OPENINGS
GETTING OFF TO A GREAT START

Openings

In program, you experience three openings—pre-pre-opening, pre-opening, and opening. Learn more about these three vital aspects of programs in this eBook.

CONSULT 4 KIDS

Educational Services for After School
Sharing Expertise ~ Providing Solutions

Opening-Beginning the Day x 3

Key Points

When you complete this e-book you will have an understanding of the three Openings each program has: the Pre-Pre-Opening, the Pre-Opening, and the Opening. While the Openings may seem like just the beginning of program, knowing the importance of each of these program segments will help you to run a high-quality program.

Terms/Glossary

Pre-Pre-Opening: This is the time of the program when a Site Coordinator is at the program without any staff. It is also the time when Program Leaders are on the way to the program and can serve as a time for them to prepare for the program mentally by reexamining mindset.

Pre-Opening: This is the time of the program when all the staff is present, but youth are not yet in the program. This time allows staff to check-in with one another and set the tone for the day.

Opening: This is the time of the program when youth arrive and check-in with you. For many programs the Opening also includes snack and checking attendance.

Prior Knowledge

When was the last time you looked forward to "opening" something? Was it your birthday or a holiday with gift giving? If you think about beginning at the opening and backing up, the opening is when everything came together, and you gained some information (usually about what was in a package) that you didn't know before. Prior to opening the package, there was a pre-opening time when you were considering what would happen during the opening, and you set your expectations for the opening. Prior to the pre-opening, you probably considered what you might do during the opening. You contemplated and set your mind. This event is no different than the Openings that form the beginning of your program.

Brain Power

One of the opportunities you have during your program Opening is to listen closely to the youth in your program so you can be clear about what they are interested in. You can open the "doors" to make your program more relevant. It is easy to become so involved in the "operation" of Opening, that you forget about the importance of opening up those doors of opportunity. Alexander Graham Bell said it this way, "Sometimes we stare so long at a door that is closing that we see too late the one that is open." During your program Opening, keep your eye on how this important part of the program ties to the experiences that lay ahead in the day.

Introduction

From the Pre-Pre-Opening to the opening of program, everything you do can set the program up for success. This is one of the most intentional times of your day. Each of your actions is setting the stage for a high-quality program. It is necessary for you to use each of the Openings to ensure you, your staff, and your students are ready for an exciting day of learning.

Debrief

Based on what you've read so far, what is important about intentional openings? How might you and your staff use this time to ensure a high-quality program for youth? Make a commitment to strengthen your program in the next 72 hours. Consider what you will be implementing.

Are they "running" to get to your program? It's a great litmus test!

Knowledge and Information

Pre-Pre-Opening

The Pre-Pre-Opening is that time of the day when the Site Coordinator is on the site before staff arrives. This time of the day is filled with getting ready for the program, which includes shopping or ordering, preparing the staff bulletin and announcements, checking the calendar and schedule, and either preparing lessons or reviewing the lessons that others have prepared to ensure high quality programming. This is also the time of the day that the Site Coordinator works on the relationship with the school day—meeting with the principal and other school day staff as well as attending SST (Student Study Team) meetings if invited.. This time provides the Site Coordinator with a chance to meet with classroom teachers, observe after-school students in the school day program— including classroom and playground, review grade level scope and sequence, and help out the school day as appropriate. This is also the time when Site Coordinators can return calls, review e-mails, create newsletters, and update the Visitor's Packet. During the Pre-Pre-Opening the Site Coordinator also reflects on each staff member, and determines how to coach and support them during the program.

For the Program Leader, the Pre-Pre-Opening is a much shorter part of his/her day and probably occurs as the Program Leader is getting to work, and walking from the parking lot to the school office, where he/she can greet the school day staff—checking in so the office manager knows who is on campus. During the time the Program Leader can check his/her mindset, make sure that he/she is prepared to be fully present during the program, and mentally running through the day ahead.

