



California Rural After School Summit

A SUMMARY OF THE RECOMMENDATIONS AND IMPLICATIONS



FY 2009-2010

CALIFORNIA AFTERSCHOOL NETWORK
UNIVERSITY OF CALIFORNIA, DAVIS
SCHOOL OF EDUCATION, CCSP

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Introduction

After school programs are recognized nationwide as an important way to keep children safe during non-school hours and engage them in meaningful activities. Over the years, there have been significant increases in public and private investments in before and after school programs for children. California leads the nation in after school funding with its After School Education and Safety (ASES) program. The ASES program along with the federally funded-state administered 21st Century Community Learning Centers (CCLC) Program are able to publicly fund after school programs for approximately 3,923 elementary/middle schools and 356 high schools. Funding levels for elementary and middle schools is based at \$7.50 per student per day and high schools receive approximately \$10.00 per student per day.

This level of funding for after school sites gives over 400,000 California students daily the opportunity to participate in safe, supervised, academically supportive and enrichment based programs, in addition to receiving a nutritious snack. Although a significant investment, (\$550 million yearly for the ASES Program) this funding usually comes in the form of attendance based grants and/or have a matching funds requirement. While these investments are significant contributions, rural communities struggle to run effective programming because of the limited scope of the grant.

The Center for Community School Partnerships (CCSP), in partnership with the California Afterschool Network (the Network) and the California Department of Education (CDE), received a grant for \$260,000 in support from the C.S. Mott Foundation for a two-year project to address common challenges and issues, foster discussion and enhance professional development among learning communities of similarly situated grantees. These groups were composed of grantees that operate high school programs, programs with high concentrations of English learners and/or students with special needs and rural programs. Learning communities were created to engage participants in a series of facilitated conversations around identified issues, as well as issues common to all communities such as collaboration, alignment with the regular school day, and implementation of required programmatic elements.

California's Rural Students

- California's public school students rank as the 10th largest absolute rural school enrollment in the U.S.
- More than half of the state's rural students are minorities, and more than one in four are English Language Learners.
- 85.8% of rural students in California live in poverty. This is over 20% above the National average.
- Only four states in the nation have higher rural student poverty rates than California (MS, SC, AL, NM).

Source: Why Rural Matters – 2009

Beyond providing participants the valuable opportunity to interact with similarly situated colleagues across the state, the learning conversations identified successful strategies used by participants to address common challenges.

The project entailed facilitation of on-going topic-specific discussions among members of the 5 learning communities of grantees with common interests or who were serving similar populations. During the planning phase of the project, a planning team identified focus areas for the learning communities that included:

- High school programs
- Middle school programs
- Programs operated at program improvement schools
- Programs serving a high concentration of English Learners, students with disabilities, etc.
- Rural programs

The grassroots effort of the rural learning community is the focus of this report.



Background

The California Afterschool Network's 2007-2009 Strategic Plan, recognizing the need to increase the development of a strategic infrastructure at the local and regional levels to support an environment of student achievement and youth development, created the learning community opportunities. The rural learning community quickly turned into a "grassroots" effort and led to the formation of the rural after school summit planning committee to create the first ever Rural After School Summit in the State of California. The main purpose of this event was to educate and inform policymakers about the strengths and challenges of rural after school programs.

On January 26, 2010, the California Afterschool Network hosted the California Rural After School Summit in partnership with the Butte County Office of Education, Region 2 Learning Support division. The Summit was attended at capacity with, rural Legislators, after school practitioners from rural regions of the state spanning from the northern to southern borders, and representatives from the California Department of Education. Speakers for the Summit included rural superintendents, practitioners, and students, as well as State Superintendent of Public Instruction, Jack O'Connell. The Summit highlighted the successes and challenges of rural after school programs, demonstrated the need for sustaining rural programs, and provided an opportunity for participants to make recom-

Current State and Federal Legislation Impacting Rural After School Programs

- **Senator Roy Ashburn (R-Bakersfield) Introduces SB 898 at the California Rural After School Summit.** The current state funding formula provides \$7.50 per student per day. Since many rural schools are limited in infrastructure and have small student population, funding from ASES and 21st CCLC programs are often not financially viable under this funding formula. SB 898 proposes a minimum grant for small schools, directly impacting rural after school programs.
- **Federal Legislation Proposes to Enhance After School Programs in Rural Areas.** Senator Blanche Lincoln (D-AR) introduced the Investment in Afterschool Programs Act (S. 1281). This bill proposed to enhance after school programs in rural areas of the United States by establishing a pilot program to help communities establish and improve rural after school programs.

