

Module 6
Research Connections and School-Age Children

Subtopic 6.1

The School-Age Field: An Overview

Worksheet 6.1.A: School-Age Children's Characteristics and Needs

Your Name _____ Course _____ Date _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. Think back to your own "school-age" years—from about the age of 5 to 12. What new skills were you learning (not just in school)? What memories do you have of your friends, your neighborhood, your pets, your sources of happiness? Make notes on this worksheet and share memories with others if you have time.</p>	<p>Make notes of some of your memories of the school-age years.</p>
<p>2. Now go to the <i>Research Connections</i> site, www.researchconnections.org to find a recent, research-based summary of school-age children's development. Your instructor will give you enough information about this source to allow you to identify it using <i>Research Connections'</i> search features. For example, you may search or browse by the author's name, the title, some key words (search terms), or the topic.</p>	<p>How did you search? (for example, by author's name)</p> <p>Did you have to try other ways of searching?</p> <p>What is the reference that you found?</p>

<p>3. Please follow your instructor's guidelines to either download this resource or obtain it in another way. Read this resource.</p>	<p>How did you obtain the resource?</p>
<p>4. Now that you have learned more, think about the characteristics of children in this age group—what are the characteristics of their development, and therefore what experiences do they need in their environment (for example, what do they need from the adults around them, from their communities, from their experiences outside of school)? Use what you have read as well as your own ideas and experiences to complete the chart below. Be prepared to share your thoughts with others in person or on line.</p>	

**DEVELOPMENTAL CHARACTERISTICS
OF CHILDREN, 5 -12**
(Physical, language, behavior)

**WHAT EXPERIENCES
CHILDREN NEED IN THIS
PERIOD OF DEVELOPMENT**

OTHER NOTES

1. EXAMPLE: Peer acceptance becomes increasingly important during school-age years.	1. EXAMPLE: Offer appropriate opportunities for children to feel a part of a group.	
2.	2.	
3.	3.	
4.	4.	

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Subtopic 6.1
The "School-Age Field: An Overview

Worksheet 6.1.B: Where Are Children Spending Their Out-of-School Time?

Your Name _____ Course _____ Date _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. First, either in class, on line, or in a journal, share memories of where you spent your out-of-school time. Think about before/after school but also weekends and vacations. What did you do, and where were you?</p>	<p>Write your memories here, or share in another way that your instructor suggests.</p>
<p>2. Next, share information about where children in your neighborhood or in the community where you work spend their out-of-school time. You might interview some school-age children as part of this process. Consider similarities and differences between their experiences and your out-of-school memories—as well as reasons for those similarities and differences.</p>	<p>Record information and reflections here, or share in another way that your instructor suggests.</p>

<p>3. "TREASURE HUNT": Now, you'll practice your skill at searching for resources on <i>Research Connections</i>. Your instructor will give each of you (or your team) some clues about one important resource. Using the clues, find and download the resource, checking with others to be sure you did locate the "treasure."</p>	<p>Here, write down information about this reference: author, title, publisher, date.</p>
<p>4. Now use the "Browse by Topic" feature to search for resources on the subtopic "selection of child care and early education arrangements" under the topic "Parents and Families." (Your instructor will have oriented you to "Browse by Topic," or go to "Guide to Searching the Collection" for tips). Scroll through the search results, looking for resources that may help you understand why families may make the decisions they do about how their school-age children will spend their out-of-school time.</p>	<p>Download and read several resources and provide information about these resources here (author, title, date, etc.). If it is not possible for you to download certain resources, you may be able to read and download an abstract or summary.</p>
<p>5. The "Treasure Hunt" article and the other resources you found while browsing have new information about arrangements that families make for out-of-school time. In the space opposite or in group discussion, share your thoughts about whether these arrangements seem similar to or different than those used by families in your community. If different, why might that be?</p>	<p>Record your reflections here.</p>

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Research Connections and School-Age Children

