CHAPTER 3

Community Partnerships and Collaboration

COMMUNITY PARTNERSHIPS and COLLABORATION

This Chapter covers the following Core Competencies:

16: Adequately informs, shares information, and collaborates with important adults

17/10S: Advocates for the participants' needs, providing referral information when appropriate

11S: Ability to support long-term sustainability through collaborative relationships and fundraising

12S: Has a working knowledge of and abilities to use resources within the broader community

Overview

Afterschool Programs Thrive with Community Support.

One of the keys to providing a rich, sustainable afterschool program is to involve the surrounding community. This community can help you expand your program's services, volunteer team, diversity, and support. All you have to do is find out who your neighbors are and involve them. Simple, right?

Who Are the People in Your Neighborhood?

Chances are, you have a lot of resources in your community:

Community-based organizations (CBOs)—Examples of CBOs are the YMCA, museums, and health clinics.

- Local businesses—Restaurants, corner markets, dry cleaners…These businesses can't always contribute volunteer hours, but they are good places to ask for in-kind donations, raffle prizes, and possible speakers for career-focused presentations.

- Private and public schools—Often times, nearby schools have activities, resources, service learning clubs, and families that the community can access.

- Colleges, universities, and community colleges— Higher education partners can offer a wide range of resources. Students can volunteer in your program, while faculty can provide professional developments, conduct an evaluation, or organize more intensive partnerships such as health clinics with Masters-level interns.

- Public parks and recreation centers—These are good resources for public space and outdoor activities.

- Religious groups—Churches, temples, and other faith-based groups may provide volunteers or tangible resources such as a clothing drive.

- Senior living centers and Experience Corps— These can be a great place to find volunteers or coordinate intergenerational activities.

- Individuals who want to volunteer—They can be recruited via www.craigslist.org or www.volunteermatch.org, in addition to flyers posted around the neighborhood.

Of course, parents and caregivers are a key part of the community, too. This section includes a special tool about recruiting parent, caregiver, and family volunteers. Please also see Chapter 8: *Family Involvement* for a complete discussion of how to engage families in the afterschool program.

Note: Screening is Required

Both volunteers and CBO staff working with your youth must pass criminal background checks and have TB Clearance before they may work with participants

QSA SECTION 3
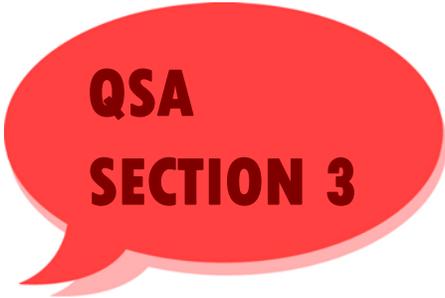
In our program we advocate for our participants' needs

In our Program…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
We advocate for our participants' needs	❑ Youth with special needs or accommodations are turned away from the program ❑ Staff treat all youth exactly the same and do not modify instructions or communication style to needs of specific youth ❑ Staff have no knowledge of the issues youth and families are facing in their homes ❑ Staff are not aware of the predominant issues in the community	❑ Participant enrollment form asks for special needs or accommodations a participant may need ❑ Staff identify youth with special needs or disabilities (Language support, anger issues, low social skills, non-traditional learning styles) and design instructional strategies to meet youth needs ❑ Staff utilize good judgment in making decisions when a supervisor needs to be involved in referrals to program participants or their families ❑ Staff are aware of key challenges and issues in the community	❑ Staff are active in community events (panels, forums, etc.) ❑ Staff refer youth to other organizations when appropriate ❑ Staff knows of key organizations in the community offering specialized services (depression, substance abuse, mental health) ❑ Staff expand their services/skills to meet the needs of particular youth (learn sign language, speak multiple languages, bring in volunteers, etc.)

QSA SECTION 3

In our program we develop, maintain and strengthen community through partnerships with other provider organizations and stay connected to community stakeholders, families, and participants

In our Program…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
We develop, maintain and strengthen community through partnerships with other provider organizations	❑ Program consistently has difficulty working in partnership with other organizations ❑ Program does not partner with other organizations in the community ❑ Program competes to take "ownership" of youth for reporting	❑ Program staff and leaders work with other organizations to meet the specific needs of youth (referrals, connection to resources, etc.) ❑ Collaborative partners' roles and expectations are clearly defined through MOUs or formal agreements ❑ Clear policies and procedures exist to guide the governance of all collaborative work, and the effective engagement of partners	❑ Program partners with other organizations to provide wrap around services for youth ❑ Program works well with others and is seen as a generous resource in the community ❑ Program seeks input from collaborative partners regarding program offerings ❑ The collaborative supports long-term sustainability through joint fundraising, and in-kind contributions of materials
We stay connected to community stakeholders, families, and participants	❑ Program is connected to a small section of its population ❑ Staff are only aware of the services they provide ❑ Staff have no relationships with community or past participants	❑ Regular updates are provided to community in a variety of formats (calendars, e-newsletter, events, fliers, etc.) ❑ Information is accessible in multiple formats (ie large print, multiple languages) ❑ Past participants come back to visit	❑ Program collaborates with partners to meet goals such as fundraising, administrative support, inclusion of children with special needs or disabilities, etc. ❑ Program conducts regular needs assessments in schools and communities to ensure they are meeting relevant community needs ❑ A conscious effort is made to keep alumni connected to he organization through volunteer events, board service, etc.

TIPS

Secure community resources and volunteers.

- ❑ Match your needs with resources in the community. Make a list of the needs of your afterschool program. Develop a list of potential community partners. Which partners can provide resources that meet the needs of your afterschool program? (See Tools).

- ❑ Promote your program. Develop a brochure to introduce the afterschool program to potential partners. Include the history of your program, current events, and other partnerships. Be sure to include research-based facts and statistics on the benefits of afterschool programs. Also include a list of specific needs.

- ❑ Volunteers come to your program for many different reasons. Find out why each volunteer is there, and what they hope to get out of the experience.

- ❑ Develop consistent systems for communication—newsletters to share monthly events, emails for up-to-date notices, personal check-ins every week.

Reach out to new partners and volunteers.

- ❑ Designate a staff member or team to reach out to new organizations and volunteers. Think outside of the immediate community and dare to dream about new partnerships.

- ❑ Provide new volunteers and partners with an orientation, tour, and Volunteer Handbook. Review all program policies, expectations, and rules before they begin.

- ❑ Offer a range of volunteer roles and avenues for partnerships. Beyond tutoring, volunteers can write brochures, hold bake sales, teach a parent/caregiver workshop, and more.

- ❑ Provide meetings and orientations for community partners. Bring all of your partners together several times per year to give them program updates, share best practices, and recognize them for their efforts.

Make the community an integral partner in the afterschool program.

- ❑ Develop a functioning collaborative. Coordinate monthly meetings to bring all the community partners together. Decide together on collaborative goals, action plans, and accountability.

- ❑ Set high expectations for volunteers, as you do for your staff. Don't hesitate to let them go if the relationship is not working out. But be sure to find growth and training opportunities for volunteers that really succeed.

- ❑ Share resources. Your afterschool program may be a resource for other afterschool programs; consider them as part of your community as well.

- ❑ Celebrate your partners and volunteers. Help them have fun and achieve their personal goals. Hand out certificates, hold a banquet, ask youth to write thank-you cards.

HOW TO

Match Community Resources to Your Needs

Before forming a community partnership or selecting a volunteer, make sure that the partner will meet the needs of your afterschool program.

Take this simple assessment to find out what your program needs are, then use the "Community Matching" tool to figure out which partners will benefit your program the most.

1. Create a list of your needs.
Consider:
- Volunteer Tutors
- Mentors, Buddies
- Paper/Pencils/Office Supplies
- Children's Books
- Safety, Health Resources
- Enrichment Teachers
- Sports Coaches
- Translation
- Assistance with a Newsletter or Brochure
- Equipment and Special Materials (office/ sports/art)
- Other

2. Survey youth, staff/teachers, and parents to find out what other resources they would like to see in your afterschool program.

3. Walk around your site's vicinity, ask your colleagues, or use the Internet to generate a list of potential partners. Also connect with parents to tap into their connections. Be sure to consider:
- Major businesses or industries in your community
- Major civic and professional organizations
- Colleges and universities
- Charitable groups
- Faith-based groups
  Hospitals or clinics
- Artistic organizations

- Hobby and collectors groups
- Museums, libraries, fun places for youth
- Organizations that serve senior citizens
- Local newspapers
- Radio or TV stations that reach your community

4. Once you have used the "Community Matching" tool and know who you would like to target, skip to the "How To Reach Out to New Organizations" page.

What Should I Have in My Toolbox?

❑ Needs assessment

❑ Community Matching Tool (see Tools)

❑ Internet access to find and research local organizations

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I have a tight budget, what is this going to cost me?

❑ Nothing!

TOOL

Community Matching Grid

Afterschool Need	Organization that might be able to meet that need	Contact Information
Example: Homework Tutors	*ABC Senior Volunteer Center*	*According to their website, **Nancy Nice** is the director of Community Activities.* *nancynice@community.org*

TOOL

Community Partners List

You do not have to reinvent the wheel when looking for Community Partners to work with your afterschool program! There are a number of local lists and websites that can help you in your search for the perfect match.