Source: California After School Network – 2010

mendations to strengthen rural programs. Senator Roy Ashburn (R-Bakersfield) utilized the Rural Summit to introduce SB 898, a bill that would offer rural programs a minimum grant allotment.

Executive Summary

Summarized in this report are the common themes and findings gathered from the California Rural After School Summit roundtable discussions. The goal of this report is to help guide and inform stakeholders and advocates on ways to improve the current California funded After School Education and Safety (ASES) Program and the federally funded 21st Century Community Learning Center (CCLC) to better serve rural communities.

Below is a summary of the most common themes and findings gathered from the roundtable discussions:

1. Allow Flexibility in Attendance:
 - Allow grantees to meet 85% of their target attendance across the grant vs. requiring targets by individual site.
2. Offer a Transportation Grant for ASES:
 - Create a transportation supplemental grant for ASES similar to the 21st CCLC transportation optional grant.
3. Allow Fiscal / Budget Flexibility within the Grant:

(Listed below are examples of such flexibility)

 - Administrative vs. indirect allocation – administrative costs and costs for indirect are sometimes higher than average for rural programs. Mainly because of
 - Provide some attendance flexibility or credit when a site has to close the program early due to weather or other regional situations.

the lower attendance or smaller grants that do not generate enough funding to hire even a part time coordinator. Change education code language to allow increase in administrative costs.

- 18 month spending period – Allow ASES grant funding cycle to go through December of each fiscal year similar to CCLC.

- Allow the moving of funds between sites within the same grant – Provide the grantee the discretion to move funding from one site to another as needed in order to maximize the funding.

Methodology

The data presented in this report was gathered from the roundtable discussions. Visions to Results Consulting, with input from the rural summit planning committee, developed the round table discussion format and facilitator guidelines.

Facilitators were identified for each region by the rural subcommittee with input from the 11 Regional Leads in the State of California. A conference call was held to align all facilitators as to the intent of the roundtables and ensure a smooth process. Refer to appendix for a copy of the facilitator techniques and guidelines.

The primary purpose of the roundtable discussion was the following:

- Build connections and networking opportunities with other rural programs;
- Learn from program staff as to what works in their rural programs and how they have addressed specific challenges;
- Engage legislators to envision their role and how best to use their sphere of influence to support rural after school programs;
- Encourage creative brainstorming that could include policy changes and/or changes that can be executed at the CDE/ASPO level.
- Identify and record the top 3 recommendations/ideas to deal with challenges and share with the larger summit community.

Please refer to appendix for a copy of the agenda and structure of the day.

A total of 10 regional tables were present at the California Rural After School Summit. Each participant was assigned to a table group by region and a pre-identified facilitator to help guide the discussions. The facilitator opened the discussions with a brief overview of the intent of the roundtables and introduction of their role as facilitator. They then explained to their individual table groups that each person would have five minutes to introduce themselves and share their personal experiences with rural after school programs and share their program's strengths and a current challenge that was hindering them from effectively running program. Facilitators were asked to record all recommendations and not debate a recommendation or suggestion until the last 10 minutes of the roundtable discussions. Then, facilitators were asked to engage participants in their table groups to collectively identify the top 3 recommendations from their region's table.

The recommendations section of this report explains the themes/recommendations as presented by each regional table facilitator.

Roundtable Participant Demographics

The 10 roundtable discussion groups had a total of 75 participants (100%) who were invited to participate and were asked to sign-in and provide specific information. The rural summit planning committee asked the Regional Leads in the State of California to identify participants for the roundtable discussions who could articulate the issues of rural challenges. Those identified individuals were then

personally invited to participate in this “by invitation only” event due to the limited space of the facilities. The charts below offer an overview of participants by region that attended the roundtable discussions, as self-identified.