Bullet Points

Logistics

- Calendar, schedule, lesson plans in place
- Absence list from school day used in student safety plan
- Materials for daily program available and ready for use
- Visitor's Packet made available to visitors
- Staff Bulletin, memo or other form of announcements seen
- Review or develop Lesson Plans
  - Lesson Opening states the objective and activates prior knowledge
  - Lesson content presented in "I do," "We do," "You do," format
  - Closing included opportunity for students to review, reflect on learning and debrief

School Day Relationships
- Contributes to the positive feeling tone at the school

- Meet with principal or designee regularly
- Regular communication with school day staff (custodians, food services)
- Meetings with classroom teachers individually and in groups
- Attend SST's and other meetings to ensure children's needs are met
- Program aligned to Scope and Sequence of the school day
- Program students observed in classroom and on playground
- Helps the school day when appropriate
- Recruits students for program in cooperation with school day

Preparation for staff, youth, and parents

- Return parent calls and contact as necessary
- Parent and School Day Newsletter distributed regularly
- Acknowledgment of students and staff apparent, as well as other stakeholders
- Individual and Group Coaching plans evident

C4K Minute—Making It Real

Think through all of the things that you need to accomplish during the Pre-Pre-Opening. Make a Checklist so you can be sure that everything is done. If the Checklist changes from day-to-day, then create a schedule or calendar to go along with the Checklist.

Debrief

Think about the importance of the Pre-Pre-Opening. What will you do in the next 72 hours to ensure that you strengthen your practices during this critical time of the day?

Pre-Opening

During the Pre-Opening, staff is arriving and making their own preparations for the day. In many programs, staff typically arrives only 15 minutes before working with youth, so making the most of this time is challenging. It is important that you communicate clearly with staff during this time. Your will want to share any pertinent information about the students—this could include who is absent, who was picked up early, who may have had a problem or award during the school day, and any other information that the Program Leader should know. This can be done in a variety of ways, but one thing to consider is that the information about specific youth needs to be kept confidential. You will not want to place this type of information in a memo. You may want to have a clipboard for each staff member that you can place information on in an envelope. However, if it is a praise or an award, it is appropriate to put these complementary items on a Praise Board, and share them with everyone. You will also be checking that the "inside the box" and non-negotiables are in place. This can include wearing the team shirt, having a name badge, clocking in, wearing appropriate shoes, and demonstrating a positive

This is also a time to set the tone for the day with your staff. Let them know what you are focusing on for the week. Perhaps this is the week that you are working on asking questions during homework. You would want to spend some time reminding them of your expectations, practice asking meaningful questions, and letting them know that you will be in the classroom during homework time. One of the things you can do during this time if you have time is to conduct OTJ (On The Job) conversations in which staff can share praises and concerns. Remember that as the leader of OTJ you are facilitating the staff members' conversations and problem solving with one another rather than providing answers.

During Pre-Opening staff needs to prepare for the day. Picking up needed supplies, sharpening pencils, reviewing lesson plans, and getting ready for the Opening are all part of the Pre-Opening time. Staff might also contribute to the Message or Praise Board, and add to the display of student work.

Bullet Points

Sharing Information with Staff
- Message board evident
- Inside the box check—badges, shirts, lanyards, door signs
- Praise board for staff and students evident
- Kids' work evident

Communicating Focus and Tone
- Set the tone for the day set routinely
- Focus of the day/week/month shared
- OTJ (On The Job) discussions held with staff

Preparation for Program
- Staff preparation for the day completed routinely
- Review lesson plans
- Double check on supplies and materials

C4K Minute—Making It Real

Think about the ways you can use the time during Pre-Opening to develop your staff. You are setting the focus for the week. Consider showing a C4K Mini that provides information about the focus. For example, if you are focused on Homework, consider sharing 10 Minutes to Success, Activities after Homework, or Homework Basics. What is your focus this week? What can you do to develop staff during the Pre-Opening?

Debrief

What specific actions will you take during your next Pre-Opening to ensure that you promote both quality programming and exemplary performance?