Here are some places to start:

SFKids.org
This website **includes** a long list of resources for children in San Francisco organized by topic areas (Adventures, Health, Special Needs, etc.)

The Arts Providers Alliance and Inside/Out Directory
The Arts Providers Alliance of San Francisco is a group of professional artists and arts organizations dedicated to the advancement of arts education in San Francisco. APASF members are all actively engaged in providing children and youth with educational opportunities in the creative arts. The APASF provides a forum for the exchange of information and ideas among members and the arts education field at large. Visit www.sfartscommission.org/insideout/arts-providers for more information.

Published by the San Francisco Arts Commission, this resource lists all types of arts providers, from independent teaching artists, to performance companies, and everything in between. You can view a searchable database by visiting http://www.sfartscommission.org/insideout/directory.

Violence Prevention and Intervention Providers
The City and County of San Francisco funds more than $16 million in violence prevention and intervention services delivered by community-based organizations for young people age 12 to 24. Services include case management, mentoring, diversion activities, and more. A team of staff at the Department of Children, Youth and Their Families for the Violence Prevention and Intervention Unit are tasked with coordination across city agencies. For more information about current efforts underway and which CBOs are funded to work on violence prevention and intervention issues, go to www.dcyf.org and click on "Violence Response."

Shape Up SF
Shape up San Francisco's priorities are:

1. **Increasing physical activity** through Safe Routes to School, PE-Advocates, the Walking Challenge, and the HEAL Zone;

2. **Increasing access to healthy food** through the Southeast Food Access Working Group, Food Guardians, Citywide youth food programs, and the HEAL Zone;

3. **Decreasing access to sugar-sweetened drinks** through the Rethink Your Drink initiative, the HEAL Zone and related policies.

Visit www.sfgov3.org/index.aspx?page=1007 to learn more.

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Community Partners List
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Adolescent Health Working Group

The Adolescent Health Working Group (AHWG) is a coalition of committed youth, adults, and representatives of public and private agencies whose mission is to significantly advance the health and well being of youth and young adults in San Francisco and beyond. Join the network to receive information about trainings, resources, and events at www.ahwg.net.

San Francisco Out-of-School Time Coalition

The purpose of the San Francisco Out-of-School Time Coalition is: 1) to provide a unified CBO body that advocates for fairness, consistency and compliance in SFUSD ExCEL-CBO relations; 2) to advocate for San Francisco Afterschool programming at the local, state, and federal level; and 3) to influence the field in the adoption of best practices that lead to meaningful afterschool learning experiences. For more information, contact David MacGillis at DMacGillis@ymcasf.org.

Summer Learning Network

The Summer Learning Network is a citywide network facilitated by San Francisco's Department of Children, Youth and Their Families (DCYF), which includes the San Francisco Unified School District, and more than 60 providers of summer learning programs.

The Network was started in the summer of 2010 (by New Day for Learning) in order to expand and improve enriched summer learning opportunities for all children across the City. This is a perfect example of how everyone — not just schools — can contribute to the success and well-being of our students. For more information, visit http://sfsummerlearning.blogspot.com

Family Support Network

The San Francisco Family Support Network is a partnership of the stakeholders in the Family Support field: families, community-based organizations, public departments, and private foundations. They offer trainings, house a resource library, and promote the development of policies that support San Francisco's families. For more information, visit www.sffsn.org.

Mayor's Office of Neighborhood Services

The Mayor's Office of Neighborhood Services (MONS) is dedicated to helping the citizens of the City and County of San Francisco receive the highest levels of service possible from all areas of City government. Their district and community liaisons work to ensure that the Mayor's Office is involved with helping to improve the quality of life for all San Francisco residents. For more information, visit www.sfmayor.org/index.aspx?page=20.

211 at United Way

211 in San Francisco County can assist you in helping the people you serve find food, housing, health care, senior services, child care, legal aid and much more. Dial 211, or visit http://211bayarea.org/san-francisco

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Community Partners List
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Family Resource Centers

First 5 San Francisco, the Department of Children, Youth and their Families and the Human Services Agency came together to form the aligned Family Resource Center (FRC) Initiative.

There are 15 Neighborhood-Based FRCs which target services to families in a specific geographic neighborhood and 8 Population-Focused FRCs which target identifiable groups of families who may reside throughout San Francisco and have a demonstrable need for family resource center services that are provided with specialized knowledge, skills and/or expertise. The FRCs provide a wealth of support for families, from counseling, to child care, to parent education. For more information, visit: http://www.first5sf.org/programs_family.htm

Neighborhood	Agency
Bayview Hunter's Point	Bayview Hunter's Point YMCA
Mission	Instituto Familiar de la Raza
Mission	Good Samaritan Family Resource Center
OMI	YMCA Urban Services
Visitacion Valley	Visitacion Valley Community Center
Chinatown & Surrounding Area	APA Family Support Services
Chinatown & Surrounding Area	Wu Yee Children's Services
Excelsior	Excelsior Family Connections
Portola	Portola Family Connections
Potrero Hill	Economic Opportunity Council
SOMA	South of Market Child Care, Inc.
Sunset	Sunset Neighborhood Beacon Center
Tenderloin	Glide Foundation
Western Addition	YMCA Urban Services
Richmond	Asian Women's Resource Center
Population	**Agency**
Exposed to Violence	San Francisco Child Abuse Prevention Center
Homeless/Underhoused	Compass Family Services
Homeless/Underhoused	Homeless Prenatal Program
Immigrant Families	APA Family Support Services
Immigrant Families	Instituto Familiar de la Raza
LGBTQ	Our Family Coalition
Parenting Teens	Family Service Agency
Special Needs	Support for Families of Children with Disabilities

Museums and Places of Interest
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African American Art & Culture Complex
762 Fulton Street
San Francisco, CA 94102
415.922.2049

- AAACC offers art gallery shows, theatrical performances and a wide variety of classes for both adults and youth

- Open Mondays – Fridays 9:00 a.m. – 8:00 p.m.; Saturday 9:00 a.m. – 5:00 p.m.

- Art Gallery is open Tuesdays – Friday 12 noon – 5:00 p.m.

- AAACC is also home to the SF African Historical & Cultural Society collection

- AAACC offers a number of after-school programs in art, visual arts, dance, music often targeting teenagers and young adults

- For a list of after-school programs or Summer programs visit www.aaacc.org/youth or contact Nicola Figgins at 415-921-8382

Aquarium of the Bay
The Embarcadero / Pier 39
San Francisco, CA 94133
415.623.5300

- Hours of operation in the summer, everyday from 9 AM to 8 PM

General hours in the fall / spring, September 7 – October 31st; March 1 – May 28
- Monday – Thursday: 10 AM to 7 PM
- Friday – Sunday: 10 AM to 8 PM

General hours in the winter
- Monday – Thursday 10 AM to 6 PM
- Friday – Sunday: 10 AM to 7 PM

General Admissions
- Adults: $16.95
- Children (3 – 11): $8.00
- Family rate (2 adults and 2 children ages 3 – 11): $39.95
- Seniors (65+): $8.00

Behind the Scene Tour
- Adults: $21.95
- Children (3 – 11): $14.00

- Seniors (65+): $14.00

- Group reservation forms are required for 10 or more people

- For more information refer to http://aquariumofthebay.org

Cable Car Museum
1201 Mason Street
San Francisco, CA 94108
415.474.1887

- For more information call (415) 474 – 1887

- Displays 3 antique cable cars from the 1870's

- Also displayed are mechanical devices such as the cable, brake mechanisms, etc.

- The museum store has a variety of cable car memorabilia, books, clothing, cards and some genuine cable car bells

- Admission is free

- Open everyday expect for Holidays

- From October 1st to March 31st, operating hours are 10 AM to 5 PM

- From April 1st to September 30th, operating hours are 10 AM to 6 PM

- MUNI lines 1, 12, 30 and 45 stop within two blocks from the museum

California Historical Society
678 Mission Street
San Francisco, CA 94105
415.357.1748

- Museum galleries open Wednesdays – Saturdays, Noon – 4:30 p.m.

- School field trips please email Sy Russell Visitor Services Manager at srussell@calhist.org or info@calhist.org with date/time of visit and number of students/adults

- General admission $3; Seniors/Students $1; Members/children under 6 are fee

- The North Baker Research Library provided free

public access to all collections, Wednesday – Fridays, noon – 5:00 p.m.