Figure 1

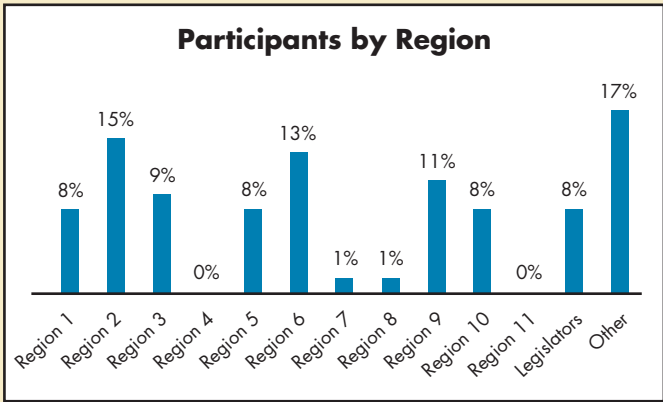


Figure 1 provides an overview of the participants by region, see Figure 2.

Figure 2

	Number	Percentage of total
Region 1	6	8%
Region 2	11	15%
Region 3	7	9%
Region 4	0	0%
Region 5	6	8%
Region 6	10	13%
Region 7	1	1%
Region 8	1	1%
Region 9	8	11%
Region 10	6	8%
Region 11	0	0%
Legislators	6	8%
Other *	13	17%
TOTAL	75	100%

* The participants who are identified as “other” consist of the California Department of Education staff, the California Afterschool Network Staff and members of the rural summit planning committee.



Findings

The following information is a detailed summary of the results from the combined regional round table discussions. Also provided, when appropriate, are detailed explanations of the recommendations made by participants and listed under the specific theme to which it relates.

Top 3 Recommendations by Region:

Region 1:

1. Receive attendance credits for 2 days for closing program during professional development days.
2. Minimum base funding.
3. Consideration of additional attendance credit for additional hours served due to varied school release hours.

Region 2: Includes tables 1 & 2

1. Minimum base funding for schools based on the number of students.
2. Data collection use of CALPADS so staff is not sending duplicate data to state, referencing end of year reports.
3. Increase flexibility for using school site substitution of funds and keep LEAs as county offices of education.

Region 3:

1. Optional grant for transportation (\$20K per site) like CCLC optional transportation grant. Can use 2% of total \$550 Million for this.
2. Change Ed Code language – Attendance as an 85% per grant and not per site with all sites needing to meet at least 50% of their targets.
3. Create a rural programs pilot grant for innovative projects that can be funded by both public and private funding sources.

Region 5:

1. Qualified Staff – Create a professional development path where staff is hired “unqualified” and then given support to pass NCLB Exam and moved to “qualified” status.



2. Inflexibility of administrative vs. indirect allocation – administrative costs and costs for indirect are sometimes higher than average for rural programs. Mainly because of the lower attendance or smaller grants that do not generate enough funding to hire even a part time coordinator. Change language to allow increase in administrative costs.
3. 180 vs. 175 days (furloughs) – if a program is at the 85% cusp, and a district chooses to give furlough days or run school less days, this will hinder a program and will cause them to fall below their 85% target thereby cutting their grant. Attendance targets should drop by the daily target for each day school is reduced.

Region 6: Table 1

1. Passage of SB 898
2. Support to rejuvenate existing after school collaboratives or assistance in developing new partnerships.
3. Professional development offered on a local level or more collaboratively based through partnership with county office of educations.

Region 6: Table 2 had reps from Regions 7 & 8

1. Fiscal management – 18 month spending period similar to 21st CCLC (with criteria of no more than 10-15% rollover).
2. Flexibility with funding – Allowing LEA discretion to move funding from one site to another as needed.
3. SB 898 – Under 30 students section is currently set at least 2/3 (20 Students), however should be changed to include language that states that programs that serve at least half of the number students enrolled in a school site.