Subtopic 6.2

The "School-Age" Field: An Overview

Worksheet 6.2.A: A Bird's-Eye View of the School-Age Field

Your Name _____ Course _____ Date _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. In this assignment you will learn what kinds of resources can be found in <i>Research Connections</i> using various terms that describe the "School-Age Field." Your instructor will tell you which terms your team will use, but the terms may include:</p> <ul style="list-style-type: none"> - School-age child care - After-school programs - Out-of-School Time - Extended Learning - Expanded Learning <p>Begin by simply entering your team's search term into the basic search box on the RC home page.</p>	<p>How many results were there? (You find this information at the top right of the Results page)</p> <p>Remembering that the first ones listed are usually the most relevant (at least they have this term somewhere in the document), write down basic information about 3-4 of the resources you found (author, title, date, publisher, what kind of resource).</p> <p>Were some of the resources NOT at all relevant to your topic? You might list one humorous example. (and do not worry, you will be learning how to narrow and focus your searches so that you aren't overwhelmed with too much information or irrelevant information)</p>
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<p>2. Next, compare notes with others in the group who used different search terms—or, if your instructor wishes or you are just curious, try a different term from the list above.</p>	<p>Were there major differences in the results of searches using different terms, either in number of resources or the kinds of information?</p> <p>Do you think some of these search terms give better results than others, or do you think it is good to use several of them?</p>
<p>3. Who are the “stars” in the school-age field? Go back to the Results page for the searches you and others in the group have done. Notice that on the right side of the page you will see the names of authors (or organizations that publish reports) whose work appears most often in your search.</p>	<p>Here, write down names and organizations that are most often listed on the Results page when you search for “School-Age”/“Afterschool” resources.</p>
<p>4. Now use the Browse by Author feature to find resources by ONE of the often-published “stars” (person or organization).</p>	<p>If possible, download and read several resources by this person/organization. Here, note what the main topics are that the person/organization writes about in the school-age field.</p>

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Research Connections and School-Age Children

Subtopic 6.2
The "School-Age Field: An Overview

Worksheet 6.2.B:
A Close-Up: Focusing and Filtering Your Search for More Information

Your Name _____ Course _____ Date _____

For this activity, you will learn to use different kinds of filters and combinations of search terms to gather more information about the school-age field. Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. Begin by reviewing the search that you did in Activity 6.2.A using the Research Connections home page, www.researchconnections.org. Go back to the home page and select a more specific version of one of the terms you used in your earlier search, such as "school-age quality," "school-age inclusion," or "school-age arts." The term that you select should be one that's relevant to your current or future career - something about the field that interests you! Record the term that you selected and why in the space opposite.</p>	<p>Please list the term you selected for your search. How many results did you find using this term?</p> <p>Why did you select this term?</p>
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<p>2. Next, experiment with filtering the results of your search, using one or more of the filters displayed on the "Search Results" page. Again, you may want to filter your search so that the results you find are most relevant to you and your career. For example, try filtering your search by state to see if any research on your topic has been done in your state. Notice that you can combine filters and you can also remove filters.</p>	<p>What filter or filters did you try out?</p> <p>Which seemed to give you the most interesting or informative results for your purposes?</p>
<p>3. Read all about saving and receiving updates on your search using the Research Connections "more info" feature here: http://www.researchconnections.org/childcare/help/rss-subscribe.jsp. This field is rapidly developing, so you may want to set up a system to learn about the latest research. Updates can be automatically sent to you using an RSS (Really Simple Syndication) feed. If you like, you can learn more about feeds using your browser's help function.</p>	<p>Are there any additional modifications or filters you'd like to add to your search before you set up the RSS feed?</p> <p>What questions do you have about using RSS feeds? How do you think this feature might be useful to you in your work or in college classes?</p>
<p>4. Now try saving your search, using the "Save this Search" feature located below the various filter options. Select the orange "RSS" button located in the upper left-hand corner of the group. This feature essentially bookmarks the webpage created for your search.</p>	<p>Make a note to yourself to check the bookmark in a few weeks or so to see whether new research sources have been added to your search.</p>
<p>(OPTIONAL) 5. If you like, you have the option to select a different RSS feed. Other RSS feeds, such as Google, MyYahoo!, or Yahoo!Alerts will provide the feed. Depending on which you choose, some of these options will also e-mail you when resources have been added to your search.</p>	<p>(OPTIONAL) Which RSS feed option did you select? Make a note to yourself to check your e-mail in a few weeks or so to see whether new research sources have been added to your search.</p>