- Special 'walking tours' are available, for a fee throughout San Francisco by contacting Kathy Jacobson at kjacobson@calhist.org or 415-357-1848 ext. 229

- Resources available online for students and teachers at www.californiahistoricalsociety.org/programs/edu_matearials.html

Chinese Historical Society of America
965 Clay Street San Francisco, CA 94108
415.391.1188 x101

- CHSA is the oldest and largest organization in the country dedicated to the documentation, study and presentation of Chinese American history

- Promotes contributions to the legacy of Chinese America with education exhibits

- Need to fill out a reservation form available at www.chsa.org/visit/groupschool-visit-reservation-form/

- School/group visits are available on Tuesdays, Thursday and Fridays from 10 AM – 4 PM and Wednesdays from 1 PM – 4 PM

- Maximize size group for the walking tour is 35 people while the group size for the History Alive/Folktales program is 50 people

- For further questions, can call (415) 391 – 1188 or contact programs@chsa.org

- For visits:
  - K – 12 Students pay $2.50
  - For walking tours: K-12 Students pay $5

Chinatown Alleyway Tours
1525 Grant Avenue
San Francisco, CA 94108
415.984.1478

- Chinatown Alleyway Tours (CATs) will take you off the main streets to learn about the history and culture of Chinatown

- Walk-ins are welcome every Saturday at 11 AM

- Reserve tours online at www.chinatownalleywaytours.org/make_reservation

- Reservations must be made 5 days before the tour

- Tours may be rescheduled due to bad weather conditions

- Need to notify the tour guides beforehand if attendees are late

- Tour includes exploring the Ross, Spofford, and Waverly alleys

- A private tour with 4 people are regularly priced, a fee will be charged to groups of less than 4 people

- If tour is to be cancelled, must call 48 hours in advance

- Pay with check or cash (need to bring exact change)

- Prices:
  - Adults (18+): $18
  - Students with ID (10 – 17): $12
  - Children (6 – 9): $5
  - Children (5 or younger): free

Coit Tower
1 Telegraph Hill
San Francisco, CA 94105
415.362.0808

- Open from 10 AM – 5 PM Daily

- For more information call (415) 362-3516 or visit the website www.sftravel.com

- An elevator at the Coit Tower will bring you to the top

- Admission Prices:
  - Adults: $4.50
  - Children 6 – 12: $2.00
  - Children under 6: free

deYoung Museum
50 Hagiwara Tea Garden Drive
San Francisco, CA 94118
415.750.3600

- Visual Thinking Strategies tour available for Grades K-3

- Get Smart with Art at the de Young Docent Tour for Grades 4 – 12 (specific docent tours are   available according to grade)

- Docent Tours of the Permanent Collections and Special exhibitions for grades 1-12

- Classes can make reservations for self-guided tours

- One adult is required for every 10 K-12 student, tours accommodate one class

- Tour availability dates have not been released yet for the 2010-11 school year

- Reservations must be made 8 weeks in advance online

- For any questions, or to make reservations, visit http://deyoung.famsf.org/education/k-12-students or call: (415) 750-2603

Exploratorium
3601 Lyon Street
San Francisco, CA 94123
(Inside the Palace of Fine Arts at Marina Blvd)
415.EXP.ORE (415.561.0360)

- School field trips are self guided

- There are two fieldtrip sessions: Fall (10/5/10-1/28/11) and Spring (2/4/11-6/10/11)

- Cost is $5.50 for K-12, 1 teacher/adult is admitted free per 10 paid youth ($7.50 for

each additional adults)

- 1 chaperone for every 10 youth is required

- Visible labels with the name of the school is required

- Free Days are the first Wednesday of every month, but reservations are still required

- Make reservations online at www.exploratorium.edu/visit/field_trips/reservations/index.php, or by phone (415)561-0317

- Monday to Friday, 10am-5pm or by Fax (415) 671-2828 (Attention: School Fieldtrip Reservations)

Gulf of the Farallones National Marine Sanctuary
NOAA Headquarters
991 Marine Drive, The Presidio
San Francisco, CA 94129
415.561.622

- The Sanctuary Visitor Center provides unique and engaging programs that allow students to see their connection to ocean habitats and wildlife

- Students use hands-on exhibits inside the visitor center to discover how senses, life cycles, etc. function in the marine environment

- They can bring the programs of this Center to your classroom.

- For more information, call education specialist at (650) 712 – 8948 or email Christy.Walker@noaa.gov.

Musee Mecanique
Pier 45, Shed A (end of Taylor Street)
Fisherman's Wharf
San Francisco, CA 94133

Museums and Places of Interest
page 4

415.346.2000

- SF's truly unique penny arcade museum containing a large privately owned collection of antique coin-operated mechanical musical instruments

- Over 160 machines from 1880's to present are on display

- You can visit them online at www.museemechanique.org

- Monday – Friday 10:00a – 7:00p; Saturday – Sunday 10:00a – 8:00p

- You can email the owner for additional information at coad01@yahoo.com

Museum of Craft and Folk Art
51 Yerba Buena Lane
San Francisco, CA 94103
415.227.488

- Museum Hours are Wednesday – Saturday, 11:00a – 6:00p; Closed Sunday – Tuesdays and Holidays

- Special tours can be arranged by calling 415-227-4888

- This is the only folk art museum in Northern California

- Exhibitions are of both traditional and contemporary folk art and crafts from around the world

- General admission $5, Seniors $4, youth to age 18 free

- There are a number of workshops available to children and adults of all ages

- Workshops often focus on ethnic and regional types of arts and crafts

- A more complete list of workshops can be found at www.nocfa.org/education/

workshops.htm

Haas-Lilienthal House
2007 Franklin Street
San Francisco, CA 94109
415.441.3000

- Wednesday and Saturday – Noon to 3:00p; Sundays 11:00a – 4:00p

- Several bus lines provide public transportation #1, 12, 19, 27, 47, 49 and Cable Car

- 1 hour guided tour $8 adults, $5 seniors and children; 12 years old and under free

- One of San Francisco's most flamboyant "gingerbread" Victorian house of the late 1800's.

- SF Architectural Heritage maintains the house and offers docent –led tours, which starts every 20-30 minutes on Wednesdays, Saturdays and Sundays

Mexican Museum
Fort Mason Center, Building D
Marina Blvd. and Buchannan Street
San Francisco, CA 94123

- Gallery opens Thursdays through Sundays from 12 noon until 4:00 p.m.

- Current exhibit "Images: Independence and Revolution" open to the public and free thru February 2011

- Currently partners with SFUSD Horace Mann Middle School to provide after-school art programs

- Street SmArt program offers after-school and summer classes in the visual and performing

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arts to youth living in public housing sites of Mission Housing Development Corporation

- Participant in CultureCore collaborative of various arts organizations that provide arts education for youth throughout San Francisco, sponsored by the SF Department of Child, Youth and their Families

- Call for more information or visit their website www.mexicanmuseum.org for a calendar of upcoming events

Ripley's Believe It or Not! Musuem
175 Jefferson Street
San Francisco, CA 94133
415.202.9850

- Explore the strange and unusual over two floors and 10,000 square feet

- Group tours are welcome and can be scheduled by calling or emailing Ian Ilias, Manager, at sanfran@ripleys.com

- Open Sundays – Thursdays, 10:00 – 10:00 p.m.; Fridays – Saturdays 10:00 – Midnight

- General admission $16.99; Children (5 – 12) $9.99

San Francisco Ballet
455 Franklin Street (performances at War Memorial Opera House)
San Francisco, CA 94102
415.865.2000

- Order tickets online at www.sfballet.org/ performancestickets/buytickets.asp or by phone (415) 865 – 2000 Monday à Friday 10 am – 4 pm

- Children need to be at least 5 to attend the ballet

- The Nutcracker is showing in December starting on the 9th until the 27th (opened all

days except 13th, 20th and 25th)

- Variety of seating areas www.sfballet.org/ performancestickets/planyourvisit/ warmemorialoperahouse/ seatingchart2011.asp

- Prices depend on seats but there are discounts for students ($10-$20 need to show current college I.D.), Military personnel and Seniors 65+ can get tickets for $30

- There is a Family Friendly Package, need to call for more details

- Includes Nutcracker plus matinee performers of two other spectacular story ballets

San Francisco Fire Department Museum
655 Presidio Avenue
San Francisco, CA 94115
415.563.4630

- Admission is free, museum is open Thursday through Sunday 1:00 PM to 4:00 PM

- Call (415) 563 – 4630 for more details

- All services are free

San Francisco Maritime National Historical Park
Hyde Street Pier
499 Jefferson Street
San Francisco, CA 94109
415.474.5000

- Field Trip Guides are available at www.nps.gov/safr/forteachers/

- Activities books are available for children 5-12 at the visitors center

- You can find an activity calendar for the visitors center at www.nps.gov/safr/ planyourvisit/events.htm

- For additional information on Hyde Street Pier

call 415-561-7169

- For additional information on Aquatic Park Bathhouse Building call 415-561-7100

San Francisco Public Library
100 Larkin Street
San Francisco, CA 94102
415.557.4400

- The San Francisco Main Library has several programs for youth and teens

- There are several online interactive activities that can be accessed at www.sfpl.org

- The SFPL teen blog site has reading lists, homework support and Teen Center information that supports public education throughout the City

- You can get program hours, calendars and research information by calling the main library directly

Wild Care
76 Albert Park Lane
San Rafael, CA 94901
415.453.100

- Programs focus on wild animal aid, advocacy and education

- The Terwilliger nature Education Programs offer field trips, WildCare Family adventures, a nature camp and center tours

- Open to the public everyday from 9:00a – 5:00p except holidays

- Special presentations are available

- K-6 classes automatically qualify for WildCare scholarships that matches the percentage of the student body enrolled in the free/reduced lunch program (Example: If 80% of student body is enrolled in the program, any class at

the school automatically qualifies for and 80% scholarship for program fees and any transportation costs)

- To request scholarships go to www.wildcarebayarea.org/scholarships or fax form to 415-456-0594 attention: Anya

Yerba Buena Center for the Arts
701 Mission Street

San Francisco, CA 94103

415.978.2787

- There are numerous discounted galleries, and free events hosted by YBCA

- Student/Teachers groups are encouraged to contact YBCA for special offers and events

- You can find more calendar information for YBCA at www.ybca.org/visit/free

- YBCA School Programs are designed to promote early engagement in contemporary arts for K – 12 school-age youths

- Please call 415-321-1349 or email Youth Arts Manager, Darren de Leon at ddeleon@ybca.org

HOW TO

Reach Out to New Organizations

Once you have identified which organizations you would like to contact, it's time to do the legwork.

