the needs of their peers.

Why Aren't They Listening? A Developmentally Based Behavior Management Plan

Days can be long and challenging in any ASOST setting if certain behaviors interrupt the day. Having effective behavior management strategies in place can greatly influence the feeling and environment of a program. Understanding the needs of the youth in your program, establishing expectations, and developing logical consequences are essential in establishing a positive environment.

2: Guiding and Interacting with Children and Youth

Building Connections Through Conversations: Using an SEL Approach

Building SEL competencies is an evidenced based approach that is successful in decreasing problem behaviors and increasing achievement and positive relationships. This workshop will help participants embed practical approaches to SEL throughout the program day, in natural interactions with peers and adults, and through curriculum. Build upon current SEL strategies and learn new ways to teach youth how to interact and support each other. FREE SEL curriculum will be presented.

Creating Communities of Care through the Circle Process

The Circle process is rooted in the tradition of talking Circles that Indigenous Peoples in North America use. Talking circles can be used for discussion, problem solving, and/or decision making. The basic purpose of a talking circle is to create a safe, non-judgmental place where each participant has the opportunity to contribute to the discussion of difficult and/or important issues. Participants will engage in a virtual circle process while learning the basics and walking away from this workshop with a few real time examples for use in their out of school time settings.

Creating Safe Spaces for LGBTQ Youth

Learn to ensure safe spaces for LGBTQ youth. Get definitions of terms and a familiarity with language associated with this population, learn statistics and what is at stake for these young people, and learn about key legislation and your legal responsibilities around laws in place to protect our youth. Gain tools and make a plan of action. Assess your own comfort level and gain confidence in working with LGBTQ youth. Leave with a sense of how to implement what you learn in your daily activities.

2: Guiding and Interacting with Children and Youth

Prevention 101

The term "prevention" is typically used to represent activities aimed at stopping or reducing an action or behavior but can also be used to represent activities that promote a positive action or behavior while reducing risk. Within the context of child welfare, research has found that successful prevention efforts must both reduce risk factors and promote protective factors to ensure the well-being of children and families. Gain skills around how community organizations can be a part of bolstering protective factors to reduce risk. Learn how to implement these evidence-based practices into your work with young people.

Promoting Healthy Relationships: Positive Interactions Among Youth

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). ASOST 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 ASOST programs and identify techniques to support the development of positive relationships with peers and adults.

Transitions in OST

This workshop will help you build a "transitional toolbox" to hammer the nails in your daily 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. Learn how SEL strategies support transitions and develop a system where transitions are part of daily programming and routines that will support the flow of the day.

2: Guiding and Interacting with Children and Youth



Understanding and Supporting English Language Learners in Afterschool Programs

This training will support the ASOST professional in reaching out to and serving a diverse population of out-of-school time students and families. 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 in their programs while supporting ELL students and families while building upon resilience.

Using Restorative Practices as Classroom Management Tools

You may be familiar with the term Restorative Justice as it relates to the Criminal Justice arena, but have you ever heard it talked about when it comes to managing your classroom and the various challenges we come up against when working with high energy, and high-risk youth? Participants will learn what it means to provide spaces with high accountability and structure while also providing lots of support and nurturing. Participants will learn strategies for creating safe spaces for youth and when harm happens how to address it through a restorative process that is not only inclusive but honors accountability, truth telling and relationship building.

3: Partnering with Families and Communities

Creating Effective Communication and Partnerships with Schools

Strong partnerships and effective, reciprocal communication between schools and ASOST programs are essential to increasing quality of 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. By the end of the training, participants will have a tailored specific action plan that will provide a framework for engaging in this work.

Engaging Families in ASOST Programs

This PLC (“Peer Learning Community”) will support participants in engaging families in their programs. Sharing family nights, engaging families with the community and how to successfully survey families in order to improve continuous program quality will be addressed. Participants will learn from each other and also gain resources to build their program’s culture and family engagement strategies.

STEM Family Engagement

This session will provide participants with several ways to implement STEM into family engagement in your ASOST program. Participants will receive a STEM Family Engagement Planning Tool packed with resources. You will explore the importance of STEM and how family engagement in afterschool is a pathway to STEM careers for youth. Curriculum ideas and resources will be provided. You will leave knowing about MassHire Career Information System around STEM and the Volunteer Match in partnership with the Million Girls Moonshot Program.

3: Partnering with Families and Communities

Working with Families (offered in English, Portuguese and Spanish)

Participants learn ways to engage families and ensure they include all families in the program development. Looking at how programs welcome and include families in program planning and interest of the children being served through surveys, parent meetings and program evaluations will support program staff to create a quality improvement plan.