Openings

The Opening occurs when the youth first arrive in your program. Everything you do during the Opening is important. Creating a powerful and engaging Opening is like baking the perfect cake. There are ingredients to add in amounts specific to your program, proper mixing to ensure that the ingredients are well blended, and then baking the cake to perfection! Here are some ingredients to consider for your program's fantastic Opening. Openings need to be functional. The function of Openings is to take roll, distribute and eat snack, build relationships, and provide a space for youth to network with one another. Openings must also be informational. This is the time to make announcements, recognize staff and youth for exemplary performance, review the calendar, and celebrate special events, days, and rewards and awards. Openings must be exciting as well. This is a perfect time for competitions, orchestrated student-students, adult-adult, and student-adult. Strong Openings are also enjoyable. This is a perfect place to add music, showcase individual students, and demonstrate or preview what is going to occur during the day. Finally, strong Openings should be student generated and student led. Let's look more closely at each of these components.

Opening must be functional. You need to know right away who is in attendance and who is not. Snacks need to be distributed, name badges handed out, attendance taken, and so on. This is also an opportunity for young people to network with one another. This is a key time for you to work on building relationships with each and every one of them. Although there are quite a few "inside the box" things to do, this is the most functional aspect of Opening. It is certainly NOT what will propel your Opening into being the "Place to Be at 3:00." Have a routine for the functional aspects of the Opening and absolutely engage young people in taking charge of these aspects. Take the time to teach them how to do the core work well, ensuring that they will be successful.

Openings must be informational. Another ingredient in a successful Opening provides a forum to share information that it is relevant to youth with them. You might want to start with a simple calendar review, especially if you have a special event coming up in the next week or so. Take this time to make announcements about the program—the daily schedule, the order of events, any changes that have been made to the routine, substitutes that are filling in today, anything that you believe students should know. A good rule of thumb is to ask yourself what you would like to know, and being sure that you have shared those things with students unless that are confidential or only pertain to the adults. Take the time during Opening to recognize exemplary performance by both students and staff. Honor them by calling them up, passing out certificates, and/or praising the good work. Recognize team

victories—both inside and outside of after-school. Acknowledge birthdays of both students and staff, creating a positive birthday memory. This is also an appropriate time to honor staff for longevity and yearly anniversaries. Have a student or team of students lead the informational part of the Opening. Be sure they have a microphone if one is available to ensure they can be heard.

Openings should be exciting and one of the best ways to do this is to have team competitions, awarding points to winning teams that demonstrate good sportsmanship, or who function well as a team. Kids love Fear Factor activities—eating pickles and pudding, being blindfolded and having to put on make-up, pushing a tennis ball with your nose across the finish line, and finding the Skittles in the whipped cream without using your hands. They also like activities that are just a touch on the edge like making the Program Leader a mummy with only one roll of toilet paper, singing with the karaoke music, playing Jeopardy or some other game. Keep score for a month and then award recognition for each of the teams who have participated in the activities. Engage students in planning and implementing a wide variety of exciting activities and competitions.

Openings also need to be enjoyable. Play music that kids enjoy. You can handle this by having a DJ Club that will select and screen the music that is played to ensure that the music is appropriate. This DJ Club can also organize student showcases—perhaps the art work from the Artist's Palette Club, magic tricks from the Future Magician's Club, science projects by the Mad Scientist Club, and so on. The DJ Club might want to consider having an open microphone event or poetry reading contests. Having the DJ Club organize this part of the Opening will create relevance for the youth.

Finally, Openings should be student generated and led: Orchestrate Opening so that all of the young people in your program have an opportunity to contribute to the Opening. Certainly each student does not have to contribute every day, and the focus for the day can vary, actually it should change up to keep it interesting and fresh, but youth should be at the center of the Opening organization and implementation. Consider rotating the groups of youth who are responsible for Opening. Give them plenty of time to prepare so they can be successful. In the beginning of the program year, adults will take the lead in planning the Opening, but as the year progresses, more and more of the process should be turned over to the youth-led teams.

When you mix all of these things together, you will have a high quality Opening.