Advertise your needs. There are many creative ways to approach partners. Here are a few ideas:

- **Make phone calls.** This is a great way to find the right person to speak with and get clear information on what could make the partnership work.

- **Send out solicitation letters.** This is less time-consuming than phone calling, but generally doesn't yield as many positive results.

- **Host an open house for potential community partners.** Send out invitations and follow up with phone calls. Make sure you have flyers or brochures ready that detail how partners can get involved.

- **Post flyers at local schools, universities, churches, temples, and senior centers**. Use bold colors and fonts. Make pull tabs so people can quickly take your contact information with them.

- **Go door-to-door.** Bring your brochures and approach local businesses or institutions directly as a way to spread information about your program. They may not know you're right next door!

One Note of Importance: **Remember to follow-up.** As your partners become interested or come on board, designate a staff member to serve as the point of contact for all questions. Make sure to respond quickly to partners' needs and always thank your partners.

What Should I Have in My Toolbox?

- ❑ Community Matching Tool (see Tools).
- ❑ An afterschool brochure and business cards.
- ❑ Flyers that promote your program and include contact information.
- ❑ A contact person for all community inquiries.

$

I have a tight budget, what is this going to cost me?

- ❑ Brochures, business cards, and flyers: reproduction costs.

Sample Letter to Community Partners

TOOL

Super Fun Afterschool Program
Letterhead
Tax ID# -1234567890

Nancy Nice
ABC Senior Volunteer Center
Community Activities Director

Today's Date

Dear Ms. Nice,

The Super Fun Afterschool Program is working hard to provide the students and families of San Francisco the support services they greatly need and deserve. The Super Fun Afterschool Program currently offers services to 200 low income students in the city. Some of the comprehensive services we offer are:

• Free Homework Help and Tutoring
• Games and Sports Clubs
• Art, Music, and Dance Classes
• Counseling and Support Services for Families

We need your support!!

We are looking for tutors to assist our elementary school-age participants during homework hour (3-4pm, Monday through Friday). We would love to invite the seniors at your center to come in for an hour once a week to help students with reading and math! We provide a 2-hour training for all our volunteers, and would be happy to provide an information session as well as the training at your center.

We hope you will take us up on this opportunity for partnership! Please contact us at the number below to discuss this partnership further. Together we can make a difference in our community!
Thank you for your support of the Super Fun Afterschool Program! Sincerely,

Francis Fun

Francis Fun
Super Fun Afterschool Program Director
(123) 456-7890 superfun@superfun.org

HOW TO   Find Volunteers

Trying to find more volunteers for your afterschool program? Here are some places you might want to look.

Please note: With the exception of one-time visits and parents of afterschool participants, all volunteers over the age of 18 must be cleared through the Department of Justice.

1. Family Volunteers:

Parents, grandparents, caregivers, and older siblings are fantastic volunteers.

- Encourage family members to arrive early before they pick up their child or sibling to help out with program activities or homework.
- Invite family members to help with special events (organizing food, donations, decorations, etc.).

See Tools: Recruiting Parent, Caregiver, and Family Volunteers; and Chapter 8: Family Involvement.

2. High School Students:

- Many seniors need Community Service credits to graduate. Contact the administrators or guidance counselors at the high schools nearest you.

3. College Students:

- Contact the community service or service learning office.
- Post flyers around campus, and contact clubs, fraternities/sororities, and other student organizations.

- Contact departments or professors directly if you need specific skills (e.g. dance department, math department, teacher credentialing program).

4. Community Volunteers:

- Post your volunteer position in the newsletter, bulletin boards, or mailing list of your CBO partners.
- Post your volunteer position via www.craigslist.org or www.volunteermatch.org.
- Hang flyers around the neighborhood.
- Contact the organizations in your Community Matching Tool: faith-based organizations, senior centers, local businesses, and more.

What Should I Have in My Toolbox?

- ❏ A point person or team to conduct outreach.
- ❏ A database of potential volunteers and their contact information.
- ❏ Volunteer recruitment flyer.
- ❏ Volunteer job description (see Tools).
- ❏ Volunteer/intern application form (see Tools).

$ I have a tight budget, what is this going to cost me?

- ❏ Brochures, business cards, and flyers: reproduction costs.

TOOL

Sample Volunteer Job Description

General Overview:

Under the direction of the Site Coordinator/Program Manager, the Volunteer will provide assistance and tutoring to students in the afterschool program, and will support program leaders in academic, enrichment, and recreation activities. Volunteers will provide opportunities for students to develop and strengthen academic, physical, and social skills.

Volunteer Responsibilities:

- Support organized learning activities for youth to develop and strengthen their academic, physical, and social skills
- Implement classroom management plan and/or seek assistance with classroom management as needed
- Encourage youth towards safe and proper use of supplies and equipment
- Interact professionally and appropriately with parents, staff, and other volunteers
- Comply with all program policies and procedures

Qualifications:

1. Health Screening/TB Clearance
2. Background/Fingerprint Clearance

Hours:

Hours vary from program to program

TOOL

Sample Volunteer/Intern Application Form

If you are interested in volunteer, internship, or employment opportunities in our program, please fill out the information below and return to _____. If you have any questions please call (415) 123-4567; fax (415) 789-1011; or email volunteer@ourprogram.org

NAME:

ADDRESS:

PHONE:	EMAIL:

I am interested in: (Check all that apply)

❑ Volunteering ❑ Internships Fulfilling Hours ❑ Part Time Employment ❑Full Time Employment

I would like to work with: (Check all that apply)

❑Elementary School-Age Youth ❑ Middle School-Age Youth ❑ High School-Age Youth

I am interested in volunteer, internship, or employment opportunities during: (Check all that apply)

❑ Fall 20__ ❑ Spring 20__ ❑ Other _____

It is ideal to create a schedule so that you can support the afterschool program at least once per week at a scheduled day and time. Please indicate hours you are available to volunteer on a weekly basis.

Monday:_____ Tuesday:_____ Wednesday:_____ Thursday:_____ Friday:_____

What languages do you speak and what is your fluency level?

I would like to focus on: (Check all that apply)

❑ Literacy ❑ Math ❑ Science ❑ Social Studies/History ❑Other _____

In addition to academic support for youth, what other skills and interests might you bring to our program?

All volunteers, interns, and employees will receive an orientation and on-site supervision by afterschool staff. What support would you like from our staff?

TOOL

Tips for Recruiting Parent, Caregiver, and Family Volunteers

A. Understanding the Parent and Caregiver Volunteer

- Parents and caregivers have the right to visit/ observe/ interact with their child at school and in your program.

- Parents and caregivers have a genuine interest, investment, and concern for their child's welfare.

- Parents and caregivers are often untrained to "tutor" students, or manage behavioral problems in an afterschool setting.

- Parents and caregivers can volunteer in different ways:

- Work on projects at home for the program staff.

- Volunteer in a classroom, the library, recreation center, or on the yard.

- Play a role in program governance.

B. Common Obstacles for Parents and Caregivers

- Lack of time because of work, school, or other responsibilities.

- Being scared/intimidated in an unfamiliar domain.

- Bad experiences with schools or programs in the past.

- A perceived lack of skills (from parents, caregivers, and teachers).

- Language barriers.

- Some parents and caregivers think it is not their place to interfere with the program leader's job.

- Can be unaware they are needed/wanted, or feel unwelcome.

C. Recruiting Parents and Caregivers: ASK, ASK, ASK

- Let parents and caregivers know you'd like them to visit and/or help out in your program. Do this early, before something negative happens to warrant a phone call.

- Have written flyers/invitations and materials printed in the language of the parent and caregiver.

- Personal invitations are the most effective: Ask them in person, or give them a call.

- Have informal gatherings for parents and caregivers. Parents and caregivers who have good experiences will come back.

- Have the students make invitations to their families to come to an afterschool event.

- Have current volunteers speak about their experiences and encourage each other.

- Let parents and caregivers know how the afterschool program runs, and who key staff members are. Once they are familiar with the people and culture of the afterschool program, they will feel less estranged from it.

- Put up a parent and caregiver volunteer bulletin board, and hang welcome signs in all languages.