4: Health, Safety and Nutrition



Creating a Healthy Eating and Physical Environment in Activities for ASOST Programs

Participants will gain an understanding of nutrition and physical fitness standards focusing on how to incorporate them in the 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 to adopt new methods to create a foundation for daily movement routines that can be sustained through life and discover how important it is to create movement breaks to help create better learning outcomes.

Healthy Eating and Physical Activity (HEPA)

The HEPA standards were created by a national coalition of ASOST leaders to create evidence-based, practical values that foster the best possible nutrition and physical activity outcomes for children in grades K-12 attending out-of-school time programs. High-quality programs do more than provide supervised care for youth, they support whole-child development, including teaching students healthy behaviors that will carry on into adulthood. Learn how to use the standard and promote healthy behaviors, focusing on both physical and mental health.

5: Learning Environments and Curriculum

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.

Creating Interactive Math Experiences in OST Programs

This course is designed to increase ASOST 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.

Curriculum Design in Afterschool and ASOST Programming

This training will focus on how to produce 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.

5: Learning Environments and Curriculum

Embedding Social-Emotional Learning in ASOST

This PLC will support participants in embedding SEL throughout daily programming and build awareness of SEL within their program settings, increase their understanding of various SEL concepts, and focus on evolving programs to reach their highest potential. Participants will use the CASEL framework as a lens for planning and fine-tuning daily opportunities that will support children & youth's SEL skills. Resources will be shared to support curriculum, program assessments, staff self-reflection and all areas of the program schedule.

Entrepreneurship in Afterschool

This training will support staff in having knowledge of the entrepreneurial process and how the process can help students increase performance in core, academic content process standards through greater persistence & flexibility in problem solving & critical thinking. Students will also show an increase in social & emotional learning skills. 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. By making changes, such as including the entrepreneurial mindset, to the way programs are implemented will help ensure that students have an open environment to learn. FREE entrepreneurial curriculum will be presented.

Hands-On STEAM: Connecting Curriculum to Interactive Lessons for OST

This training will focus on linking the 2016 Massachusetts Science and Technology/Engineering & ART Standards to ASOST programming. Providers will gain a greater understanding of the Frameworks by participating in fun, engaging, hands-on STEAM activities 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.

5: Learning Environments and Curriculum



Preventing Summer Learning Loss

Summer learning opportunities are critical in strengthening students' 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.

Vacation Week Curriculum Planning

Participants will focus on how to create a developmentally appropriate, fun 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 and free curriculum resources will be presented followed by a session to discuss implementation of one of the lessons from the resources.

5: Learning Environments and Curriculum

Professional Learning Communities (PLC) Offerings: Developmentally Appropriate Curriculum for ASOST Programs

Each session can be 2 or 3 hours and offered in 2 or 3 sessions with a job-embedded activity between sessions. Days and times will be coordinated with the program.

Participants will learn fun, engaging and hands-on lessons for youth with their own program staff. Some PLC examples of topics:

1. Communicating Curriculum with School Partners
2. Science: Investigating, Exploring, Experimenting
3. Technology: How to work with technology
4. Engineering: Building together
5. Mathematics: Interactive and Fun Ways to Incorporate Math
6. Nutrition: Serving up Healthy Snacks
7. Fitness: Keeping Kids Moving
8. Literacy: Creating a Literacy Enriched Environment
9. Arts: Open-ended Creative Activities
10. Outdoors: Activities in the Outdoors

6: Observation, Assessment and Documentation



Assessing Quality Using SACERS

Using the Environmental Rating Scale for school age (SACERS), Look at the environment and set goals within your program to make change. The SACERS is composed of 43 items grouped under 6 subscales: Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, and Staff Development. Dive into the tool, discuss strategies and ways to improve areas for continuous program quality improvements.

Using Program Assessments to Improve Program Quality

Assessing program quality is a beneficial way to improve programs in OST. Using a research-based tool and including staff results in a team effort to make positive change. Learn how to celebrate the successes and work on the areas in need of improvement. Design future professional development around program and staff needs while creating short- and long-term goals to see continuous program quality improvements.

Using Staff Evaluations to Design Program and Individual Professional Development Plans

Evaluating staff with a variety of skills and experience can be difficult. Lets look at tools that support staff development and growth and how to connect these tools to develop systems to shape professional development needs for individual staff and for your team.

7: Program Planning and Development

Intentional Programming/Intentional Teaching

This workshop will teach participants the importance of bridging intentional teaching into intentional programming and how you must have both to create growth and success. Participants will learn goal setting, purposeful planning and teachable learning experiences for youth. Looking at relational teaching to build positive relationships with youth that will enhance learning.