Bullet Points

  Functional
  - PL arrives on time and is prepared to work
  - Greets students as they arrive to program
  - Snack distributed and counted

- Compliance around attendance and deliverables met
- Has students in line of sight
- Leaves area as clean as they found it
- Keeps to the schedule as the SC has planned it
- Has students line up for transition

Informational

- PL is making announcements
- SC making announcements
- Builds effective relationships by talking and welcoming students/volunteers as they arrive

Exciting
- Opening activity incorporates entire site for exciting competition-like atmosphere
- Variety of Opening activities for the week
- Activities (student to student, student to adult, adult to adult) evident

Enjoyable
- Plays music
- PL is assigned responsibility for planning and organizing opening event (1-2 per week)
- Modifies activity to meet the needs and interest of all students
- Students are engaged and participating in events planned by students
- Ensures that students are engaged in SC created Opening activity
- Set the tone for the day through Opening coherence (music, activity, announcements)

Student led and generated
- Student greeters in place
- System created for students to assist with some aspects of Opening
- Announcements and acknowledgements for the site given by the students
- Student lead/created Opening activity
- Students hold each other accountable for responsibilities during Opening
- Student system for managing cleanup and snack count
- What's Up? gives youth input on programming

C4K Minute—Making It Real

Plan an Opening that meets all of the criteria listed above. Use the same lesson plan format you would use when designing an effective lesson. Consider which part of the Opening is "routine" and which changes each day. Consider checking out C4K's EZ Lesson Plans for Openings.

Debrief

What have you learned about the importance of Opening? What will you do to strengthen your Opening within the next 72 hours?

Review

Tricks of the Trade

Create a DJ Club at your site and help these youth to plan and implement Opening. Work with them over time to take on each aspect. Remember that it will take them a few weeks to plan the Openings in the beginning.

Gem of the Day

The transition from the school day to your after-school program happens during the Opening. You are setting the stage for building family and a sense of belonging.

Important Take-A ways

Being intentional about Opening can make a huge difference in your program. Each day you get off to the "right start" by planning each Opening carefully.

Troubleshooting

I struggle having enough time to plan for my program without taking on the planning of an Opening. What can I do to make this work?

Establishing a routine for your Opening can help with the planning. When you establish the routine remember that every day does not have to look exactly the same. For example, on Monday you might make the announcements for the week. On Tuesday, during that same block of time, you might acknowledge your staff. On Wednesday, celebrate the birthdays that happen that week. On Thursday, update the announcements. On Friday, acknowledge and recognize students for a job well done. If you set a routine that is clear for each day, what you can do is change the activity, music, etc. to add variety.

Best Practices

- ✓ Set the tone when you greet the students at the very beginning of program.
- ✓ Engage youth in planning and implementing a successful Opening.
- ✓ Make time to build a relationship with each student assigned to your cluster every day during Opening.

FAQ's

What does it mean when someone says that "Opening is a public face of after-school"?

During Opening most people are still on campus, and parents are picking up students that are not in the program. People are moving around, and therefore what you are doing in your program faces more scrutiny. It is important that your Opening is well-organized for many reasons, one of which is that most everyone is watching.

Universal

Everything we do goes better if we are intentional about the results we want to achieve. When we are intentional, we begin by thinking about what to do (Pre-Pre-Opening), planning how we will implement (Pre-Opening) and then executing on our plan (Opening).

After-School

When combined, the Openings of the after-school program work together to lay the foundation for a high-quality program that can be supported by exemplary performance.

Positional

As a Site Coordinator or Program Leader, take them time to "tune in" to the people who are around you. Build relationships by recognizing others and listening to what they have to share.

Review

In your journal, write about the information you are taking away from this content. Highlight your key learning's.

Key Learning

Since you have reviewed the material, ask yourself how you can translate the information into a learning for you, and then how will you practice that learning by implementing it or executing on a specific action. Think in terms of your personal and professional life. For example:

Personal: I have learned that everything I do has multiple openings and if I want to be effective I need to be intentional about what I do as I open up an action.