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Research Connections and School-Age Children

Subtopic 6.3
Out-of-School Programming for School-Age Children

Worksheet 6.3.A: Mapping the Landscape of Programming Options

Your Name _____ Course _____ Date _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. In this assignment you will learn how to use <i>Research Connections</i> to find research on the types of out-of-school time program curricula, and interventions. Using the "Browse by Topic" function in <i>Research Connections</i>, find a list of resources on school-age curricula and interventions. (You will need to click on the plus sign next to a selected topic to bring up sub-topics.)</p>	<p>Record how many resources have been classified under the category of school-age curricula and interventions.</p> <p>Scan through resources listed and make note of a 2-3 resources that look like they would help you to understand effective school-age curricula and interventions.</p>
<p>2. Next, click on the words "more search options" at the top of the search results page. Enter keywords such as "afterschool" AND "curricula." If you get a large number of resources, filter them by publication date to view the most recent research items.</p>	<p>Again, list 2-3 resources that would help you to understand effective school-age curricula and interventions.</p> <p>Your instructor may ask you to discuss whether you received better results by browsing by topic or by searching by keyword. Which method was more helpful?</p>

<p>3. Download full-text versions of several good resources accessed through your searches. (Your instructor will have oriented you to options for downloading.) Most resources listed on <i>Research Connections</i> can be downloaded if you are affiliated with a college or university. Many other resources can be downloaded by anyone; you can get this information from the Search Results page.</p>	<p>Write down (or circle the resources listed above) that you chose to download.</p>
<p>4. Now reflect on the research you have found. What are curricula or interventions seem to be frequently used in out-of-school time programs?</p>	<p>Use this space to note your thoughts.</p>
<p>5. Depending on your instructor's recommendations, either (a) interview a school-age program director about the program's curriculum and program activities; or (2) if you are working in the field, discuss with your colleagues what curriculum and activities are most effective.</p>	<p>Use this space to summarize what you have learned. Based on what you have learned, consider whether you think that afterschool programs should be focused on extended learning (academics and tutoring) or on recreation and social interaction.</p>
<p>6. Your instructor may assign you to debate with your classmates about what type of activities and curricula are most effective for school-age children</p>	<p>Be prepared to discuss the pros and cons of a program focus on academics as opposed to a program focused on recreation. Also consider whether these two options might be combined.</p>

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Subtopic 6.3
Out-of-School Programming for School-Age Children

Worksheet 6.3.B: Research Support for Your Own Programming Decisions

Your Name _____ Course _____ Date _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. In this assignment you will learn how to use <i>Research Connections</i> to find research that supports your decision to use a certain kind of curriculum or programming option with a group of school-age children. You and your instructor will decide what the focus of your curriculum development/school-age programming project is, and what its goals are (as an example, perhaps your goal is to strengthen children's literacy skills in an afterschool program).</p>	<p>Here write down the purpose/major goals of your school-age curriculum/program project, as agreed to with your instructor.</p>
<p>2. To find research that is most relevant to your project's focus, you will be using the "More Search Options" feature. Try entering two or more search terms with AND or OR between them (your instructor will have oriented you to how to do this; also see the Guide to Searching the Collection—drop-down from</p>	<p>List several resources that seem as though they will have good information to back up your project ideas. (remember that each resource has a short description on the Search Results page, and usually longer abstracts are also available).</p>

