The VIRTUAL SYNERGY CONFERENCE 2021 is hosted and sponsored by a number of collaborative partnerships.

THANK YOU TO OUR PARTNERS AND SPONSORS
Welcome to the Virtual Synergy Conference 2021

I am delighted to welcome our state’s afterschool professionals, educators and community partners to the 17th annual Synergy Conference! This is North Carolina’s only annual event dedicated to afterschool, summer and out-of-school time learning. It is designed to serve as a platform wherein you can exchange ideas, discover novel opportunities, connect with colleagues statewide, meet new friends, and broaden your knowledge.

Although the current state of the Coronavirus pandemic prevents us from convening in-person again this year, the next four days of this year’s virtual conference are filled with live panels and keynote speakers, an exhibit hall with a range of vendors, networking opportunities and an array of workshops on best practices and new developments in afterschool and summer learning. The theme of this year’s conference is “Revolutionizing Afterschool: Renew. Reconnect. Rise.” This theme highlights the infinite ways the out-of-school time field within North Carolina has revolutionized in the midst of COVID to engage children and youth and to serve as a critical partner with families, schools and communities.

It is my sincerest hope that the information and resources available through the conference serve as a source of inspiration and renewed hope for you. I also hope that you are able to utilize the wide array of new ideas in your programs to engage youth and families through virtual and in-person delivery methods. As North Carolina prepares to begin the journey of COVID Recovery, one thing is certain – each of you, as a member of the field of out-of-school time professionals within our state, are an invaluable asset and partner in that process. Collectively, we must all work together to ensure that no child across our state is left behind or falls through the cracks as a result of the COVID-19 crisis.

Reflecting on this last year, I would be remissed if I didn’t stop to say thank you! Thank you for rising to the moment in the midst of this pandemic! Thank you for providing care for the children of essential staff! Thank you for partnering with schools to serve youth on remote learning days! Thank you for working with schools and community entities to provide meals and resources to youth and families! Thank you for thinking of new ways to engage youth and families virtually! Thank you for refusing to give up! Thank you for everything that you have done since March of 2020 to demonstrate the resilience and perseverance of our field. It is because of you that North Carolina is among the Top Ten States for Afterschool within the nation according to the recent America After 3pm Report! It is because of you that parents rank North Carolina #1 overall. From the bottom of my heart and on behalf of the youth and families across our state, thank you!

If you are on social media, be sure to Tweet or Post using #Synergy2021 so that we can share in the virtual conference experience together. Enjoy the conference!

Most sincerely,

Dr. Sheronda Witter Fleming,
Director, NC Center for Afterschool Programs
Welcome to the Virtual SYNERGY CONFERENCE 2021

Since 1986, the Public School Forum of North Carolina has been an indispensable and nonpartisan champion of better schools and the most trusted source in the state for research and analysis on vital education issues. The Public School Forum of North Carolina brings together leaders from business, education and government to study education issues, develop ideas, seek consensus and ultimately inform and shape education policy through research, policy work, innovative programs, advocacy and continuing education for educators and policymakers.

Follow the Public School Forum of North Carolina on Twitter @theNCForum and visit www.ncforum.org for more information.

The North Carolina Center for Afterschool Programs (NC CAP) is a statewide after-school and expanded learning network dedicated to increasing access to high quality after-school and expanded learning programs for all children and youth in North Carolina, helping them to succeed in and out of school. Our work includes research and best practices in the afterschool and expanded learning environment; convening key stakeholders (national, state, and local); advocating for policies to support afterschool and expanded learning; and professional development and technical support for afterschool programs.