Professional: I want to remember that during Opening everything I do is setting the stage for a successful day.

Journal Entry

I did this well and celebrated by _____-.

I did not do so well at _____, and I will strengthen my performance in the future by doing _____.

Walk Through the Day

The Openings

Pre-Pre-Opening

You're on your way to and arriving at work. By the time you reach the parking lot, open your car door and step out, you need to be focused on the work at hand. Leave personal problems in the "car" and prepare yourself to be fully present for your opportunity to work with youth and your stakeholders.

Practical Application:

Go through a mindset checklist. Write it out and then practice each day. Clear your mind of other concerns and focus on the day ahead. Think of each staff member and the students you will encounter. See yourself greeting them. Vision yourself the positive role model that you desire to be and youth need.

Pre-Opening:

Although this is a short period of time it is your opportunity to check-in and find out what's been going on since you left program the day before (unless of course you've had a weekend or holiday). Refocus on the goals of the program, and be certain that you take the time to gather all of your supplies.

Practical Application:

Use the Pre-Opening time to check in with your colleagues as well. It is important to reestablish the working relationship through this process. While this isn't time for gossip, it is time to build relationships with the others who work as you do.

Opening:

This is your first contact with the youth. Your behavior and attitude will set the tone for your program day. You should greet youth with a smile, spend time building relationships, participate fully in the Opening activities, and revisit expectations.

Practical Application:

Make it your business to greet each student by name. Ask each one of them a simple question, including, "How's it going?" Remember that you need to listen for the answer. So often we say, "How are you?" and we have no intention of listening or caring about the response. When you ask youth this question, be interested—let them know you really want to know. If the student needs to share something lengthy, set up a time to talk about it during the day and then get back with them.

Rotations:

During the rotations you are opening and closing activities all of the time. Just like you check in with youth at the beginning of program, check-in with them when you change activities. Engage them in making the activity a learning opportunity. Remember that Opening sets the stage for what is to come.

Practical Application:

Following the guidelines of holistic instruction, you are going to open the activity by stating the objective, and then engaging youth by activating prior knowledge. Involve youth in leading this part of the lesson. A student can read the objective and then ask fellow students what they know about the topic. Use the Opening as one of those opportunities to release part of the responsibility to the youth.

Closing:

During this component of the day you are closing program, but opening the remainder of the day for the youth and his/her family. Open the dialog with parents when they come to sign a student out, and share positive remarks about the student. Praise good choices and positive attitude. If the youth checks themselves out of the program, give the praise directly to them.

Practical Application:

Greet each parent or caregiver in the same way you would greet the student at the beginning of program. You may be the one "bright spot" of a rather long day.

Connect to Online Instruction

Program Leader Correlation

<u>Pre-Pre-Opening</u>

- ➢ **KEY INDICATOR: Relationships with School Day**

    - **Meet Regularly with the Principal or Designee**
        Mini #31   Connecting with the School Day
        Mini #118   Collecting Data, So What?
        Module #10   Supporting the Good Work of the School Day
        Module #11   Being in the Principal's House

    - **Meet with Classroom Teachers**
        Mini # 93   Sharing Information with Teachers
        Mini #116   Talking with Teachers About Homework
        Mini #117   Sharing Space
        Lesson #12   Alignment

    - **Communicate with School Day Staff (Custodian, Food Services)**
        Lesson #4   Communication with SC's, parents, school day, students

    - **Work to Align Program to Scope and Sequence of School Day**
        Mini #91   Understanding Scope and Sequence
        Mini #92   Supporting Specific Standards
        Module #19   Creating an Environment
        Lesson #12   Alignment

    - **Observe Program Students / Attend SST Meetings**
        See SC Correlation

    - **Contribute to a Positive Feeling Tone at the School**
        Mini #50   Public Face of ASP
        Module #8   Professionalism 2
        Lesson #1   Professionalism
        Lesson #2   Foundational Truths

