



# Georgia's Afterschool Capacity- Building Roadmap:

How this statewide afterschool network is tackling this?

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AYPF Forum

# Summary

- ▶ Georgia's Statewide Afterschool Network
  - Vision
  - Structure
  - Action Plan or Key Strategies
- ▶ Social Change Beliefs
- ▶ What does this mean in terms of System or Capacity Building?

# Georgia Afterschool Investment Council (GAIC)



## ► Vision for Afterschool in Georgia

- Engaging out-of-school time opportunities
- Focus on Project-based learning
- Real-world experiences
- Arts-based, foreign languages, career exploration, robotics and apprenticeships
- Enrichment not remedial
- Grounded in youth development principles



# Structure of the Georgia Afterschool Network

- ▶ 70 partners from the public, private and non-profit sectors
  - United Way of Metro Atlanta and Coastal Empire (Savannah, GA)
  - Voices for Georgia's Children
  - Georgia PTA
  - Georgia Partnership for Excellence in Education
  - Departments of Human Resources, Children and Youth Coordinating Council, Early Care and Learning and Education
  - IBM
- ▶ Genesis of strong public agency involvement
- ▶ New Board of Directors with majority from the private sector
- ▶ Includes key committees or teams that align with priorities
  - Georgia Professional Development Team
  - Formed an Afterschool Policy group
  - Afterschool Academies Strategy Team



# Key Strategies and Initiatives

## ► Strategies

- Improving [federal and state] policy
- Strengthening the professional development infrastructure
- Building the public will through communication and advocacy efforts

## ► High-Priority Afterschool Initiatives in Georgia

- Afterschool Academies (aka...GA Afterschool Institute)
- Advocacy opportunities (Afterschool for All petition, Lights On, reaching out to our DOE partners to continue to be a resource to them and 21<sup>st</sup> CCLC, Afterschool Challenge)
- Deepening corporate involvement

# Social Change Beliefs

## Five Indicators of Social Change

(Women's Funding Network / Atlanta Women's Foundation)

- **A Shift in Definition** – the issue is defined differently in the community or larger society
- **A Shift in Behavior** – People are behaving differently in the community or larger society.
- **A Shift in Engagement** – People in the community or larger society are more engaged. Critical mass has been reached.
- **A Shift in Policy** – An institutional, organizational, or legislative policy or practice has changed.
- **Maintaining Past Gains** – Past gains have been maintained, generally in the face of opposition.

## What Does this Mean in System or Capacity Building Terms?

- Services, opportunities and supports are needed and should align with research and best practice theory
- Data needs to be collected
- Offered to scale
- Resources are targeted to serve those who need it most

## TAKE AWAYS

- ▶ [Afterschool] Systems matter
- ▶ Challenges remain in defining what an afterschool system is and how policy and advocacy efforts are linked to them

# Afterschool Academies – *Evidence Based Professional Development*



- ▶ Academies developed with generous support from the CS Mott Foundation by a group of national experts
- ▶ National pilot -- Georgia selected to participate in Sept. 2006 and May 2007
- ▶ Multi-day, intensive, hands-on professional development opportunity focused on project-based learning
- ▶ Georgia is now developing our own state version of this state-of-the-art model – July 2008 will be our first roll out
- ▶ Sets a professional development stage for many partners and expertise to excel and will utilize the best of national and state trainers



## Things to Watch....

How APAS pilot plays out in Georgia -- What is the Afterschool Program Assessment System (APAS)?

- ▶ Scientifically-tested measurement system designed to improve a.s. program quality and help programs reach desired outcomes for children and youth.
- ▶ Opportunity to be piloted in Georgia due to a multiple agency (DHR, CYCC, and United Way) agreement
- ▶ Tool and system will then be used with 15 pilot sites that include grantees from these agencies
- ▶ APAS data appears to have the ability to inform the professional development plan in our state
- ▶ Continuous improvement model of measurement, professional development offerings and program improvement



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