Follow us on Twitter @NCafterschool or on Facebook @ncafterschool and visit our website at www.ncafterschool.org

Engaging families to meet students’ needs

- Social
- Emotional
- Academic

This is Summer Learning
ThisIsAfterschool.org
NC Center for Afterschool Programs Team

DIRECTOR: Dr. Sheronda Fleming

Dr. Sheronda W. Fleming is the Director of the North Carolina Center for Afterschool Programs, NC CAP. As a college student, Sheronda founded the Ladies of Distinction mentoring program for middle school girls, which ignited a passion within her regarding the necessity for access to out-of-school time learning opportunities for all youth. Following that trajectory, Sheronda has spent the last 13 years serving youth in South and North Carolina through an array of roles in out-of-school time programs and youth serving organizations. Since 2017, Sheronda has been at the helm of NC CAP, working to support afterschool professionals and advocate for out-of-school time opportunities for youth statewide. Through her role, she has learned that how a child spends their time before school, after school and during the summer has an impact on their outcomes in school and in life. A proud graduate of Furman University, Sheronda also holds a Master’s Degree in Youth Development Leadership from Clemson University and a Doctorate of Philosophy in K-12 Education Research and Policy Analysis from North Carolina State University.

PROGRAM COORDINATOR: Sheneika Simmons

As the Program Coordinator for North Carolina Center for Afterschool Programs (NC CAP), Sheneika works with the NC CAP Director to develop, lead, coordinate, and drive the NC Network’s initiatives. She supports the design and delivery of various professional development opportunities, advocacy, and the shaping policy that assists in the advancement of out-of-school time learning. Prior to joining NC CAP, Sheneika earned a Bachelor’s of Science degree in Psychology from Ferrum College and a Masters of Science in Educational Studies from Johns Hopkins University. Currently, she is working towards her Ph.D. in Human Services with an emphasis in Community Intervention and Intervention from Walden University. Sheneika is a Teach For America, Eastern North Carolina Corps Member Alumni (2015), and a StartingBloc Raleigh-Durham (2018) Fellow. Since joining Teach For America, Sheneika remained in the classroom until joining NC CAP. She has been able to work with youth, communities, and programs in various capacities. Sheneika is passionate about the future of youth in North Carolina and supporting them. As a former educator, she still continues to focus on fostering positive relationships for youth and promoting strategic programming that enhances the whole child.

Proven to help students make gains in math and reading.

This is Summer Learning Supporting students’ recovery.
## Virtual Synergy Conference
### Schedule At A Glance

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUESDAY, APRIL 27th, 2021</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 am – 12:00 pm</td>
<td>21st Century Community Learning Center Statewide Technical Assistance Meeting</td>
<td></td>
</tr>
<tr>
<td>1:00 pm – 4:00 pm</td>
<td>21st Century Community Learning Center Statewide Technical Assistance Meeting</td>
<td></td>
</tr>
<tr>
<td><strong>WEDNESDAY, APRIL 28th, 2021</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 am – 12:00 pm</td>
<td>21st Century Community Learning Center Statewide Technical Assistance Meeting</td>
<td></td>
</tr>
<tr>
<td>1:00 pm – 4:00 pm</td>
<td>21st Century Community Learning Center Statewide Technical Assistance Meeting</td>
<td></td>
</tr>
<tr>
<td>4:30 pm - 5:30 pm</td>
<td>American Rescue Plan: Our Chance to Rise Up and Increase Afterschool and Summer Opportunities for All Young People</td>
<td></td>
</tr>
<tr>
<td><strong>THURSDAY, APRIL 29th, 2021</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 am – 10:45 am</td>
<td>Revolutionizing Afterschool in the Midst of a Global Pandemic: A Panel with Program Providers Who Defied the Odds and Rose to the Moment</td>
<td></td>
</tr>
<tr>
<td>12:00 pm – 1:00 pm</td>
<td>The Revolution of Self-Reclamation</td>
<td></td>
</tr>
<tr>
<td>2:30 pm – 3:45 pm</td>
<td>Afterschool Champion Award Ceremony</td>
<td></td>
</tr>
<tr>
<td><strong>FRIDAY, APRIL 30th, 2021</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 am – 11:00 am</td>
<td>North Carolina Afterschool For All Challenge Kick-Off</td>
<td></td>
</tr>
<tr>
<td>12:00 pm – 1:00 pm</td>
<td>The Top Five Soft Skills Every Student Needs to Succeed Post-COVID</td>
<td></td>
</tr>
<tr>
<td>2:00 pm – 3:15 pm</td>
<td>Youth Voices Panel</td>
<td></td>
</tr>
</tbody>
</table>

Where kids re-engage, reconnect, and recover.