    - **Help Out School Day**

Mini #119   Supporting School Day

> **KEY INDICATOR: Maintaining ADA and Parent Communication**

- **Recruiting Students—Approximately 110% of target ADA**
  Module #17   Attendance—Recruiting and Maintaining

- **Get Absence List from School Day**
  See SC Correlation

- **Return Parent Calls or Contact as Necessary**
  Mini #13   Talk to Parents
  Module #18   Tough Conversations with Parents
  Module #24   Student Showcase

- **Create Visitors' Packet**
  See SC Correlation

- **Create a Parent and School Day Newsletter**
  Mini #94   Helping Student Reporters

> **KEY INDICATOR: Stakeholder**
  Class #15   Bringing the Community In
  Class #16   Reaching Out to the Community

> **KEY INDICATOR: Program Preparation**

- **Prepare Materials for Daily Program**
  Mini #95   Daily Preparation—Being Ready

- **Prepare Acknowledgement of Excellent Student and PL Work**
  Mini #29   Acknowledgment/Praises
  Mini #40   Celebrating Student Successes

- **Review Lesson Plans and Prepare Cart**
  Mini #2   Supply Cart
  Mini #96   Lesson Plan Review

- **Plan the Pre-Opening for Staff / Calendar, Schedule / Staff Bulletin**

See SC Correlation

Pre-Opening

- ➢ **KEY INDICATOR: Meeting Environment**

    - • **Praise and Message Board**
        Mini #150   Praise and Message Boards

    - • **Creating a Learning Environment**
        Mini #99   Middle School Mind Set
        Module #19   Creating A Learning Environment

- ➢ **KEY INDICATOR: Meeting with Students**

    - • **Set Tone and Focus for the Day**
        Mini #25   Beginning Your Day
        Mini #54   Mind Set

    - • **Check Inside the Box (Badges, Shirts, Lanyards, Door Signs)**
        Mini #56   Inside the Box
        Mini #97   Appropriate Walkie-Talkie Talk

- ➢ **KEY INDICATOR: Setup by PL's**

    - • **PLs Prepare for the Day – Supplies Include Walkie-Talkies**
        Mini #2   Supply Cart
        Mini #17   Check In
        Mini #68   Communication with SC's
        Module #25   Strong Substitutes—Your Role
        Module #26   Maintaining A Schedule

    - • **Positive Attitude by the PL**
        Mini #33   Setting the Tone
        Mini #54   Mind Set

Opening

➢ **KEY INDICTOR: Meeting with Students**

- **Compliance**
  See SC Correlation

- **Snack (Distribute, Count, Clean-up)**
  Mini #24   Snack Distribution
  Module #9   Agreements/Clean Up

- **Roll**
  Mini #21   How to Take Roll
  Mini #34   Taking Roll for Learning
  Mini #35   Learning Names Activities

- **Set the Tone (Music and Other)**
  Mini #1   Ready to Work
  Mini #3   Greeting Students
  Mini #33   Setting the Tone
  Mini #54   Mind Set
  Mini #55   Making the Most of Every Minute
  Mini #82   Importance of Music
  Lesson #11   Opening Revisited

- **Managing the Space—Student Greeters**
  Mini #19   Greeters

- **Managing the Space—Use of Attention Getters**
  Mini #4   Attention Getters
  Mini #87   Visible Signs of Fun

- **Make Announcements**
  Mini #29   Acknowledgments and Praises
  Module #20   Preparing Students to Make Announcements

- **Intentional Relationship Building with Students**

  Mini #15   Building Relationships
  Mini #17   Check In

Mini #67　　　Building Relationships

Module #21　　Alternatives to Time Out

Lesson #4　　　Communication with SC's, Parents, School Day, Students

Lesson #9　　　Building Relationships

Class #3　　　　Building Relationships

- **Celebrations and Acknowledgement of Staff and Students**

- **Activity (Student vs. Student, PL vs. PL)**
  Mini #149　　Opening Activities

- **What's Up? (Like OTJ for Kids) and Check In**
  Mini #14　　　What's Up
  Mini #17　　　Checking In