- Hang a calendar in a prominent location with requests for volunteers on specific days.

D. Being Prepared for Parent and Caregiver Volunteers

- Have a list of things you need done, times to do them, and supplies on hand.

- Take a moment to let the volunteer know important rules in your afterschool program. You can also have youth explain rules and practices, which will reinforce their learning.

- Be flexible! Find out what parents and caregivers can do. Every parent and caregiver has something to offer.

- Match parents and caregivers with a youth who speaks the same language. Have other parents or caregivers translate requests.

- Break down big jobs into smaller ones.

- Use simple, positive language. Don't use jargon or talk down to parents and caregivers.

HOW TO

Welcome New Volunteers

Remember how it feels to step into the building on the first day of school or at a new job? Volunteers are also eager to be working in your programs, but they need some orientation and structure to do their jobs well.

1. Provide an orientation.

Like paid employees, volunteers need to be trained and oriented into their positions. The orientation can be simple or extensive according to your program capacities.

- Provide volunteer expectations, policies and procedures, daily schedules, the program calendar.

- Provide a job description with their roles and responsibilities.

- Explain the program's behavior philosophy and how they as volunteers should work with youth.

- Review child abuse and safety procedures as appropriate with your program.

- Provide volunteers with a discussion of basic tutoring strategies or other techniques for their jobs.

2. Help your volunteers feel comfortable in the program.

- Contact your new volunteer before the program starts and let them know exactly when and where to meet you (e.g. 3pm in the school office).

- Give them a tour of your program (or, better yet, have youth give them a tour). Make sure they know where they should sign in and out, where the restrooms are, emergency exits, classrooms, etc.

- Introduce them to all of the program staff. Make sure they have your contact information.

- Ensure that your volunteer knows his/her schedule and has a number to call in the case that s/he will be absent.

- Take a few minutes to ask your volunteer why s/he decided to volunteer and what s/he hopes to get out of the experience.

3. Sustain personal support and supervision.

- Build relationships with volunteers (e.g. reflection time, share-out, team building activities).

- Provide one-on-one mid-year evaluations.

- Model tutoring and youth development best practices.

- Acknowledge successes through recognition events or community building.

- Develop a system for consistent communication between afterschool staff and volunteers (regular meetings, memos, newsletter).

- Even if you don't have the time or resources to do a full-scale orientation, take a few minutes to welcome your new volunteers. For an example of a volunteer manual, visit www.healthiersf.org/ExCELafterschool.

What Should I Have in My Toolbox?

- ❑ Volunteer orientation agenda.
- ❑ Volunteer job description (see Tools).
- ❑ Volunteer strategies handout (see Tools).
- ❑ Volunteer expectations handout (see Tools).
- ❑ Volunteer rights and responsibilities handout (see Tools).
- ❑ Contact information for coordinator, program manager, and other staff.
- ❑ Program calendar, daily schedule.
- ❑ Copies of your program rules.
- ❑ Copies of emergency procedures.

$ I have a tight budget, what is this going to cost me?

- ❑ Reproduction costs for manuals and handouts.
- ❑ Staff time or external trainers to conduct volunteer trainings.

TOOL

Strategies To Use as a Volunteer

Be a good listener

Let the youth know they matter. If the youth you are working with think that you are not interested in being with them, you will have lost a lot of ground.

Take initiative

Smile and greet participants by name. Approach participants and engage them in conversation. Show the youth that you are ready and willing to make the effort necessary to get to know them.

Encourage youth to do their own thinking

Be patient, e.g., give them plenty of time to answer. Silence can mean they are organizing what they want to say or write. Be sensitive, though: do not leave youth hanging if they do not know the answer.

If you don't know the answer or are unsure of what to do

Admit to the participant that you may need to look something up or work it out together. Feel free to ask the Site Coordinator or Program Manager for help when you need it.

Comment or apologize when you make a mistake

It is important that youth hear apologies the way adults do, and to know that no one is perfect.

Use tact and positive comments

Encourage youth. Seek something worthy of a compliment, especially when youth are having difficulties (e.g. awesome, great job).

Maintain appropriate boundaries

Being an adult role model is necessary when working with youth. Certain subjects, behaviors (e.g. picking up participants, hugging participants without being invited to or asking permission, gift giving), and foul language are not appropriate.

Accept each participant as she/he is

Do not feel responsible for judging a participant's ability, progress, or behavior.

Respect confidential information

If a youth or staff member reveals personal information, regard it as confidential unless it is something dangerous to the youth or someone else. If so, tell the Site Coordinator or Program Manager.

Keep your commitment

The youth will expect you and look forward to your coming to the program. If you know you will be absent, tell them in advance. Do not make promises you cannot keep; youth remember everything.

Be gracious and sympathetic with participant efforts. Maintain a sense of

TOOL

Sample Volunteer Expectations

It is important that volunteers arrive when they say they will, call when they cannot, and keep promises that they make to participants. Some youth do not know how to be reliable and/or responsible because they do not have reliable and responsible adults in their lives. Furthermore, some youth are not familiar with someone setting aside time for them. Frequently, these youth will not believe in a volunteer's sincerity if a volunteer misses sessions.

Volunteers should be:

- Positive in attitude.
- Respectful and sensitive towards staff's authority.
- Willing to help, ask for directions, follow instructions and try a variety of approaches and techniques with youth.
- Willing to attend trainings/workshops.
- Sensitive to staff needs.
- Enthusiastic.
- Flexible and patient.
- Open to using imagination and creativity.
- Interested in helping for the benefit of the community.
- Willing to keep an accurate record of hours by signing in and out, and wearing a volunteer tag when at the afterschool program.

Program staff should be:

- Considerate, courteous and appreciative.
- Respectful and patient.
- Prepared and organized.
- Cooperative.
- In control of tutoring area.
- Willing to give feedback on participant and tutor progress.
- Willing to help tutors as needed.
- Reasonable in assignment of tasks & projects for tutors.
- Friendly and welcoming.
- Informative in explaining policies, instructions, and schedule changes.
- Able to provide materials as needed for assigned tasks & projects.
- Able to give constructive criticism, but NOT in front of the youth.
- Able to provide relevant information about youth that will help tutors.

If a conflict arises:

- Talk with the Site Coordinator or Program Manager.
- Talk with the Executive Director.
- Contact the school administrator if applicable.

Adapted from San Francisco School Volunteers

TOOL

Sample Volunteer Rights and Responsibilities

The Afterschool Program at Presidio Middle School would like to welcome you to your volunteer position with our new Tutoring Center. We value you as a volunteer and realize the importance of and the impact volunteers can have on our ability to deliver quality programs and services to youth. In order to make your experience with the Tutoring Center as meaningful and effective as possible, we have outlined your rights and responsibilities, and standards for acceptable conduct during your volunteer experience. The following are guidelines for volunteer tutors. Please do not hesitate to ask Shawn if you have any questions or need further clarification.

Thank you very much for your participation with the Afterschool Program. We appreciate your desire to make a difference in the lives of young people.

It Is Your Responsibility:

- Not to take on more responsibility than you can handle.

- To meet time commitments or to provide notice so alternative arrangements can be made. This includes the responsibility to notify the afterschool program in advance of absences or schedule changes that may affect the program.

- To perform the tasks assigned to you to the best of your ability.

- To provide input on ways your tasks might be better performed.

- To follow organizational policies and procedures.

- To be open-minded and respectful towards opinions shared with you.

It Is Your Right:

- To receive the orientation, training, and supervision necessary to do your assigned task.

- To feel that your efforts have real purpose and con- tribute to the agency's mission.

- To receive feedback and evaluation on the volunteer work that you perform.

- To be treated with respect and as an equal partner within the afterschool program.

- To be kept informed about relevant matters within the afterschool program.

- To have your time utilized by adequate planning and coordination within the program.

- To ask questions that will clarify a task or assignment.

Volunteer Policies & Standards Of Acceptable Conduct:

- All volunteers over the age of 18 must participate in a screening process. This includes fingerprints, two reference checks, and TB testing.

- Volunteers may not possess weapons at any time during program activities – on or off-site. Physical, verbal, or emotional violence, threats, abuse or harassment are also prohibited.

- Volunteers are required to notify the afterschool pro- gram if you are arrested, charged, tried or convicted of a Criminal Code or other statutory offence relevant to the position held.

- Smoking, drugs, and alcohol are not permitted anywhere on campus.

TOOL

Sample Volunteer Rights and Responsibilities *...continued*

Volunteers should also remember that the Afterschool Program maintains a policy against abusive behaviors that may be defined as the following:

Verbal Abuse - Using inappropriate language with the intention of humiliating, threatening or intimidating a child or youth.

Physical Abuse - Taking action or using behaviors towards a young person that result in physical harm to the well being of that child or youth.

Mental/Emotional Abuse - Taking action or using behaviors towards the young person which result in harm to the mental well being of the child or youth.

Sexual Abuse - Engaging a young person in any type of sexual behavior, with or without the young person's consent, for the purpose of sexual gratification of the adult.

Violations of these policies are subject to termination of your volunteer position, and/or legal action.