<p>"Research Collection" on the home page). For example, "Afterschool Programs" AND English Language Learners," or "Afterschool Programs" OR "Extended Learning" AND "Mathematics" OR "Math." Be creative in trying out different combinations of search terms, and do ask others for help as needed.</p>	
<p>3. Download full-text versions of several good resources. Most resources listed on <i>Research Connections</i> can be downloaded if you are affiliated with a college or university. Many other resources can be downloaded by anyone; you can get this information from the Search Results page.</p>	<p>Note which responses are available in full text through your library or other means.</p>
<p>4. Now reflect on how the research you have found could help you decide what to plan for your school-age curriculum/programming project. For example, does the information lead you to include certain kinds of activities or methods?</p>	<p>Use this space to note your thoughts. Your instructor may ask you to share these with others or include in your project display or portfolio (below).</p>
<p>5. Follow your instructor's directions about how to use the resources you have found. For example, you may be asked to create a display about your School-Age Programming project and include information about your research background, or you may be asked to present this information in a portfolio about your project.</p>	<p>Here just record how you will be displaying or documenting this information.</p>

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Research Connections and School-Age Children

Subtopic 6.4

Outcomes of School-Age Programs

Worksheet 6.4.A: Jigsaw¹—The Many Possible Benefits of Program Participation

Your Name _____ Course _____ Date _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. In this assignment you will find research about the benefits when children participate in out-of-school programs. Each team has been assigned a different area to investigate (such as benefits for children's social competence; their overall academic achievement; or their literacy skills). If you now work in a school-age program you might make notes about the benefits that you've seen.</p>	<p>Here write down the topic (area of children's development and learning) that your team is investigating.</p> <p>If you work in a program for school-age children, jot down any thoughts/observations about how the program seems to have benefited children in this aspect of their development and learning.</p>
<p>2. Next, search for research on this topic. Begin by using "More Search Options" and combining search terms (try "Afterschool programs" AND "outcomes" OR "benefits" AND "whatever your area is—e.g., "literacy").</p>	<p>Note the search terms that you used, and how you modified your search if you did not get the results you wanted.</p> <p>How many results did you get (before filtering)?</p>

¹ A "Jigsaw" is a group learning method in which different group members or teams are responsible for gaining in-depth knowledge on one part of a topic. Then the various pieces of information are put together so that everyone in the group shares and learns, giving everyone the "big picture."

<p>If your team's first attempt does not seem to give good results, try different terms or combinations of terms. [IMPORTANT: Do not remove the "Search Results" page yet—or save your search]!</p>	
<p>3. Now filter those results to show ONLY "peer reviewed" resources. As you have learned, these are resources published only after "peers"—other researchers—have reviewed the research, made suggestions for improvement, and agreed that the results are worthy of publication. Peer review does not guarantee quality, but it is one indicator of quality research (for more information, see "Assessing Research Quality" in the menu under "Understanding Research" on the home page).</p>	<p>How many of the resources from #2 above are peer-reviewed?</p> <p>How many of these were published in the last two years (you can filter or sort by year, as well)? It is helpful to look at the most recent peer-reviewed research, since it often builds on and includes ideas from earlier studies.</p>
<p>4. Also using the filters, narrow the results only to "Literature Reviews"—summaries or syntheses of many different studies on one topic. Note that for some topics there may not be any literature reviews—but try.</p>	<p>Note whether you found literature reviews and list the reference.</p>
<p>5. If possible, download the full text of several recent peer-reviewed articles/lit reviews that describe benefits of participation in school-age programs in the area of development and learning that your team is investigating (or read abstracts if your institution or work site does not have access to the full-text articles you think are important). With your team, read and summarize the key results in your own words.</p>	<p>List which articles you are reading.</p> <p>Make notes on key points (here or elsewhere).</p>
<p>6. Follow your instructor's suggestions to create a presentation for others in your group—either in person or on line. Whatever format you use, this should give those who did NOT read resources in "your" area the</p>	<p>Make notes about how your team will plan and do its jigsaw presentation.</p>