Site Coordinator Correlation

Pre-Pre-Opening

➢ **KEY INDICATOR: Relationships with School Day**

- **Meet Regularly with the Principal or Designee**
  Mini #91　　　Meeting with the Principal
  Vocational Training: Chapter 1—Aligning with the School Day

- **Meet with Classroom Teachers**
  Mini #36　　　Meeting with Teachers
  Mini #94　　　What's In It for Teachers?
  Lesson #7　　　Building Relationships

- **Communicate with School Day Staff (Custodian, Food Services)**
  Mini # 1　　　Beginning Your Day
  Class #15　　　Participating in Data Reflection Meetings with the School Day

- **Work to Align Program to Scope and Sequence of School Day**
  Mini #92　　　Understanding Scope and Sequence
  Mini #94　　　Supporting Specific Standards
  Module #7　　　Lesson Plans
  Module #15　　Aligning with the School Day
  Module #27　　Data Driven Decision Making

Module #28   Providing Universal Access

- **Observe Program Students in Classroom, on Playground**
  Mini #95   Observing Students in the School Day

- **Attend SST Meetings About After-School Students, If Invited**
  Mini #79   Attending School Day Meetings
  Mini #96   SST's and IEP's
  Mini #97   504 Behavior Plans

- **Contribute to a Positive Feeling Tone at the School**
  Mini #98   Positive School Day Influence
  Module #17   Following Up With the School Day
  Module #18   Communication/Relationships with the School Day

- **KEY INDICATOR: Relationship with School Day, cont.**

  - **Helping Out School Day When Appropriate**
    Mini #28   Understanding Your Customer
    Mini #29   Become a Part of the School
    Mini #35   Supporting the School Day

- **KEY INDICATOR: Maintaining ADA and Parent Communication**

  - **Recruiting Students**
    Module #19   Recruiting Students
    Lesson #5   Recruiting Students for Middle School

  - **Get Absence List from School Day for Comparison to After-School Absences**
    Mini #99   Keeping Kids Safe (Absent From Program)

  - **Return Parent Calls or Contact as Necessary – Phone Call**
    Mini #37   Talking with Parents
    Mini #75   Parent Advisory Groups

  - **Create Visitors' Packet (Update as Appropriate)**
    Mini #100   Best Foot Forward (Visitors)
    Mini #141   Preparing for Site Visits

Module #4   Visitor's Packet

- **Create a Parent and School Day Newsletter**
    Mini #38   Program Newsletter
    Mini #141   Parent Meeting #1
    Lesson #24   Parent Meetings

➤ **KEY INDICATOR: Stakeholders**

- **Acknowledgement of Stakeholders**
    Mini #9   How to Talk to Internal/External Stakeholders
    Mini #27   Elevator Speech
    Mini #28   Understanding Your Customer
    Mini #41   Acknowledge Stakeholders
    Mini 76   Talking with Community Partners
    Lesson #3   Developing Communication Tools

➤ **KEY INDICATOR: Program Preparation**

- **Prepare Materials for Daily Program**
    Mini #101   Shopping/Ordering on Time
    Mini #103   Organizing Your Materials

- **Prepare Acknowledgement of Excellent Student and PL Work**
    Mini #31   Supporting Staff
    Mini #58   Acknowledging Students of the Month
    Mini #88   Awards and Celebrations