I have read the above Afterschool Program Volunteer Rights and Responsibilities and agree to follow them.

_____   _____

VOLUNTEER'S NAME   DATE

_____

SIGNATURE

_____

VOLUNTEER POSITION

HOW TO   Develop a Collaborative

As your program accumulates a variety of partners and volunteers, how do you maintain and expand upon your existing relationships? Develop a collaborative!

- **Hold regular scheduled meetings** that bring together service providers, community partners, and local school site representatives. It's recommended to have collaborative partner meetings once or twice per month, but a good place to start is two or three times per year.

- **Keep meetings consistent – same day, same time, same place.** For example, hold your meeting the first Tuesday of every month at 10:00 am in Room 102.

- **Assign a point person for all communication.** The point person can be the holder of all contact information and send out meeting reminders and announcements. This person can also take charge of communicating with the school administration if applicable. It's best for this person to be a full-time worker in the program.

- **Develop goals for the collaborative** together in the first one or two meetings. Some possible goals may include sharing program updates and announcements, referring youth to particular programs based on their needs, communicating with teachers, planning for program-wide events, assessing youth and family needs, or developing an outreach plan to bring in more resources to the program.

- **Develop an agenda for each meeting.** Refer to the goals that you have decided on as a group, create an agenda that attempts to meet those goals, and continually check-in about your process to assure that the

meetings are effective.

- **Who to include:** Include the community-based organizations, programs, and individuals that provide ongoing service to youth at your site. However, you don't want meetings to be too large because they may be less effective. Examples of people to invite include afterschool coordinators, parent liaisons, mental health providers, and community partners (like the YMCA or a community health center). Also include the principal or vice principal if applicable, and possibly guidance counselors, teachers, and security guards.

- **Evaluate.** At the end of each school year or semester, evaluate the effectiveness of the services provided on site and also the effectiveness of the collaborative itself.

What Should I Have in My Toolbox?

- ❑ A calendar with meetings scheduled for entire school year.

- ❑ A list of goals for the collaborative.

- ❑ An agenda for meetings.

- ❑ Contact information for all service providers at your site.

$

I have a tight budget, what is this going to cost me?

- ❑ Food for meetings.

HOW TO

Hold a Meeting, Event, or Workshop that Builds Partnerships

Hosting meetings, whether for your own organization or for another CBO or local school, is a great way to form strategic partnerships, increase visibility, reach a new market and provide a valuable service to your community. In addition, this approach provides a unique way for agencies to share data about the children and families they serve in an interactive setting that supports networking and helps to connect San Francisco families, administrators, policy makers and service providers.

For the purpose of this project, we are identifying three main ways to host and facilitate a meeting: hosting your own meeting at your site for the local community, serving as the host organization for another CBO/School's meeting, and utilizing your local school/afterschool program as a host site for your own meeting/recruitment.

1. Hosting your own meeting at your site for the local community/school

This approach provides the opportunity to both showcase your agency's facilities and programs, in a setting where you have knowledge and control over the space capabilities and hours of operation. Often times when meetings are held off-site, program staff might not be able to attend because of scheduling issues; however, when a meeting is held at your agency's site, it provides more opportunity for additional staff to participate and introduce themselves to your meeting attendees. In addition, clients and their families are often more comfortable attending a meeting at your facility if that is where they are offered services since it is familiar and does not require a special trip to an unfamiliar facility.

2. Being the host site of another CBO/School's meeting

One of the advantages of this style is that a lot of the leg work is done by the group that is putting the meeting on. By simply providing the space and some equipment/logistical support, you are able to bring in a completely different group of people to your space,

increase your visibility, and foster partnerships with organizations that may have a similar mission/purpose to your own. With this method, most of the work is front loaded by compiling some important information on your space and what you can offer an organization that is looking for a space to host a meeting, workshop or event.

The following are tips to keep in mind when putting together a packet, flyer or email blast to CBO/School's about your space.

- **Capacity**
  How many people can you accommodate Standing, seated and at tables?

- **Equipment/Furniture**
  Chairs – how many do you have?

  Tables – how many? Are the fixed or movable? What size?

  A/V – projector, TV, projector screen, overhead projector, sound system, computers, white board

- **Facilities**
  Kitchen, refrigerator access, sinks?

  Are there bathrooms?

  Is it ADA Accessible?

- **Parking**
  Street parking – is it metered or non-metered?

  Off-street – how many spots?

- **Time/Days Available**
  Mornings, afternoons, or evenings?

  Weekdays, weekends?

- **Cost**
  Donation based, hourly, fixed cost?

- **Permit/Liability**
  Is there a permit or application process?

  Does their insurance need to provide proof of insurance and listing the host site as an

HOW TO

Hold a Meeting, Event, or Workshop that Builds Partnerships
...continued

additional insured?

- **Outreach/Marketing Assistance**
  Capacity to reach out to your clients to increase participants (when appropriate)

  Helping with translations of flyers (when appropriate)

  Know the demographics of your clients and of the neighborhood

When sending out the compiled information to CBO/School's it could also be helpful to include information on your agencies mission/vision, as well as flyers or examples of past events that have been hosted at your site.

Important people/organizations to connect with for promotion –

- DCYF - Program Officers, Beacon Initiative, Expanded Learning Collaborative
- SFUSD – ExCEL, Truancy Department, School Assignment Folks etc...
- District Supervisors
- School Board Members
- San Francisco City Departments – Elections, Muni, Mayor's office, Parks & Rec., Housing Authority, Health etc...
- San Francisco Police Department
- Local Schools
- Local CBO's
- Tax – Aid
- Local politicians – Assemblywoman/man, State and US Senators

3. Holding your meeting/event/workshop at a school site
For some CBO's this is a must, due to not having enough space at their site, while for those with their own space, this may seem antithetical. However, doing

so can achieve the same goals as the previous two hosting strategies.

There are currently robust and dynamic afterschool programs running at most of the city's elementary, middle and high schools. The programs are granted use of the school's facilities at no cost and most of them have parent engagement requirements or goals. Many of these programs struggle with parent engagement. While they may get a few families to attend, it is hard to get big numbers. This makes it a challenge to put on your own events. The energy and time put in tends to be reserved for events that can get bigger numbers. That means that many workshops are put-off for program showcases or big potlucks/dinners. By holding your meeting or workshop there, it allows for the school to have a readymade workshop with minimal output and low-cost. They are able to provide access to valuable information to their parents that otherwise they would not have.

The benefits of having your meeting at a school site can result in increased knowledge and awareness of your programs, free outreach via the afterschool program to the host school, fulfill your goal of providing services to the community and form strategic partnerships with not only the host school and afterschool program, but also the lead agency of the afterschool program. Your clients also have the added benefit of learning about potential free afterschool programs, community events/programs and in many cases free and low-cost summer programs.

Follow all the same steps for hosting a meeting at your site. To set-up the space, contact either the school directly and ask for the afterschool Site Coordinator or contact ExCEL (750-4500) and ask for the contact information for the Site Coordinator of the potential host school.

See Tools for sample materials to assist with your planning and execution of the above events.

1 Month (4 weeks) Before

Yes/ No

- ❑ Decide event purpose (raise funds, visibility, celebration, etc.)
- ❑ Choose a theme
- ❑ Visit potential sites
- ❑ Assign an event coordinator/manager
- ❑ Assign key staff tasks
- ❑ Get cost estimates (site rental, food, drinks, sound/lights, etc.)
- ❑ Plan out entertainment/performers
- ❑ Compile and finalize mailing/phone list (individuals/businesses)
- ❑ Check proposed date for potential conflicts, finalize date in writing
- ❑ Fill out paperwork for site rental/use
- ❑ Develop an alternative site (if event is outdoors)
- ❑ Fully design and approve invitation and outreach material
- ❑ Set outreach plan
- ❑ Develop press release and calendar listings
- ❑ Place calls to potential speakers or presenters
- ❑ Write/send requests for donations/sponsors
- ❑ Investigate need for special permits, licenses, insurance, etc.