<p>gist of what the research says. Be sure to include your team's ideas about how the results of this research could be used either in programming or in convincing others about the benefits. When all the "pieces" are put together, your whole group will have information about the benefits to school-age children in ALL of the areas that teams have investigated.</p>	
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Research Connections and School-Age Children

Subtopic 6.4
Outcomes of School-Age Programs

Worksheet 6.4.B: Presenting the Evidence to Others

Your Name _____ Course _____ Date _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. This assignment builds on the research that you did on Worksheet 6.4.A on the benefits when children participate in out-of-school programs. To begin, pull out your research results from that worksheet, making a note of the specific area that your team investigated (such as benefits for children's social competence; their overall academic achievement; or their literacy skills). You will be working in the same teams for this exercise.</p>	<p>Here write down the topic (area of children's development and learning) that your team investigated in Worksheet 6.4.A.</p> <p>Make a note of which team member(s) had which roles during the jigsaw exercise (for example, who did research, who organized a summary of the results, who presented to the class, who posted research results online, etc.)</p>
<p>2. Your goal for this exercise is to build a persuasive, evidence-based presentation based on the results of your research in worksheet 6.4.A. Your team will be presenting to a group of city leaders - mayor, city council members, etc. about the value of out-of-school time, with the intention of asking the city leaders to</p>	<p>Who will play what roles in this scenario?</p> <ol style="list-style-type: none"> 1. Mayor 2. City council members (unlimited number) 3. School-age program director 4. School-age parent(s)

<p>maintain their financial investment in transportation supports for out-of-school time programs, which are at risk of being cut. (Note that if you are in a different kind of community, your instructor will recommend changes in the scenario) As a next step, determine as a group who will play what roles in the scenario. Some suggested roles are included in the next box.</p>	<p>5. Executive director of children and youth advocacy organization</p>
<p>3. Develop a "script" by which your team will present the evidence to city leaders (or other decision-makers in the community). Try to have at least one person in each of the roles 3, 4, and 5 above (or similar roles) to deliver one or more evidence-based messages about the value of out-of-school time and why the city or other body should maintain its investment.</p>	
<p>4. Role play the script with your team and/or in front of your class. As the class for any questions or suggestions they may have about your presentation.</p>	<p>In the role play, were the community members successful in convincing the leaders to maintain their investment?</p>

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Subtopic 6.5
Quality Improvement in Programs for School-Age Children

Worksheet 6.5.A: Defining and Measuring School-Age Program Quality

Your Name _____ Course _____ Date _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. Your instructor will assign you to brainstorm on your own or to discuss in small groups answers to two key questions about school-age program quality. To what ever extent possible, consider your own experiences participating in or working in afterschool programs as you answer these questions:</p> <ul style="list-style-type: none"> - Why are high-quality afterschool programs important? - What do you think are key components of a high quality afterschool program? 	<p>Make note of major points from this brainstorming exercise here.</p>
<p>2. On the main Research Connections page, locate the "Topics of Interest" section in the bottom left section of the page. Click on either "school-age care" or "quality in early care and education" to locate a literature review</p>	<p>Make note of major points from the literature review. How are these points similar to, or different from what you learned in the brainstorming exercise?</p>