Licensing, Curriculum, and Continuous Improvement: My Best Program Ever

Ensuring Quality in your school age program is key to your success with children, youth, families and state agencies, such as EEC and DESE. Interactions between staff and children, licensing, curriculum, physical facility requirements and family involvement are some examples of the topics in this session. Participants will gain an understanding of state regulations and policies that govern afterschool, as well as how to work towards continuous program quality improvements in all the core competencies.

Planning Programs for Children Using the Environmental Rating Scale (SACERS)

Quality programs provide academic support while also fostering the healthy social, emotional, and physical development of each child. The School-Age Care Environment Rating Scale (SACERS) is designed for ASOST programs serving children ages 5-12. It provides a framework for programs to assess and identify current areas of strength and areas for growth. The SACERS is composed of 43 items grouped under 6 subscales: Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, and Staff Development. This session will review areas to support program planning and development.

8: Professionalism and Leadership

Becoming a Social Emotionally Skilled Teacher

Have you ever thought that maybe a child's challenging behavior might be related to his/her social emotional development or lack thereof? Are you interested in learning more about how Social Emotional Learning can impact the way you work with children? We will bring in our real-life experiences and unpack the truths and myths about SEL and how we can best support children in our care on a day-to-day basis when we understand what social and emotional development is all about!

Being Mindful Begins with You

The ASOST field has been through a lot over the years and continues to face challenges. Being a leader is an ongoing skill needed in our field. Leading while being mindful so we can create a mindful culture at the program level is important now more than ever. This PLC will provide participants with the opportunity to self-reflect, reduce stress, and use mindful reflective practice strategies to better understand challenges, set goals for growth individually and among staff, children and families.

Leadership and the Law

Learn practical methods for successful leadership of your afterschool team, how to prioritize issues that are on trend, such as Social-Emotional Learning, as well as understanding the legal "dos and don'ts" for managing a team. Focusing on 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. Understand the concepts of successful leadership and how to use these concepts to prioritize curriculum and other program issues. Learn when and how to address personnel issues with employees, and what some of the essential personnel laws apply to you.

8: Professionalism and Leadership

Leading From Behind

Leadership comes with many different challenges and afterschool directors face these challenges every day. Participants will look at different leadership styles and how to lead from behind in a successful way in order to build new leaders in their program. Learn strategies to work collaboratively with strategic thinking and planning skills. Take your program to a new level.

Leading with an Entrepreneurial Mindset

The Leadership Course is for participants to gain an understanding of how to improve their own professionalism and leadership skills and to coach leaders in the ASOST setting. The focus will be on how to develop an entrepreneurial leader mindset to create the essential changes to achieve their program quality goals.

Navigating Diversity, Equity, and Inclusion through Social-Emotional Learning

A strong understanding and appreciation of, and respect for diversity, equity and inclusion within the school and afterschool setting is critically important in today's culture. This PLC is designed to support participants in building awareness of diversity within their education settings, increase their understanding of various DEI concepts and focus on evolving their programs to reach their highest potential for diversity and inclusion of all. Participants will link a strong DEI program with the importance of SEL using the CASEL competencies as a lens to which to look at diversity, equity and inclusion.

Who Moved My Camp? Preparing for Change

There will probably be lots of changes in your school-age environment. How do you deal with the changes and how do the staff you work with adapt to change? This session 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.

Coaching

MAP offers coaching services to all OST programs: nonprofits, for profits, extended day providers (school-based), YMCAs, Boys and Girls Clubs, and others. Some of the most common reasons why directors and administrators sign up to work with a skilled coach include:

- Interpreting licensing regulations and getting ready for licensor visits
- Finding more efficient and cost-effective ways to manage administrative responsibilities
- Choosing and using curriculum Improving communication with families
- Understanding health and safety practices Continuous Program Quality Improvements
- Designing staff professional development plans Using Assessments to make change

You arrange the day and time that is convenient for you. It can range from 1 hour per week to 1 hour per month. Most coaching sessions take place virtually but occasional in-person meetings or visit to the program can possibly be arranged. Contact Jennifer Reth at jreth@massafterschool.org for more information.

"Coaching with Jen has been such a huge help with running our program. She is a wealth of knowledge and I continue to learn with her guidance. Jen is so supportive and is always looking for new tools and ways to help our program grow, her coaching has been such an asset..."

"I cannot put into words how much Jen's support as a coach has helped me to grow. Her guidance has helped me to make difficult decisions regarding my business and staffing and to move forward personally and professionally."

"Lisa was a fantastic coach for me this past year. Having this coaching support from her and the entire team at MAP has been a wonderful help for me and our program. Whether someone is relatively new to this field, like myself, or someone who may just be looking for additional support throughout the year, this has been a great way to help answer any of my random questions, help find areas to improve on, and to have someone who is there to help that AS/OST employee in all areas of our programs."