



21st Century Community Learning Centers Newsletter-November 2014



Program Manager's Message



Welcome to the latest edition of our 21st CCLC Newsletter! A lot of exciting events have occurred since our last edition, including our 2nd Annual Afterschool and Youth Development (ASYD) Conference and Lights On Afterschool celebrations. We had over 267 afterschool programs host and register

their Lights On event with the Afterschool Alliance, far exceeding last year's number and the 6th highest total in the country! Our office cannot thank you enough for all of the effort and planning you put in to make this year's Lights On Afterschool event the most successful event ever in Georgia. Please continue to share your pictures, videos and any press you received with our staff. In addition to the conference,

the ASYD team is also hosting four identical training sessions geared towards familiarizing our state's programs to the Georgia ASYD Standards that were shared during the recent conference. You can register for one of the free trainings [here](#), which will all be held in early December. Thanks for all that you do for our programs and we hope you continue to have a great year!
Mike Thaler

2nd Annual Georgia Afterschool and Youth Development Conference



On October 8-10, 2014, the Georgia Department of Education, Georgia Division of Family and Children Services/ Department of Human Services, Governor's Office for Children and

Georgia ASYD Conference was framed by the Quality Standards. The Standards are organized by nine distinct categories, entitled quality elements. Workshops were selected to inform and promote high quality practices.

the opportunity to develop our skills in a high quality learning environment." We truly hope more conference attendees shared similar experiences. We hope that through this conference we captivated your attention and left you energized with inspiration and ideas. We hope you left the conference with valuable tools and resources to help improve your programs. As we look forward to the next conference, please continue to build on "Setting the Standard" by implementing lessons learned through this conference in your programs.

The goal of the conference was to serve as a catalyst to create connections between afterschool, schools, parents and communities that are strengthened by the shared goal of increasing student achievement by actively engaging our youth during out of school time. Throughout the conference, the theme of shared responsibility for the success of all students remained at the forefront. Conference participants learned innovative ideas by participating in the "Learning Lab" and they shared best practices as they collaborated with other conference participants in the "World Café". The World Café gave participants an opportunity to engage in rich conversation and gain knowledge about issues that affect youth development and afterschool programs.

(additional pictures on page 3)



Families and the Georgia Department of Public Health collaborated to host Georgia's 2nd Annual Afterschool and Youth Development Conference. Appropriately themed "Setting the Standard," the conference convened nearly seven-hundred afterschool providers at the Augusta Marriott Convention Center. This is Georgia's second time providing this wonderful conference, bringing together youth-service professionals, educators, supporters and stakeholders from around the state.

Afterschool and youth development providers attended workshops designed to equip them with best practices and strategies for building high-quality programming. Over fifty workshop training options were offered including topics such as Best Practices in Positive Youth Development, Youth-Driven Space, Global Learning in Afterschool and College Readiness. The

In addition to workshop opportunities, conference participants heard from a variety of keynote speakers. An afterschool program director from Atlanta wrote us saying, "We really appreciate

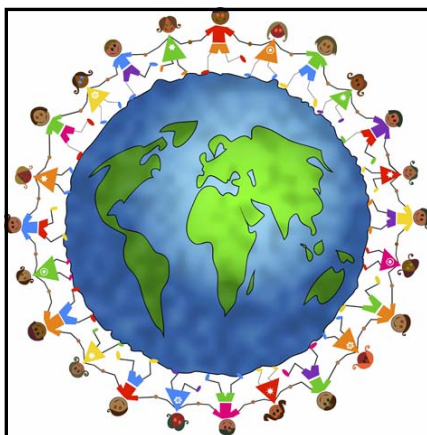
Volume 3, Issue 2

Global Learning in Afterschool

A program that successfully builds global competence in youth carefully plans activities to offer a range of global learning options and opportunities that incorporate the development of academic, social, and emotional skills in multiple settings. In order to do this, the program gains access to a variety of global resources and materials in preparation for activities. Planning a variety of learning opportunities to help young people work toward achieving specific global learning outcomes helps guide them in exploring global topics from various angles. These tools will help 21st CCLC program directors consider how to map global competence to student interests and community assets, how to identify and use themes as a tool for integrating global learning into the afterschool program, and how to identify and plan specific kinds of global learning experiences for young people, including world language learning, community service, and cultural exchange experiences.

Simple Surveys to Assess Students Interests

One of the most effective ways to plan engaging global learning opportunities is to involve young people in the planning process. Incorporating youth voice into your program offerings ensures that programming is responsive to young people's needs and interests and is an effective strategy for participant retention. One practical way of assessing students' interests is to conduct a simple survey that asks young people to think about their own goals, resources, and potential for taking action on important issues. A simple survey is a tool 21st CCLC program directors can use to capture what young people are interested in to help inform the process of program planning over the long term. Engaging young people in this process early on will leave you with a wealth of information as you sit down to plan for the coming semester, program year, and beyond.