This is Summer Learning
Virtual Conference Logistics

DEVICE REQUIREMENTS
We recommend laptop or desktop computers for the best conference experience.

WEB BROWSERS
For maximum performance, security, and stability during the conference, download the latest version of your preferred Web browser. If asked by the system, allow pop-up windows to display.
We recommend the following browsers:
• Chrome (PC and Mac)
• Mozilla Firefox (PC and Mac)
• Apple Safari (Mac)

INTERNET CONNECTION
We recommend using a wired broadband connection – wireless, mobile, satellite, and dial-up connections are not always as fast or stable. On rare occasions, disruptions to your internet connection can result in sessions freezing or closing abruptly. If this occurs, simply rejoin the session.

CONFERENCE SOCIAL MEDIA
Follow the NC Center for Afterschool Programs via Twitter at @ncafterschool and via Facebook at facebook.com/ncafterschool. Use the hashtag #Synergy2021 on Twitter to show us what you are learning, selfies with your families and new coworkers and how you are making the most of this virtual conference experience at home. Check out the Synergy on Twitter tab in the virtual platform to see if your twitter post has been spotlighted. Don’t forget to participate in the virtual conference contests for door prizes.

WORKSHOP & CONFERENCE EVALUATION FORMS
After viewing each pre-recorded workshop video, please complete the evaluation form for that workshop. Your comments help us provide quality sessions at future conferences. After completing each workshop evaluation, the duration of the workshop will be added to your transcript. An overall conference evaluation will be available to conference attendees on Friday, April 30th. Please complete the conference evaluation for a chance to win prizes, including a $50 Target Gift Card. After the conference, you will be able to download your transcript and conference attendance certificate to share with your employer.

ADDITIONAL RESOURCES AND HANDOUTS
Resources from the conference will be posted in the Virtual Tote Bag of the conference platform. Feel free to download any of the resources and workshop handouts as a reference after the conference.

DISCLAIMER
The contents of live plenaries and workshop sessions reflect the views of the presenters who are responsible for the facts and accuracy of the information presented therein and do not necessarily reflect the views of the NC Center for Afterschool Programs, the Public School Forum of North Carolina or the NC Department of Public Instruction.

TECHNICAL ASSISTANCE
Need technical assistance? Technical support will be available throughout the conference week. For technical assistance, please contact the Help Desk, support@icohere.com and include a detailed description of the issue. Support will be available Monday through Friday, from 8 am to 4pm Pacific.
TUESDAY, APRIL 27th, 2021
9:00 am – 12:00 pm
This meeting is for all of the 21st Century Community Learning Centers Programs from Cohorts 12, 13 and 14. All essential staff representing each program are encouraged to attend. Specific topics to be addressed during the morning session include:

- Introduction of 21st CCLC Program Administration Team
- 21st CCLC Program Purpose
- 21st CCLC Overview
- 21st CCLC Statewide Evaluation Results & Program Evaluation Activities

Presenters: Dr. LaTricia Townsend; Katrina Blount; Susan Brigman; Anita Harris; Tina Letchworth; Tammorah Mathis; Ashton Moss; Megan Orleans; Tara Powe; Eric Rainey; Jennifer Smith; Melba Strickland; Richard Trantham; Dr. Bryan Hutchins; Kathleen Mooney; and Beth Thrift.

1:00 pm – 4:00 pm
This meeting is for all of the 21st Century Community Learning Centers Programs from Cohorts 12, 13 and 14. All essential staff representing each program are encouraged to attend. Specific topics to be addressed during this afternoon session include:

- 21st CCLC Statewide Evaluation Results & Program Evaluation Activities
- NCDPI Financial Business Services
- 2021 Close-Out Procedures

Presenters: Dr. LaTricia Townsend; Katrina Blount; Susan Brigman; Anita Harris; John Keefer; Tina Letchworth; Melissa Madrid; Tammorah Mathis; Shirley McFadden; Ashton Moss; Megan Orleans; Tara Powe; Eric Rainey; Jennifer Smith; Melba Strickland; Richard Trantham; Dr. Bryan Hutchins; Kathleen Mooney; and Beth Thrift.