- **Plan the Pre-Opening for Staff**
    Mini #102   Keeping Staff Well-Informed

- **Create a Staff Bulletin**
    Mini #48   Staff Bulletin

➤ **KEY INDICATOR: Lesson Design**

    Mini #118   Lesson Openings
    Module #7   Lesson Plans

Lesson #22   Designing Lessons

➢ **KEY INDICATOR: Coaching**

Mini #2	Accountability Model
Mini #3	Foundational Truths
Mini #8	Art of Delegation
Mini #13	Coaching – Directive and Conversations
Mini #15	Ownership Model
Mini #16	Teamwork
Mini #17	Goal Setting
Mini #19	Responsibility
Mini #23	Warm Fuzzies File
Mini #24	Observations
Mini #25	Non-Negotiables—Coachables
Mini #26	Psychological Warfare
Mini #42	Formal Observations
Mini #45	Keeping Notes—Follow Through
Mini #54	Work Plan
Mini #59	Scheduling Planning for PL's
Mini #60	Meeting with Supervisors
Mini #82	Hiring Right Staff
Mini #85	Supporting PL's #1
Mini #86	Supporting PL's #2
Mini #87	Supporting PL's #3
Mini #138	So, How Are You Doing?
Mini #139	Fail Forward
Mini #146	Changing Habits
Mini #147	Communication Continum
Module #14	Leading vs. Managing
Lesson #13	Coaching Staff, Side-By-Side
Lesson #14	Coaching Conversations
Class #1	Arc of Staff Development
Class #10	Staff Development
Class #13	Performance Rubrics

Pre-Opening

➢ **KEY INDICATOR: Meeting Environment**

Lesson #17   Importance of Pre-Opening

- **Praise Board**
  - Mini #3   Foundational Truths
  - Mini #33   Praise Board
  - Mini #58   Acknowledging Students of the Month

- **Message Board**
  - Mini #55   Message Board

- **Creating a Learning Environment**
  - Lesson #20   Creating a Learning Environment

- **Organization of Materials and Supplies for the Day**
  - Mini #103   Organizing Your Materials

- ➢ **KEY INDICATOR: Meeting with Staff**

- **Set Tone and Focus for the Day**
  - Mini #18   Running a Meeting
  - Mini #22   Communicating with Staff
  - Mini #34   Setting the Tone for the Day
  - Mini #71   Time Management #1
  - Mini #72   Time Management #2
  - Mini #73   Time Management #3
  - Mini #109   Attitude of "Positive" Frontline Staff
  - Mini #133   Programs in Harmonic Balance
  - Mini #135   So You Made a Mistake
  - Module #5   Touch Calendar
  - Module #8   Promoting Positive Attitude
  - Class #7   Understanding Youth
  - Class #10   Developing Staff
  - Class #13   Performance Rubrics

- **Check Inside the Box (Badges, Shirts, Lanyards, Door Signs)**
  - Mini #32   Inside the Box A-Z
  - Mini #56   Organizing the Routine

- **OTJ Check In**
  Mini #1   Beginning Your Day
  Lesson #6   OTJ

➢ **KEY INDICATOR: Setup by Frontline Staff**

- **Staff for the Day—Supplies Including Walkie-Talkies**
  Mini #14   Utilizing Resources
  Mini #126   Appropriate Walkie-Talkie Conversations

Opening

➢ **KEY INDICTOR: Meeting with Students**

- **Snack (Distribute, Count, Clean-up)**
  Mini #26   Clean-up
  Mini #105   Student Leader—Distribution of Snacks
  Mini #106   Student Leaders--Opening

- **Roll**
  Mini #83   Tracking Data
  Lesson #1   Attendance
  Lesson #4   Data Collection

- **Set the Tone**
  Module #2   Supervision and Discipline
  Module #8   Promoting Positive Attitude
  Module #21 Importance of Music in Opening
  Lesson #8   Strong Openings
  Class #5   The Bookends—Opening and Closing

- **Student Greeters**
  See PL Correlation

- **Use of Attention Getters**
  Mini #49   Using Attention Getters

- **Announcements and Celebrations**
  Mini #108   Student Leaders—Announcements and Celebrations

- **Intentional Relationship Building with Students**
  Mini #52   Student Monitoring—Inside the Box
  Mini #74   Strategies for Organizing Student Helpers
  Class #7   Understanding Youth Assets

- **Activity (Student vs. Student, PL vs. PL)**
  Mini #53   Student Led Celebrations
  Module #3   Powerful Openings

- **What's Up? (Like OTJ for Kids) and Check In**
  Mini #107   What's Up?
  Module #6   OTJ