<p>titled: "The Quality of School-age Care in Afterschool Settings". Read this literature review and make note of what you learned about the components of a quality afterschool program. How is the research on quality different or similar from what you came up with in your brainstorming exercise?</p>	
<p>3 This literature review discusses several instruments to assess the quality of programs for school-age children. Using Research Connections, search for a quality assessment instrument. Type in keywords, such as "school-age" and "quality" or "afterschool" and "quality". When you see your results, go to the right side of the screen to "filter by resource type." Try filtering the list first by "instrument," and then by "document". Select one or two self-assessment tools to download and review.</p>	<p>Here, write down which resource or resources you looked at. What are some of the major ways that this quality assessment instrument is used to assess program quality?</p>
<p>4. If possible, informally try out on this assessment instrument in your workplace or student teaching setting (consult with your instructor to see if this is possible). You are not collecting research data, just seeing what it is like to use this kind of instrument.</p>	<p>Just make notes about what you might do.</p>
<p>5. Whether or not you have been able to use one of the instruments, reflect on how well you think it might measure quality, and also what some of the challenges are when trying to achieve quality in this area.</p>	<p>Write your reflections here.</p>

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Research Connections and School-Age Children

Subtopic 6.5
Quality Improvement in Programs for School-Age Children

Worksheet 6.5.B: Professional Development for School-Age Program Staff

Your Name _____ Course _____ Date _____

Your professional development question: _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. With your instructor's help, you will identify a specific question about some aspect of professional development (such as education, amount and kind of training, competencies needed, new ideas about training, etc.). An example would be "What new ideas about staff training are researchers studying?" Depending on your instructor's preference, either your whole group will search for information on the same question or each person/team will have a different question.</p>	<p>Write your question above.</p>
<p>2. Use your <i>Research Connections</i> search skills (which should be strong by now) to find information to answer your question. You'll need to use "More Search Options." You may need to include different terms for "professional development," using OR—"professional</p>	<p>Note the search terms that you used, and how you modified your search if you did not get the results you wanted.</p>

<p>development" OR "training" OR "workforce development," AND "school-age staff" OR "afterschool program staff." Experiment with different combinations of search terms if you are not finding what you want. As always, ask your instructor or others in your group for help.</p>	
<p>3. If possible, download several interesting-looking resources from that search.</p>	<p>Here, write down which resource or resources you looked at and some key information from the resource.</p>
<p>4. If possible, interview one or more staff in a variety of types of programs for school-age children (e.g., school-based or community afterschool programs, summer programs, or weekend programs). Find out what kind of training/professional development they have, and learn their opinions about what they would like to have. Share your information with others in the group in ways that your instructor recommends, and compare the professional development needs of those working in different types of programs.</p>	<p>Record your interview notes here.</p>
<p>5. With others in the group, reflect on all of this information (from the <i>Research Connections</i> search and from the interviews). How does the information relate to your own long-term professional development plan and the kinds of settings in which you might like to work? (Or, if you are currently directing a school-age program, how does the information relate to what you want to provide for your staff? Does it give you new ideas for professional development content and methods?)</p>	<p>Record your notes here. If you are making a professional development plan as part of your course/workshop, your ideas could be included in that document.</p>

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Subtopic 6.6
Policies Affecting Out-of-School Programs

Worksheet 6.6.A: State Policies and Regulations

Your Name _____ Course _____ Date _____

State in which you live/work _____ 2nd State that you will research _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

1. With your instructor's help if needed, refresh your memory about how to use <i>Research Connections</i> to search or browse by state.	If necessary, jot down some notes to remind yourself how to search or browse by state.
2. Next, by using "Filter by State," search for information about policies in your state, related to out-of-school programs. Your instructor will help you decide what to look for. For example, you might combine "policies" AND "licensing" AND "afterschool programs" OR "school-age programs." When you get to the Search Results page, filter those results by your state (reminder: filters are on the right hand side of the page). Try different search terms if you are not finding	Note the search terms that you used, and how you modified your search if you did not get the results you wanted. (However, sometimes you might not have found exactly what you were looking for, but you may have uncovered something that is also interesting about school-age/out-of-school policies in your state.)