WEDNESDAY, APRIL 28th, 2021
9:00 am – 12:00 pm
This meeting is for all of the 21st Century Community Learning Centers Programs from Cohorts 12, 13 and 14. All essential staff representing each program are encouraged to attend. Specific topics to be addressed during the joint morning session and mid-morning breakouts include:

- Summer Mini Grant
- 21DC
- Family Engagement
- Marketing
- Summer Programming
- Virtual Learning
- Middle/High School Best Practices
- School/Community Partnerships

Presenters: Dr. LaTricia Townsend; Katrina Blount; Susan Brigman; Anita Harris; Tina Letchworth; Tammorah Mathis; Ashton Moss; Megan Orleans; Tara Powe; Eric Rainey; Jennifer Smith; Melba Strickland; and Richard Trantham.

1:00 pm – 4:00 pm
This meeting is for all of the 21st Century Community Learning Centers Programs from Cohorts 12, 13 and 14. All essential staff representing each program are encouraged to attend. Specific topics to be addressed during the joint afternoon session and mid-afternoon breakouts include:

- Sustainability
- Summer Feeding Programs
- Afterschool Best Practices
- Supporting McKinney Vento Students
- Supporting M.E.P.
- Regional Meetings with Program Administrators

Presenters: Dr. LaTricia Townsend; Katrina Blount; Susan Brigman; Anita Harris; Tina Letchworth; Tammorah Mathis; Ashton Moss; Megan Orleans; Tara Powe; Eric Rainey; Jennifer Smith; Melba Strickland; and Richard Trantham.
Dr. Townsend currently serves as the Director of Federal Programs at the North Carolina Department of Instruction (NCDPI). She joined NC DPI from the Friday Institute for Educational Innovation at North Carolina State University, where she served as the Director of Evaluation Programs for the Research and Evaluation Team. She led a strong team of professionals focused on education innovation and she has extensive experience in leadership development, grant management, and work focused on improving educational outcomes for students. She has 24 years of experience in the field of education. Her primary research interests include program evaluation, STEM education in formal and informal spaces, and the digital divide. Dr. Townsend currently serves as an associate teaching professor in the College of Education at North Carolina State University, where she has taught research methods courses for the past five years. Before coming to the Friday Institute in 2008, Dr. Townsend served as a Science Content Specialist with Technical Outreach to Public Schools (TOPS) at the Center for Urban Affairs and Community Services at North Carolina State University, where she aided in the development of statewide standardized science assessments. She also worked as a research chemist for the Dow Corning Corporation in Midland, Michigan for two years before becoming a science and math teacher. She taught Chemistry, as well as Algebra I and II for nearly ten years with both Saginaw City Schools and Wake County Public Schools. Dr. Townsend received a Bachelor of Science degree in Textile Chemistry with a concentration in Polymer Chemistry at North Carolina State University, followed by teacher licensure from Saginaw Valley State University. She earned a Master of School Administration and a Doctorate in Educational Administration and Supervision from North Carolina State University.

Katrina joined the Federal Program Monitoring and Support Division in August 2017 as the Fiscal Monitor of the 21st CCLC program. She was truly excited to return to the field of education whereas she could be a part of transforming our school-age children into productive citizens in our communities across the state of North Carolina. Her prior professional experience in Higher Education has shown her the importance of reaching children in our communities at their youngest to foster great potential and the prospect of attending college. Her hope is for all children to have access to an education beyond high school whether it’s a certification program, community college, or 4-year college. She has devoted 20 plus years to the State of NC and 10 plus years to the State of VA in various capacities related to Compliance, Audit, Budget and Finance and Fiscal Monitoring. For most of her career, she has worked with students on the college level ensuring appropriate funding is available to all that qualified in seeking a higher education while ensuring that funds are applied and used in accordance with state and federal regulations. Additionally, she spent several years with the NC Dept. of Health & Human Services reconciling and settling funds disbursed through Substance Abuse Block Grant and Mental Health Block Grant dollars to various entities across the state while working with some of the largest non-profit entities in the country. Katrina earned her undergraduate degree from Hampton University and a Masters’ Degree from North Carolina Central University.
PRESENTER: Anita Harris, NC Department of Public Instruction