3 Weeks Before

- ❑ Check progress of key staff on their assigned roles
- ❑ Assemble/address invitations (with personal notes when possible)
- ❑ Mail invitations
- ❑ Make list of locations for posters
- ❑ Distribute posters/flyers (keep track of where posters/flyers are placed)

- ❑ Follow up on donation requests
- ❑ Finalize list for donations
- ❑ Secure all permits and insurance
- ❑ Confirm presenter or speaker (confirm their presentation needs)
- ❑ Finalize all audio/visual needs
- ❑ Set menu/food for the night
- ❑ Place newspaper ads, follow up with news media, on-air announcements
- ❑ Select/order awards/certificates

2 Weeks Before

- ❑ Review needs for signs at registration, directional, etc.
- ❑ Create a plan for what will be given out at the event (folders/handouts)
- ❑ Check progress of key staff on their assigned roles
- ❑ Assign a photographer
- ❑ Hold walk-through for key staff at event site
- ❑ Confirm staff/ for registration, hosting, other
- ❑ Recruit volunteers (if needed)
- ❑ Get enlarged site plan/room diagram, plan out space
- ❑ Confirm setup and tear down times with event site
- ❑ Create script and tracker sheet for phone call invitations/RSVP's
- ❑ Make phone calls to the phone list
- ❑ Give caterer/key staff in charge of food revised numbers
- ❑ Re-confirm with speaker/presenter (reconfirm presentation needs)

TOOL

Event Planning Checklist
1 Month Before ...continued

1 Week Before

- ❏ Meet with all key staff for last-minute details
- ❏ Finish phone follow-ups
- ❏ Confirm number attending with all staff
- ❏ Hold training session with volunteers; finalize assignments
- ❏ Finalize registration staff
- ❏ Schedule pickup or delivery of any rented or loaned equipment
- ❏ Double-check arrival time and delivery times with any vendors
- ❏ Reconfirm event site
- ❏ Confirm number of volunteers
- ❏ Distribute additional fliers
- ❏ Final walk-through with all personnel (if needed)
- ❏ Schedule rehearsals (if needed)
- ❏ Create agenda/program (include info on sponsors/donations)
- ❏ Schedule volunteer assignments for day of event
- ❏ Write checks for payments to be made for the day of the event
- ❏ Assemble folders or materials to be handed out at event

Day Before Event

- ❏ Recheck all equipment and supplies to be brought to the event
- ❏ Re-confirm volunteer and staff attendance and arrival time

Event Day

- ❏ Arrive early
- ❏ Unpack equipment, supplies and make sure nothing is missing
- ❏ Go over all the final details with caterer and setup staff
- ❏ Check with volunteers to make sure all tasks are covered
- ❏ Setup registration area
- ❏ Check sound/light equipment before program begins

1 Week After The Event

- ❏ Debrief with all staff about the successes and challenges
- ❏ Type up notes from debrief and send out to staff
- ❏ Take down any flyers/posters that were put up in the community
- ❏ Send a Thank You card to all speakers/ presenters and vendors

TOOL

Event Planning Checklist
2 Months Before

2 Months (8 weeks) Before

Yes/ No

- ❑ Decide event purpose (raise funds, visibility, celebration, etc.)
- ❑ Choose a theme
- ❑ Visit potential sites
- ❑ Assign an event coordinator/manager
- ❑ If event is large enough, create committees, or assign key staff tasks
- ❑ Get cost estimates (site rental, food, drinks, sound/lights, etc.)
- ❑ Plan out entertainment/performers
- ❑ Get quotes/costs for design/printing
- ❑ Compile mailing/phone list (individuals/ businesses)
- ❑ Check proposed date for potential conflicts, finalize date in writing
- ❑ Fill out paperwork for site rental/use
- ❑ Develop alternative site (if event is outdoors)
- ❑ Start designing invitation and outreach material
- ❑ Create save-the-date announcements
- ❑ Set marketing/public relations schedule
- ❑ Develop press release and calendar listings
- ❑ Investigate need for special permits, licenses, insurance, etc.

6 Weeks Before

- ❑ Check progress of committees or individual staff on their assigned roles
- ❑ Place calls to potential speakers or presenters
- ❑ Write/send requests for donations/sponsors
- ❑ Approve final copy for invitations, posters
- ❑ Finalize mailing lists for invitations and phone list for calls
- ❑ Make list of locations for posters
- ❑ Finalize list for donations
- ❑ Secure all permits and insurance
- ❑ Select/order awards/certificates

1 Month Before

- ❑ Assemble/address invitations (with personal notes when possible)
- ❑ Mail invitations
- ❑ Confirm presenter or speaker (confirm their presentation needs)
- ❑ Finalize all audio/visual needs
- ❑ Distribute posters/flyers (keep track of where posters/flyers are placed)
- ❑ Follow up on donation requests
- ❑ Review needs for signs at registration, directional, etc.
- ❑ Create a plan for what will be given out at the event (folders/handouts)
- ❑ Check-in with all committees on their final plans
- ❑ Assign photographer
- ❑ Set menu/food for the night
- ❑ Hold walk-through key staff/committees at event site
- ❑ Purchase decorations
- ❑ Review/finalize budget, task sheets and tentative timeline
- ❑ Place newspaper ads, follow up with news media, on-air announcements
- ❑ Confirm staff/ for registration, hosting, other
- ❑ Recruit volunteers (if needed)
- ❑ Get enlarged site plan/room diagram, plan out space

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Event Planning Checklist
2 Months Before *...continued*

- ❑ Give estimate of guests expected to caterer or staff in charge of food
- ❑ Confirm setup and tear down times with event site
- ❑ Meet with committees or key staff to finalize any of the above

2-3 Weeks Before

- ❑ Create script and tracker sheet for phone call invitations/RSVP's
- ❑ Make phone calls to the phone list
- ❑ Give caterer/key staff in charge of food revised numbers
- ❑ Re-confirm with speaker/presenter (reconfirm presentation needs)

1 Week Before

- ❑ Meet with all committees for last-minute details
- ❑ Finish phone follow-ups
- ❑ Confirm number attending with all staff
- ❑ Hold training session with volunteers; finalize assignments
- ❑ Finalize registration staff
- ❑ Schedule pickup or delivery of any rented or loaned equipment
- ❑ Double-check arrival time and delivery times with any vendors
- ❑ Reconfirm event site
- ❑ Confirm number of volunteers
- ❑ Distribute additional fliers
- ❑ Final walk-through with all personnel (if needed)
- ❑ Schedule rehearsals (if needed)

- ❑ Create agenda/program (include info on sponsors/donations)
- ❑ Schedule volunteer assignments for day of event
- ❑ Write checks for payments to be made for the day of the event
- ❑ Assemble folders or materials to be handed out at event

Day Before Event

- ❑ Recheck all equipment and supplies to be brought to the event
- ❑ Re-confirm volunteer and staff attendance and arrival time

Event Day

- ❑ Arrive early
- ❑ Unpack equipment, supplies and make sure nothing is missing
- ❑ Go over all the final details with caterer and setup staff
- ❑ Check with volunteers to make sure all tasks are covered
- ❑ Setup registration area
- ❑ Check sound/light equipment before program begins

1 Week After The Event

- ❑ Debrief with all staff about the successes and challenges
- ❑ Type up notes from debrief and send out to staff
- ❑ Take down any flyers/posters that were put up in the community

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Event Planning Checklist
3 Months Before

3 Months Before

Yes/ No

- ❑ Decide event purpose (raise funds, visibility, celebration, etc.)
- ❑ Choose a theme
- ❑ Visit potential sites
- ❑ Assign an event coordinator/manager
- ❑ If event is large enough, create committees, or assign key staff tasks
- ❑ Get cost estimates (site rental, food, drinks, sound/lights, etc.)
- ❑ Plan out entertainment/performers
- ❑ Get quotes/costs for design/printing
- ❑ Compile mailing/phone list (individuals/ businesses)
- ❑ Check proposed date for potential conflicts, finalize date in writing
- ❑ Fill out paperwork for site rental/use
- ❑ Develop alternative site (if event is outdoors)
- ❑ Start designing invitation and outreach material
- ❑ Create save-the-date announcements
- ❑ Set marketing/public relations schedule
- ❑ Develop press release and calendar listings
- ❑ Investigate need for special permits, licenses, insurance, etc.

2 Months Before

- ❑ Check progress of committees or individual staff on their assigned roles
- ❑ Place calls to potential speakers or presenters
- ❑ Write/send requests for donations/sponsors
- ❑ Approve final copy for invitations, posters
- ❑ Finalize mailing lists for invitations and phone list for calls

- ❑ Make list of locations for posters
- ❑ Finalize list for donations
- ❑ Secure all permits and insurance
- ❑ Select/order awards/certificates

1 Month Before

- ❑ Assemble/address invitations (with personal notes when possible)
- ❑ Mail invitations
- ❑ Confirm presenter or speaker (confirm their presentation needs)
- ❑ Finalize all audio/visual needs
- ❑ Distribute posters
- ❑ Follow up on donation requests
- ❑ Review needs for signs at registration, directional, etc.
- ❑ Create a plan for what will be given out at the event (folders/handouts)
- ❑ Check-in with all committees on their final plans
- ❑ Assign photographer
- ❑ Set menu/food for the night
- ❑ Hold walk-through key staff/committees at event site
- ❑ Purchase decorations
- ❑ Review/finalize budget, task sheets and tentative timeline
- ❑ Place newspaper ads, follow up with news media, on-air announcements
- ❑ Confirm staff/ for registration, hosting, other
- ❑ Recruit volunteers (if needed)
- ❑ Get enlarged site plan/room diagram, plan out space
- ❑ Give estimate of guests expected to caterer or staff in charge of food

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Event Planning Checklist
3 Months Before ...continued

- ❑ Review timeline
- ❑ Confirm setup and tear down times with event site
- ❑ Meet with committees or key staff to finalize any of the above

2-3 Weeks Before

- ❑ Create script and tracker sheet for phone call invitations/RSVP's
- ❑ Make phone calls to the phone list
- ❑ Give caterer/key staff in charge of food revised numbers
- ❑ Re-confirm with speaker/presenter (reconfirm presentation needs)
- ❑ Assemble folders or materials to be handed out at event