<p>what you need.</p> <p>Another idea: If your state has a QRIS (Quality Rating and Improvement System), you could look for information about how afterschool/school age programs are included in the QRIS criteria and ratings.</p> <p>IMPORTANT: Do not remove the "Search Results" page yet—or save your search.</p>	
<p>3. If possible, download several interesting-looking resources from that search.</p>	<p>Here, write down which resource or resources you looked at and some key information from the resource.</p>
<p>4. Now go back to the "Search Results" page, remove the filter that limited the results to your own state (see "Remove Filter" at the top of the page), and filter by a different state). Again, identify and download some resources. Try to have these be on the same or a very similar topic as the resources you found about your own state. You might find that the same resource has information for both states, because the report is a state-by-state comparison (these are very useful).</p>	<p>For your 2nd state, write down which resource or resources you looked at and some key information from the resource.</p>
<p>5. Think about similarities and differences in your state's school-age policies and those of the 2nd state. Make notes and share your thoughts with the group.</p>	<p>Record your notes here.</p>
<p>6. Depending on your instructor's recommendations, either (a) interview a school-age program director about her or his opinion on some of the policies in the state, or (b) if you are working in the field, discuss some of these policy issues with colleagues. What are their opinions of current policies? What might be changed or improved? Share your interview findings with others in the class.</p>	<p>Record your notes here.</p> <p>Were there patterns in the opinions provided by different people interviewed by class members? If there were differences, did they depend on the type of school-age program in which they worked (e.g., public-school-affiliated afterschool programs vs. community-based programs)?</p>

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Subtopic 6.6
Policies Affecting Out-of-School Programs

Worksheet 6.6.B: Finding the Green

Your Name _____ Course _____ Date _____

State in which you live/work _____

Please follow the steps below, and either bring the worksheet to class/workshop or share with others on line.

<p>1. With your instructor's help, if needed, identify a school-age program at which you can interview the Executive Director, business owner, or administrator. The person you speak with should be someone that's knowledgeable about the finances of the school-age care site. This might be the place where you currently work, or it could be a child care center, home-based child care, school-based school-age program, or other nonprofit or faith-based site in your community.</p>	<p>1. Write the name of the school-age program site that you are going to interview here: _____</p> <p>2. Write the name of a back-up interview site here: _____</p> <p>_____</p>
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<p>2. Set up an appointment time to talk with your contact person. Pick a time for the two of you to meet when s/he will not be distracted or needed by the program, for example, before or after program hours. You will need approximately 30 minutes for your conversation.</p>	<p>1. Write the date/time of your appointment here: _____</p>
<p>3. Interview your school-age program contact, using the questions in column 2. Try to add 1-2 questions of your own, based on your interests in the field. Additional space has been left for your questions.</p>	<ol style="list-style-type: none"> 1. How long has your program been in operation? 2. What have been the challenges of finding funds to support your program? 3. What are the top three sources of funding that you use to support your school-age child care program? 4. Have you added any new sources of funding since your program first opened? 5. What additional sources of funding would you like to add to the program? What are the advantages of adding this source of funding? Are there any challenges to using this source of funding? 6. [Add your question here] 7. [Add your question here]
<p>4. Share the results of your interview with your class.</p>	<ol style="list-style-type: none"> 1. What are one or two new things you learned from hearing the results of your fellow students' interviews?

Module 6
Research Connections and School-Age Children
Worksheet 6.7: Self-Assessment

Your Name _____ Course _____ Date _____

This form will help you keep track of your growing ability to find and use research about school-age children and the programs that promote their development. Please complete each item, providing examples where required.

COMPETENCY**CURRENT LEVEL OF COMFORT AND SKILL**

	Have not tried this yet	Tried, but lack comfort and skill	Becoming more comfortable; need to learn more skills	Quite comfortable and skilled in this area
Going back and forth from the home page to many features of the <i>Research Connections</i> site				
Selecting and using search terms that get the results I want				
"Browsing" in various ways (e.g., by author, state, topic)				
Using various ways of filtering my search results				
Finding and downloading full text documents				
Understanding and summarizing research about the school-age field.				
Applying what I find to the "real world" of school-age children and programs.				

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