Anita joined the Federal Program Monitoring & Support Division at NCDPI in 2007 as a contractor working on IT projects which included data collections for Neglected & Delinquent Students, Targeted Assistance Students, Homeless Students, Eligible Schools Summary Report and NCDPI’s version of PPICS (precursor to 21DC), Migrant Education students, and was the lead Business Analyst who helped deploy CCIP in 2011-12 for the Consolidated Application. Before joining State government, she worked in the private sector for 22 years, as a manufacturing and process engineer, logistics engineer, moving into Federal government contracting for the EPA (wrote technical white papers), and Wake County Public Health. In 2016, she became a State employee. She began her involvement with the 21st CCLC program when the Cohort 11 competition was run in 2014-15. She is involved with training and fiscal monitoring of 21st CCLC organizations for grant management and data collection activities. Anita has a BS in Electrical Engineering and an MBA in technical marketing. She was born and raised in the Bronx but has lived in New Jersey, Massachusetts, New Hampshire and now North Carolina, for the past 29 years.

PRESENTER: Dr. Bryan Hutchins, SERVE Center at UNC Greensboro

Bryan Hutchins, Ph.D., is a Senior Research Specialist at the SERVE Center at the University of North Carolina at Greensboro. His research interests include high school reform efforts, career and technical education (CTE), and the transition to adulthood. He has worked on multiple state- and federally-funded evaluations for programs including North Carolina’s Career and College Promise, Race to the Top, Read to Achieve, UNCG’s ProjectEnACTeD (Engaging and Advancing Community-Centered Teacher Development), North Carolina’s 21st Century Community Learning Center, as well as, multiple federally funded investigations of efforts to implement early college high school strategies in comprehensive high schools.
PRESENTER: John Keefer, NC Department of Public Instruction

John Keefer is the Public School Budget Manager in the Division of School Business at the North Carolina Department of Public Instruction (NC DPI). In this role, John provides oversight of the administration of the North Carolina State Public School Fund, as well as the Federal Education Grant Program funding administered by NC DPI. Prior to joining NC DPI in October 2019, John worked as a Senior Management and Program Analyst in the Office of Elementary and Secondary Education (OESE) at the U.S. Department of Education, where John was responsible for fiscal policy and compliance matters related to the elementary and secondary education grant portfolio administered by OESE. John has an undergraduate degree from the University of North Carolina at Chapel Hill, a Juris Doctorate from the Duke University School of Law, and a Master’s in Public Administration from George Washington University.

PRESENTER: Tina Letchworth, NC Department of Public Instruction

Tina Letchworth has served as an elementary teacher; elementary, middle, and high school principal; served as the Director of Federal Programs for an eastern North Carolina school district; Federal Program Monitoring and Support Administrator for the Piedmont-Triad region of North Carolina; and most recently serves as the Interim Section Chief for 21st CCLC for North Carolina Department of Public Instruction. She has over 26 years of educational experience and has four children ranging in age from 18-25 with a grandson soon to arrive this summer.

PRESENTER: Melissa Madrid, NC Department of Public Instruction

Melissa Madrid is the Manager over the Grants Administration Section within the Agency Financial Services Division at the North Carolina Department of Public Instruction. Melissa is responsible for providing financial services guidance on internal and external grants for DPI, this range extends from the pre-award to post award process, totaling approximately $1.1 billion dollars. Melissa and her team provide grant technical assistance to the programs at NC DPI, to ensure the funds are utilized according to the grant scope of work and a variety of other grant related finance tasks. Melissa has a MBA in Business Administration, with 15 years of experience in the private sector and 5 years of experience in state government, working with procurement contracts, managing federal and state grants, and assisting with the development of program budgets with NC Department of Agriculture, and now at NC Department of Public Instruction.