Findings *continued*

Region 9:

1. Transportation - Provide ASES funding for transportation similar to federal 21st CCLC grant with a minimum of \$25,000
2. Standards for Attendance - allow rural districts/sites to develop “individualized” or “customized” plans based on needs without penalty of funding reduction (consider student numbers, transportation)
3. ASES RFA - Lower free and reduced threshold for rural communities and consider other criteria such as Title 1 (i.e. 40% Free and Reduced Price Lunch) similar to 21st CCLC.

Region 10:

1. Transportation - allowing moving dollars and using site funds, categorical funding, etc
2. Staff development - offer web based technology, teleconferencing and other vendors
3. Staff Qualifications / Retention - competing with neighboring districts
4. Allow flexible hours of operation during the winter hours
5. Lack of resources - how are programs finding the

Limitations

Roundtable discussion formats are intended to develop insight and direction rather than precise measures. The value of roundtable discussions is in its ability to draw the participants into balanced discussions about issues of mutual interest and provides unfiltered insight into the beliefs, attitudes, and perceptions of those participating in the dialogue.

Even though the primary purpose of these roundtable discussions was to solicit input from rural programs, the sample presented here may be biased because it includes a higher number of participants from regions 2 and 6 and **does not** include representatives from regions 4 and 11 (which are predominately urban centers) and only one representative in regions 7 and 8.

The findings in this report are biased by the characteristics and experiences of those individuals who volunteered to participate. The information and data presented here is to be used with other data sources as collected by The Center for Community School Partnerships (CCSP), the California Afterschool Network (the Network) and the Network's newly formed Rural Sub-Committee, along with the California Department of Education (CDE) to make an informed decision as to the needs of rural after school programs statewide. These findings alone cannot be projected onto a group of similar participants.



Recommendations

All roundtable participants expressed a unified voice in stating that it is critical to the success of rural after school programs that flexibility is given in a variety of ways. In addition, the following were the most common themes/ recommendations that should be considered for statewide implications:

1. Allow Flexibility in Attendance:

- Allow grantees to meet 85% of their target attendance across the grant vs. requiring it by individual site.
- Provide some attendance flexibility or credit when a site has to close the program early due to weather or other regional situations.

2. Offer a Transportation Grant for ASES:

- Create a transportation supplemental grant for ASES similar to the 21st CCLC transportation optional grant.

3. Allow Fiscal / Budget Flexibility within the Grant:

(Listed below are examples of such flexibility)

- Administrative vs. indirect allocation – administrative costs and costs for indirect are sometimes higher than average for rural programs. Mainly because of the lower attendance or smaller grants that do not generate enough funding to hire even a part time coordinator. Change education code language to allow increase in administrative costs.
- 18 month spending period – Allow ASES grant funding cycle to go through December of each fiscal year similar to CCLC.
- Allow the moving of funds between sites within the same grant – Provide the grantee the discretion to move funding from one site to another as needed in order to maximize the grant funding.

Appendix

California Rural After School Summit

Presenter Biographies

Keynote Speaker: Jack O'Connell

Jack O'Connell was elected to a second four-year term as State Superintendent of Public Instruction on June 6, 2006. He was the only statewide official to be elected in the June primary election, after earning more than half of all votes cast in a field of five candidates. He was first elected to serve as California's 26th State Superintendent on November 5, 2002, earning more votes than any other contested candidate in the country. As chief of California's public school system and leader of the California Department of Education, Superintendent O'Connell has focused on closing the achievement gap and preparing students for a rapidly changing global economy by holding high standards for all students. He is a strong supporter and facilitator of partnerships between schools, businesses, communities, and philanthropies in order to engage students with challenging, real-world education experiences.

He has worked to smooth the transitions between all segments of education, from preschool to college or the workplace. As a former high school teacher and author of the legislation creating the California High School Exit Exam, he

has led a comprehensive effort to increase rigor and improve student achievement in California high schools. Superintendent O'Connell is a proven team builder with the ability to forge consensus on contentious issues, especially where challenges are strongest. He has worked to fortify California's world-class academic standards, strengthen California's school accountability and assessment systems and bolster state funding for public school classrooms. He also has been a leader among state school chiefs nationwide in an effort to increase flexibility and fairness in the federal No Child Left Behind school accountability system. He is a long-time advocate for smaller class sizes, improved teacher recruitment and retention, comprehensive testing, and up-to-date school facilities.