How to Plan for Global Learning

The first step in providing meaningful global learning experiences for youth is to gather feedback from young people about their needs and interests. Once you have that information, you can plan programming that intentionally moves youth toward building global competence. Effective planning goes beyond thinking up one-time activity ideas that are globally focused and instead requires thinking about the long-term goals you want young people to be working toward.

You may want to consider implementing an overall program theme around which all programming is connected over the course of a program year or semester. A thematic approach to global learning affords young people opportunities for cohesive and holistic exploration of a particular subject from multiple angles as well as opportunities to make global connections between the subject matter and their own lives.

Planning Community Service Opportunities that Connect to Global Learning

Engaging young people in community service projects can help them connect the global learning happening within the walls of your program to the broader community and beyond. Keep in mind that community service connected to global learning goes beyond volunteering or fundraising. It has explicit learning objectives and involves real-world skills and critical analysis.

If you already have a service component to your program, consider the global implications of the issues you already address. Or, help youth identify causes that are inherently global—such as protecting the environment, rebuilding after natural disasters, assisting those in poverty, or expanding educational opportunity—and create local projects that take into account global perspectives and implications.

Global learning programs can help youth connect local issues that concern them with the people, communities, and countries facing the same issues. Give young people the chance to consider how they want to make a difference in the world and provide background knowledge, as appropriate, to

ground the learning and help them make informed choices. Remind students to respect the people and causes they are taking on. Youth should see themselves not as heroes setting out to rescue victims but as citizens who share an equal part in the challenges and responsibilities of a global age.

How to Create Opportunities for Cultural Exchange

Providing young people with opportunities to participate in exchange with others from around the world is a great way to help them connect what they are learning in your program to the “real world.” Exchanges help bring global learning to life by introducing youth to life in other parts of the world and allowing them to build relationships with others to expand their perspectives, build their cross-cultural communication skills, and share concerns about global topics. You can plan an exchange in a variety of ways, either locally or globally, in person or virtually, even if your program has limited resources.



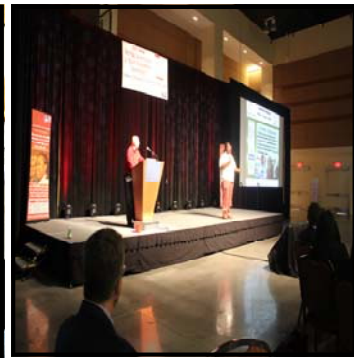
Implementing Global Learning

Once you've taken the time to identify the kinds of global learning experiences you want young people to have, and the goals you want them to work toward, the next step should be to involve your program's stakeholders in the planning process.

While the most obvious people to involve in enhancing your program with global learning opportunities are the staff and volunteers who work directly in the program, there are many other individuals and agencies that have the potential to enrich your program as well. When you start to consider who has a stake in the success of your program, you may realize that it is important to involve people you hadn't previously considered. One useful way to define who is a stakeholder in your program is by asking yourself, or brainstorming with your staff, the following guiding questions:

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2nd Annual Georgia Afterschool and Youth Development Conference Pictures



Questions? Comments? Suggestions? Want to be featured in a newsletter? Contact one of our Ga-DOE 21st CCLC staff

State Staff Spotlight



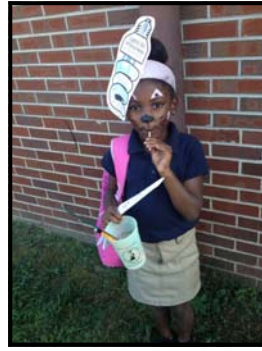
Desmond Carter has been working as a Fiscal Analyst/Auditor (FA) for the Georgia Department of Education since 2011. Previously, Desmond was a Financial Compliance Consultant with Verizon Wireless in Alpharetta, GA. He received his Bachelor's degree in Mathematics from the great Morehouse College in Atlanta followed by his Master of Business Administration (MBA) degree. Desmond lives in the Atlanta area with his wife and two sons. In his spare

time, Desmond enjoys running, swimming, skydiving and professional photography. Year after year, Desmond is proclaimed by his regions as the FA that ROCKS!!!





21st CCLC Lights On Afterschool Across the State of Georgia



Please click [here](#) for pictures from Savannah Chatham's Lights On Event.



21st CCLC Program Highlight: Future Foundation, Inc.



With a mission to level the playing field for underserved youth by providing quality education, health, and life skills programs, Future Foundation celebrates 10 years of service this year.

A lot can happen over a decade. A child of 8 becomes an adult. A fledgling organization filled with hope and ideas becomes a real force for change.