Melissa has provided a wide range of business administration and financial related services involving topics such as state and federal grants applications, award monitoring, grant management, financial reporting, and audit strategies to reconcile accounts. Melissa is happy to be a part of NC DPI where she will continue to provide guidance and specialization in grant management, reporting, and budgeting.
PRESENTER: **Kathleen Mooney**, *SERVE Center at UNC Greensboro*

Kathleen Mooney has experience as a program evaluator with SERVE Center at the University of North Carolina at Greensboro for over a decade, focusing on the use of data to improve educational outcomes and ensure continuous improvement. She has worked on multiple state- and federally-funded evaluations for programs including the Regional Educational Laboratory, Race to the Top, and School Improvement Grants. In addition, since 2015 she has been a member of SERVE Center’s evaluation team providing support for NCDPI’s North Carolina’s Afterschool Quality Improvement Grant (ASQIG), Extended Learning and Integrated Student Supports Program (ELISS), and 21st Century Community Learning Center Program.
PRESENTER: Ashton Moss, NC Department of Public Instruction

Ashton Moss joined the Federal Program Monitoring and Support at the North Carolina Department of Public Instruction as a Fiscal Analyst for the 21st CCLC program in February 2021. She graduated from North Carolina State University with a Bachelor of Science in Accounting and has since worked in data analytics and evaluation for UNC Greensboro. Ashton obtained her Business Analytics Certificate from UNC Greensboro in 2020. Her background in accounting comes from a nonprofit point of view during her time spent in Raleigh during her undergraduate work. Ashton has a passion for using analytical skills to help solve problems, make decisions, and meet objectives. Her hope is that the detailed work in fiscal monitoring will help improve educational outcomes and ensure continuous improvement in student achievement.

PRESENTER: Megan Orleans, NC Department of Public Instruction

Megan Orleans is currently the Program Administrator for 21st CCLC Programs in the Northwest and Western Regions of North Carolina. Prior to assuming this role at the end of November 2020, Megan served as the Director of Out of School Time Programs at Youth and Opportunity United, a non-profit in the near-north Chicago suburbs. In this role, Megan oversaw ten elementary and middle school 21st Century Community Learning Centers across several school districts. Megan has over 10 years of experience in the field of education. She began her career as a Program Coordinator at a non-profit in Los Angeles working to connect student learning to outdoor garden spaces located on LAUSD school campuses. Through this experience, Megan discovered her passion for cultivating student-centered learning environments that exist beyond the traditional classroom and went on to work at a variety of children’s museums, botanic gardens, and nature centers across the country. Over the course of her career, Megan has worked to develop expertise in project-based learning that centers community-identified problems and dialogue-based facilitation methods. Most recently, Megan has begun to explore anti-bias education practices and is focused on further developing her approach to anti-racist social emotional learning in both formal and informal learning environments.

Megan holds a Masters of Education in Environmental Education from Slippery Rock University, and a Bachelor of Arts Degree in Geography/Environmental Studies from the University of California - Los Angeles. She lives in the Piedmont Triad Area with her family.

PRESENTER: Tara Powe, NC Department of Public Instruction

Tara Powe joined the NC Department of Public Instruction in the Federal Programs Monitoring and Support Division in 2018 as a Regional Program Administrator. She is responsible for working with 21st Century Community Learning Centers in the North Central/Northeast Regions of the state who are awarded federal funds through ESSA-Title IV, Part B. She truly believes in and supports Out-of-School (OST) programs that provide academic and enrichment opportunities for K-12 students during non-school hours. Tara has committed over 20 years of her career to working with students and families in OST programs through local schools, faith-based, community-based, and higher education entities. She also provides support and training in strategic planning, program development, and risk management to youth programs throughout the state. She holds a Master’s of Public Administration from Central Michigan University, a Bachelor of Science Degree in Family and Community Services from East Carolina University, and an Associate of Science Degree in Accounting from Wayne Community College.
PRESENTER: Eric Rainey, NC Department of Public Instruction