Superintendent O'Connell was born in 1951 in Glen Cove, New York. In 1958, his family moved to Southern California, where he attended local public schools. He received a Bachelor of Arts degree in history from California State University (CSU), Fullerton and earned his secondary teaching credential from CSU, Long Beach in 1975. He returned to his high school alma

Appendix *continued*

mater to teach for several years and later served on the Santa Barbara County School Board. He was elected to the 35th State Assembly District in 1982 and was reelected by wide margins thereafter, once garnering both the Republican and the Democratic nominations. In 1994, O'Connell was elected to the 18th State Senate District on California's Central Coast and easily won reelection in 1998. Throughout his career, Superintendent O'Connell has worked to improve public education in California. As the author of numerous landmark education bills in both the California Assembly and the State Senate, he made quality education his number one priority. This commitment to the children of California earned Superintendent O'Connell the praise and the respect of colleagues and educators statewide. Superintendent O'Connell and his wife, Doree, have been married for more than 30 years and have a daughter, Jennifer, who is 23.

Brittany Brown was raised in Northern California. She was a student in the after school program at Biggs High School. Brittany greatly benefited from the program by increasing her grades from failing to A's. She graduated from high school with a 4.0 GPA. In 2005, she attended Butte College and joined the Butte County Office of Education's after school program team. She currently is a Special Education Instructional Aide and coordinates the after school program at Honcut School; however, she worked at the Palermo Middle School after school program for four years prior. She strongly believes in being a positive role model and is committed to making a difference in children's lives.

Javon Coley is a nine year old, 4th grade student at Palm Vista Elementary in the Morongo Unified School District. Javon lives with his father, John Coley (Mechanic) and has five brothers and one sister. He has been in the Save the Children After School Literacy Program since April of 2007 and has become a top reader. Javon is a very charismatic child with a very big imagination. He loves to read mysteries and makes up his own games to play with his brothers at home. When asked about the opportunity to speak at the Rural After School Summit, Javon was very excited to participate and he said, "I feel I can be like Dr. Martin Luther King!" That says it all!

John Duran worked in advertising for 10 years and operated his own design firm for four years. He was the co-owner of a very popular newspaper called *Que Nuevas* for three years. Eventually he joined Coachella Valley USD in 2000, as a coordinator of afterschool programs. He is currently the Director of After-school Programs for Coachella Valley Unified School District. They began with three (3) sites and have expanded to 20 sites over the past eight years. They service over 2500 students daily in 14 elementary school, 3 middle schools, and 3 high schools. John is also a Consultant for San Bernardino, Riverside and Tulare County Office of Education.

Christina Huff As a resident of Southern Humboldt County for over 38 years, I have been a Healthy Start and Family Resource Coordinator for the past 14 years. I have a bachelor's degree from Humboldt State University and studied in the public administration graduate program at Sonoma State University. With experience in community clinic administration and board service with numerous local, county and state non-profit agencies and advocacy organizations, including low-income senior housing and a credit union, I've also served as our School District's School to Career Coordinator and Youth Development Coordinator. I worked for many years to bring the ASES program to our small rural communities. Our District's three funded ASES sites were all brand new start-up programs in the spring of 2006. We have weathered many challenges to develop and sustain their operations.

Susi Jones has been the Executive Director of Julian Pathways since its inception in 1999. Pathways is a program of the Julian Union School District dedicated to increasing the health and academic success of Julian students by providing comprehensive family oriented, school-based support programs. Under her direction, Pathways has earned recognition for its innovative and effective programs including the 2008 California School Board Association's Golden Bell Award in the Closing the Achievement Gap category. Susi is a founding member and director of the Julian Backcountry Collaborative whose goal is to bring together all sectors of the community to develop coordinated strategies to promote the well being of the community of Julian. She works with professionals from public health, law enforcement, local foundations, community based organizations, school staff, parents, students and community members to bring resources to Julian that strengthen students, their families and the entire community.