That's the story of the Future Foundation's first decade. They have built a village of resources to create a community where all youth can become self-sustainable adults. They have served more than ten thousand impoverished families, expanded to three after school

locations, and built a staff of 38 full- and part-time employees. Future Foundation's strength is reaching students and their parents in a wraparound approach, with three core programs. The Reef House after school program serves 6th through 12th graders, providing direct instruction, tutoring, mentoring, and enrichment activities. RealTalk ATL goes into the schools to educate youth on healthy behaviors and the importance of making smart decisions. Finally, their Parent Connect program focuses on monthly workshops that have assisted parents with financial literacy skills, resume writing, and even job placement.

The complete story of Future Foundation can be found in their

new annual report, *#10Yrs of Impact*. It celebrates 10 years of service, the hundreds of students whose lives have been touched, and the impact education can have on youth. You can download a copy of the report [here](#).

The report celebrates youth dreams fulfilled and actualized. Their stories speak for themselves—and prove that a good foundation makes all the difference. Fittingly, their annual report concludes with an optimistic look at the future: *We're excited about the road ahead. Through the ongoing support of our partners and the continued refinement of our model, we will continue to prepare our communities to stand out, with the hopes of one day looking upon a generation of strong, resilient self-sustaining adults.*



Global Learning in Afterschool (continued)

- Who interacts with our staff, participants, or families on a regular basis?
- Who has the potential to help us be successful in meeting our goals, or impeding that success?
- Who is working toward similar goals?

Typically, when you ask these questions, a few usual suspects come to mind: school teachers, staff and leadership, parents, community organizations, cultural institutions, and local policymakers. You might also consider including people who don't typically get invited to the table, such as

local businesspeople, volunteer or service organizations, or local activists.

Once you've brainstormed your list of stakeholders, one way to begin to harness their potential power and influence to help you achieve the goals of expanding global learning in your program is to hold a stakeholder meeting, where you can facilitate a discussion to get them thinking about these issues and determining for themselves how they might help.

We here at the Georgia Department of Education encourage you to begin implementing global learning into your programs. Global learning programs can

help youth connect local issues that concern them with the people, communities, and countries facing the same issues. Give young people the chance to consider how they want to make a difference in the world, and provide background knowledge as appropriate to ground the learning and help them make informed choices. Remind students always to respect the people and causes they are taking on. Youth should see themselves not as heroes setting out to rescue victims, but as citizens who share an equal part in the challenges and responsibilities of a global age.

Mark Your Calendar

November

National Heritage Month
November 2014

National Young Reader's Week
November 11-15, 2014

International Education Week
November 17-21, 2014

American Education Week
November 17-21, 2014

[21st CCLC Evaluation Webinar](#)
November 20, 2014

National Family Week
November 17-21, 2014



December

Eat A Red Apple Day
December 1, 2014

Pearl Harbor Remembrance Day
December 7, 2014

Worldwide Candle Lighting Day
December 7, 2014

National Card Playing Day
December 28, 2014



January

National Trivia Day
January 4, 2015

National Bird Day
January 5, 2015

Universal Letter Writing Week
January 5, 2015

FY16 RFP Due at 2:00 pm
January 28, 2015

National Puzzle Day
January 29, 2015



Lights On Afterschool: Douglas County

The Douglas County School System 21st Century Community Learning Centers (CCLC) partnered with Communities In Schools of Douglas County to hold Lights On Afterschool activities the week of October 20th. Each program created a unique site-based activity to spotlight awareness for the community and nation about the importance of afterschool programming. Several programs hosted events on the 23rd, including: parent game nights, STEM experiment with parents, diversity and cultural awareness activities, technology games that included parents vs. students, a Maker Faire and Hackerspace festival, and balloon releases. Several program sites participated in the first annual Georgia Google Gravity Games to close out the week. Students spent the weeks prior working with Georgia Tech professors, as well as their school teachers, to build box car derby cars. The students took STEM learning to a whole new level! While participating at Gravity Games, one of the cars from Turner Middle crashed on the second run. This crash resulted in the downhill racer needing major repairs. The most powerful thing witnessed was Lithia Springs High School's team imme-

diately offering their expertise and time in totally repairing the racer. Once the students assisted the Turner Middle team in repairing the brakes, straightening the front axle, correcting the alignment and allowing them to borrow a tire, the high school students left the young driver with these words, "Good luck and go get them!" This was the manifestation of all that is good about Douglas County- **people coming to the aid of one another in times of need**. Both groups of students embody the good qualities that we work so hard to instill in our students - **Selflessness, Purpose, and Commitment to the common good**. To willingly give of one's self and to ask for nothing in return is one of the noblest of acts. This small act of kindness was a huge lesson for our 21st CCLC racers on the power of teamwork and the willingness to help others in need! Way to go Douglas County 21st CCLC sites for a truly wonderful Lights ON Afterschool week!