1 Week Before

- ❑ Meet with all committees for last-minute details
- ❑ Finish phone follow-ups
- ❑ Confirm number attending with all staff
- ❑ Hold training session with volunteers; finalize assignments
- ❑ Finalize registration staff
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- ❑ Final walk-through with all personnel (if needed)
- ❑ Schedule rehearsals (if needed)

- ❑ Create agenda/program (include info on sponsors/donations)
- ❑ Schedule volunteer assignments for day of event
- ❑ Write checks for payments to be made for the day of the event

Day Before Event

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- ❑ Setup registration area
- ❑ Check sound/light equipment before program begins

1 Week After The Event

- ❑ Debrief with all staff about the successes and challenges
- ❑ Type up notes from debrief and send out to staff
- ❑ Take down any flyers/posters that were put up in the community
- ❑ Send a Thank You card to all speakers/ presenters and vendors

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Sample Event Checklist
Day Of

Registration

- ❑ Guest list/sign in sheet
- ❑ Nametags-pre-preprinted from guest list
- ❑ Extra Nametags
- ❑ Raffle tickets and bowl
- ❑ Raffle items
- ❑ Donation bowl
- ❑ Cash box
- ❑ Cash and square devices to process credit card transactions
- ❑ Receipt book
- ❑ Sharpies, pens, scissors, stapler, clipboards, duct tape
- ❑ Volunteer/staff assignment checklist
- ❑ Tablecloth
- ❑ Scrap paper
- ❑ Bags for auction checkout

Audio Visual

- ❑ Slideshow
- ❑ iPod with music and speakers Extra Nametags
- ❑ LCD projector
- ❑ PA system/mic

Silent Auction

- ❑ Silent Auction items
- ❑ Display cards
- ❑ Bid sheets-ensure space for name, phone number and email are listed
- ❑ Pens for bid sheets
- ❑ Tablecloths
- ❑ Twine and tables for displays
- ❑ Hammer to hang art

Program

- ❑ Copies of speaker talking points
- ❑ Copies of youth/coach poems

Misc

- ❑ Tables/chairs
- ❑ Items for youth coloring/art table
- ❑ Bid sheets
- ❑ Pens for bid sheets
- ❑ Tablecloths

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Facility Rental Information Sheet

Contact Information	
Agency Name	
Street Address	
City, Zip Code	
Phone	
Fax	
Email	
Website	

Time
What days of the week and what time of the day is the space available to rent?

Weekday mornings (Circle) M T W TH F	Weekend mornings (Circle) Sat Sun
Weekday afternoons (Circle) M T W TH F	Weekend afternoons (Circle) Sat Sun
Weekday evenings (Circle) M T W TH F	Weekend evenings (Circle) Sat Sun

Facilities
_____Venue Capacity   (If more than one venue is available, please fill out a separate sheet for each one)
Off Street Parking *(# of spots _____)*   ____ Street Parking *(___ Metered ___ Non Metered)* _____ Bus Lines serving your facility
Tables and Chairs *(# of tables_____ # of chairs_____)*
Kitchen Facilities *(___ Fridge   ___ Oven ____ Stove Top   ____ Microwave ___ Sink)*
Bathrooms (_____ How many?)
ADA Accessible space
A/V Equipment *(____ TV ____DVD Player ____ Microphone ____ Speakers ____ Projector ____ White Board)*
Space use restrictions _____
_____ Cost of space rental
_____ Rental Agreement Needed   ____ Liability Insurance Proof Needed

Facilities Description
Briefly describe the space and the steps needed to be taken in order to rent the space.

Sample Donation Request Letter

INSERT ORGANIZATION LOGO

DATE:

First Name

Last Name

Company Name

Address

City, State ZIP

Dear _____,

I am writing to you today to invite you to **ORGANIZATION NAME** in providing programs that **INSERT MISSION STATEMENT**. Specifically, we would like to request _____ to support our program. As a donor, you will be acknowledged in association with **INSERT SOMETHING UNIQUE ABOUT YOUR AGENCY**. We hope you will consider joining us as we provide much-needed services to youth and families throughout the Bay Area.

As an in-kind donor, you will receive the following benefits:

- Acknowledgement in quarterly newsletter
- Acknowledgement on organization website
- Opportunity for advertising and outreach

Enclosed is an overview of **ORGANIZATION NAME**, as well as an in-kind donation form for your review. **To participate, please complete the in-kind donor form and fax or email to: CONTACT NAME, ORGANIZATION NAME, FAX, EMAIL.** If you have any questions or require additional information please feel free to call **XXX** or email **XXX**. Thank you for your consideration of our request. We look forward to hearing from you.

Sincerely,

Name

Title

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Donation Form

COMPANY LOGO
NAME OF EVENT

Date & Time
Address

IN-KIND DONATION FORM

- ❏ YES! We wish to support the **EVENT NAME** with an in-kind donation.
- ❏ Sorry, we are unable to participate this year.

Contact Name _____

Company Name _____

Address_____

City_____ State_____ Zip Code_____

Telephone_____ Fax_____

Email_____

Description of Item(s) _____

Estimated value _____

Please complete as you wish to be acknowledged:

_____

Please complete and fax or e-mail to XXX or XXX

For questions call XXXXX. Thank you for your support!

Sample Event Production Schedule

For event of 50 attendees
5:30-8:30 pm

3:45   **Load in and set up crew arrives**
Signage/data outcomes and key point set up
Registration table set up
Food/beverage set up
Raffle set up
AV
Auction set up

4:45   **Test AV**

5:00   **Event committee** – program walk through

5:00   **Entertainment arrives**
Sound check

5:10   **Set up complete**

5:15   **Staff in position**
Check in-2 staff (6:00-7:45)
Greeter-2 staff (6:00-7:45)
Floaters-2 staff (6:00-7:45)
Food/beverage/garbage detail-2 staff (6:00-7:45)

5:20   **Looped slideshow set up**
IPod Music set up

5:30   **Doors open**
Food/beverage setup
Silent Auction open

6:45   **Announce silent auction closing in 5 minutes**

6:50   **Silent Auction Closes**

7:15   **Speaking program**

7:15   **Executive Director**
Event welcome, program overview

7:25   **Associate Director**
Bringing SCORES to your school; youth program introduction

7:30   **Youth presentation/entertainment**
poetry performance by youth/coaches

7:35   **Parent presentation**
Parent testimonial

7:40   **Program staff**
Raffle drawing

7:45-8:30   **Silent Auction Check out –** 2 staff

8:30   **Event ends**

HOW TO

Engage Alumni

It happens all of the time: Youth graduate from your program and you never see them again other than the occasional run-in at the local supermarket or movie theater. You have five minutes to catch up, hear about all of the wonderful things they have accomplished since you last saw them, and then they disappear again.

It doesn't have to be this way!

Alumni are a powerful force for your afterschool program, and there are many ways to help them stay connected and tap into their knowledge and love of your program to help future generations of participants.

1. Create an Alumni Network
Facebook has made this easier than ever. Simply start an alumni group for your organization. Once you find a few alumni to join, they can invite their friends to help the group grow organically.

If Facebook is not your style, you can create a database of alumni email or mailing addresses and develop a mailing list. You can use the list to inform alumni of important information related to your organization, recruit volunteers, or notify them of alumni events (see below). Services such as MailChimp.com allow you to send free newsletters and create a mailing list that individuals can subscribe (or unsubscribe) to on their own.

Items to include in your alumni newsletter might include:

- Alumni News (who got married, who had a kid, who graduated from college, etc.)

- Highlights from your current programs

- Reminiscences (remember this old building, this staff member, etc. – include photos!)

- Ways alumni can help your program out (volunteer, donate, spread the word)

- Ways your program can help alumni out (networking or other alumni events)

2. Create Alumni-Specific Events
Whether people are looking for a job, old friends, or just a good time, alumni events are a fun way to gather your graduates together to help support both them, and your

organization. Make sure to provide attendees with information about the current goings-on of your program and a list of ways they can get involved to help out.

Here are a few ideas:
- Hold a Family Day at which your participants run games and activities specifically designed to entertain the children of your former participants. You can also flip this and invite alumni to run activities for current participants.

- Invite an alumnus who is doing something really interesting (e.g. is an astronaut, successful artist or musician, or runs a big company) to come speak about their work.

- Host a trip or outing just for alumni, such as a day at a museum, a local hike, or an evening at a show.

- Invite alumni to return to your program for a day to share their experiences with your current participants.

3. Reach Out Individually
One of the most effective ways of finding out how your alumni can best be involved in your program is by asking them! Even just calling a handful of past participants can help you get a better sense of which activities they would be most interested in participating in. Of course, if phone calling seems too time-intensive, you can also send out a survey via email or mail with a similar set of questions.

Here are a few questions you might want to ask:
- What's new with you since you graduated our program? What successes have you had? What are you proud of?

- What was your favorite part of being in our program? In retrospect, what do you think you learned/gained from participating in our program?

- How can we continue to support you as an alumnus? What type of alumni activities would you be interested in taking part in?

- Would you be interested in helping out our program in any way? If so, how?