Susi is also the After School Education and Safety (ASES) District Contact, overseeing data collection, evaluation, and facilitating partner activities with the ASSES Site Supervisor. Susi has extensive experience with students and their families, having been a teacher in the Julian Union School District and the Spencer Valley School District. She received the 1996 San Diego County School Board Association for Significant Contribution to Public Education.

Teresa Isarraraz is a Program Specialist with Save the Children in the Morongo Valley – a rural desert region of San Bernardino County. She was recently the Literacy Coordinator at Palm Vista Elementary School for the past two years and worked for the local school district prior to that. Teresa has worked closely with all the children in the program to ensure that struggling readers get the help they need to reach or surpass grade level reading. Teresa is very familiar with rural issues and is passionate about programs that really make a difference to children in her community. Teresa is married to a Sailor stationed with the Marines in Twenty-nine Palms and she is a mother of three boys.

Doug LaMalfa is a fourth generation rice farmer and business owner who has lived in Northern California all his life. He and his wife, Jill, along with their four children, Kyle, Allison, Sophia and Natalie make their home on the family farm in Richvale. Doug attended local schools and grew up learning the value of hard work and community service. Doug earned his degree in Ag/Business from Cal Poly San Luis Obispo. He now manages the family farming business originally founded by his great-grandfather in 1931.

An active leader in Northern California agriculture, Doug was elected as a founding director of the California Rice Commission from Butte County. Doug also served on the Domestic Promotion Committee of the USA Rice Federation. Doug LaMalfa is a current candidate for the 4th Senate District, which spans much of rural northern California. LaMalfa represented much of the district when he served in the 2nd Assembly District from 2002 through 2008.

Shannon Neuman has worked as the site facilitator of a rural after school program for almost three years. She holds a Master's Degree in Teaching and her thesis focused on the challenges and needs of people living in rural poverty. Her thesis has been read and supported by Dr. Ruby Payne. Ms. Neuman has had

five years of first-hand experience in working with families and children from poverty, and directly works to solve the challenges that rural education and poverty can bring to our public school systems. She currently lives and works at the base of Mt. Shasta, in beautiful Castella.

Sue Weber is one of four children born and raised in Pennsylvania. She graduated with a degree in physics. In 1981, she joined the Missionaries of Charity, an order founded by Mother Teresa. Sue spent 16 years as a full member of the society. After doing relief work in Rwanda during the Hutu/Tutsi war moved to Northern California. Began a small school for three years and then was diagnosed with cancer. Upon returning to Plumas County began working for Healthy Start and opened the first after school program/summer camp for children in Indian Valley. She has spent the last 10 years running after school programs, summer camps, and taking students to Honduras to work in an orphanage. Sue works part-time as an Educational Talent Search advisor with emphasis on personal development, skill building, and financial literacy and college prep workshops. She is the Head Coach of Greenville High School Varsity girls' basketball. Sue has a great love and passion for children of all ages, except newborns!!!



Summit Agenda

California Rural After School Summit

Sierra Health Foundation
1321 Garden Highway, Sacramento, CA 95833
Tuesday, January 26th, 2010
9:30 to 3 p.m.

8:30 – 9:30	Coffee/Registration
9:30 – 9:45	Opening – Andee Press-Dawson, Executive Director California After School Network
9:45 – 10:15	Welcome on Behalf of Governor Arnold Schwarzenegger – Anne McKinney, Deputy Secretary of Education Harold Levine, Dean of the School of Education, UC Davis Keynote Address – Jack O’Connell, State Superintendent of Public Instruction, California Department of Education
10:15 – 10:30	Sue Weber, Program Director, Plumas County
10:30 – 12:00	“Realities of Rural After School Programs” <ul style="list-style-type: none"> • Brittany Brown, Butte COE – Positive impact of after school programs • Shannon Neuman, Shasta COE – Strengths and challenges of rural programs • Christina Huff, South Humboldt – Realities of rural programs: wearing many hats • Susi Jones, Julian Back Country Collaborative – Importance of rural collaboration • John Duran, Coachella Valley – Challenges of rural programs • Javon Coley, Fourth Grade Student – How I have benefited from my rural after school program
12:00 – 12:45	LUNCH (Enjoy Rural Photo Montage)
12:45 – 1:15	Guest Presenter –Doug LaMalfa
1:15 – 2:15	Roundtable Dialogues – Recommendations
2:15 – 2:45	Small Groups Report Out – Regional Leads/Facilitators
2:45 – 3:00	Next Steps/Wrap Up/ – Andee Press-Dawson, Susan Maschmeier, Chair, Rural Programs Committee, California Afterschool Network

Facilitation Techniques and Guidelines

Goals for Discussion Session

- Build connections and networking opportunities with other rural programs;
- Learn from program staff as to what works in their rural programs and how they have addressed specific challenges;
- Engage legislators to see their role and how best to use their sphere of influence to support rural after school programs;
- Brainstorm recommendations that address the challenges.
 - **NOTE:** It's important to generate realistic recommendations that don't necessarily mean asking for more money but rather perhaps redirecting current allocated dollars and/or requesting changes to be done internally at CDE/ASPO;
- Record recommendations/ideas to deal with challenges and share with the larger summit community.

NOTE: Recommendations will be followed up by the Rural Sub-Committee under the auspices of the California Afterschool Network

Suggested Process

Each group should have a facilitator and a time keeper.
Total time: 45 min for dialogue and 15 min for brainstorming recommendations.

Effective Roundtable Facilitation Techniques

Total Roundtable Time: 60 minutes total

1. Your role as facilitator is to:

- Set expectations toward goal of generating concrete recommendations that address rural after school challenges.
- Move the group toward being succinct with their conversation remembering the time-limited nature of the roundtable dialogue.
- Ensure the engagement of all group members in the discussion; don't allow anyone to dominate the dialogue.
- Guide dialogue to be creative in sharing ideas and recommendations.
- Record and summarize recommendations. (Use the handout provided.)
- Conclude dialogue within the given time limit.
- Be ready to present a minimum of three (3) recommendations to the whole group.



Facilitation Techniques and Guidelines *continued*

2. Introduce Roundtable Discussion *(Time: 5 minutes)*

- A. Introduce yourself and explain your role as facilitator.
- B. Explain to your table that each person will be given approximately 5 min to introduce themselves and share their personal experiences with rural after school programs by sharing their programs strengths and a current challenge that is currently hindering them from effectively running program.
- C. Explain to participants' their role and responsibilities:
 - a. Practice attentive listening;
 - b. Be positive;
 - c. Fully participate;
 - d. Be prepared to offer recommendations;
 - e. Stay focused on the goal of the roundtable dialogue.

3. Facilitate the Roundtable Discussion *(Time: 35 minutes)*

- A. Give each person approximately 5 min to:
 - a. State their name/role/organization/location.
 - b. Share their personal experiences with rural after school programs by:
 - i. sharing their programs strengths and
 - ii. Identifying an existing challenge that is hindering them from effectively running program.
- B. Get participants interacting quickly, and ensure that each participant has an equal opportunity to be heard. Be prepared to avoid repetition, handle filibusters, etc.
- C. Monitor the time to ensure everyone has their opportunity to present.
- D. Take notes if needed

4. Generate Recommendations *(Time: 15 minutes)*

- A. Encourage creative brainstorming that could include policy changes and/or changes that can be executed at the CDE/ASPO level.
- B. Record all recommendations.
- C. Don't debate a recommendation or suggestion (this will come later).
- D. Collectively identify the top 3 recommendations from your region's table.

5. Conclude Roundtable Discussion *(Time: 5 minutes)*

- A. Summarize recommendations for your regional table group.
- B. Prepare and present a minimum of three (3) recommendations to the whole group.
- C. Be sure to thank participants.

PLEASE NOTE: Put the facilitator's note pages and top 3 priorities page in your facilitator's packet and return to Damian Maldonado at the Region 5 table.



**The California Afterschool Network
would like to thank the following members of the
California Rural After School Summit
Planning Committee:**

Lucia Bianchi	Julie Jarrett	Frank Pisi
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California Afterschool Network Staff Support:

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Visions to Results Consulting Services

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