Eric Rainey joined the SERVE center as a Program Administrator DPI in December 2020. Prior to joining SERVE he was the Graduation Coach at Southwest Guilford High School since 2007. In this role he helped Southwest reach the highs of a 96% graduation rate for the 2014-2015 school year, which led to recognition from the Piedmont Triad Education Consortium as being one of the top schools in the state. Eric also served as the school’s head varsity football coach from 2012-2018, earning Piedmont Triad 4A Conference Coach of the year in 2015-2016.

Eric has over 25 years of experience in the field of education and childcare services, serving in varying roles, to include: graduation coach, classroom teacher, behavior intervention specialist, and recreation supervisor. He is the owner of Restorative Well, an educational consulting company that specializes in restorative practices training and coaching. Eric holds a Master’s Degree in Instructional Technology from Walden University, Graduate Certificate in Restorative Practices from the International Institute for Restorative Practices and a Bachelor’s Degree in Physical Education (minor Mass Communication) from Towson University. He has been married to Jecobi Rainey for 24 years and together they have two sons, Jaren 21 and Jaelan 17.

PRESENTER: Jennifer Smith, NC Department of Public Instruction

Jennifer Smith is a Program Administrator for 21st Century Community Learning Centers and the State Coordinator for the Extended Learning and Integrated Student Supports (ELISS) grant at the North Carolina Department of Public Instruction. She obtained her Bachelor’s degree in History from the University of North Carolina at Chapel Hill and her Master’s degree in Curriculum and Instruction from the University of North Carolina at Greensboro. Jennifer taught secondary social studies for over ten years and served as a school and district leader for Advanced Placement professional learning communities and a Global Leadership Team. Jennifer was passionately involved in afterschool service learning clubs and summer learning and believes these expanded learning programs provide students with knowledge and skills that complement their traditional classroom settings. She currently supports and monitors the 21st Century Community Learning Center sub-grantees in the Piedmont-Triad and Northwest regions of the state, providing technical assistance in Program Implementation, Family Engagement, and Fiscal Management. She is a North Carolina native and resides in Wake Forest with her husband and three children.

PRESENTER: Melba Strickland, NC Department of Public Instruction

Melba joined NCDPI in January 2016 as a program assistant for the Office of Early Learning then moving to Federal Programs Monitoring and Support Division in January of 2019. She has always had a heart for serving and helping others while continuing to learn. She feels her career pathway has blessed her to do so when she visited NCDPI in 2008 with her daughter who was completing her senior project on the education of homeless children, had no idea that the very programs; Title I, Title II, 21st CCLC, Migrant Education and Homeless Education that she would become a member of the Federal Program Monitoring and Support Division family.

She hails from Wayne County, NC and relocated to Raleigh in 1988. Before coming to NCDPI she has worked as a 911 Dispatcher, a police officer, and over twenty years as administrative support with NCDOT and NCDHHS. Coming from a family of educators, nurses, and law enforcement her willingness to serve others is a passion.
Beth Thrift, program specialist with the SERVE Center at the University of North Carolina at Greensboro since 2001, provides technical assistance, professional development, and evaluation services to state and district education agencies as well as nonprofit organizations. Ms. Thrift has contributed to development and dissemination projects in a variety of areas, including afterschool programs, school improvement initiatives, at-risk student services, high school reform, and technology programs. She has extensive experience in the development and delivery of both face-to-face and online professional development. Ms. Thrift has managed grant review processes for multiple grant competitions across three programs for the North Carolina Department of Public Instruction Federal Program Monitoring and Support Division, as well as, for the Mississippi Department of Education. She has been a reviewer for statewide competitive grants in three states and has been a contributor to both state and federal grant proposals. Ms. Thrift has developed and provided both grant proposal writing and evaluation capacity building workshops for both education and nonprofit entities.

PRESENTER: Richard Trantham, NC Department of Public Instruction

Richard joined the North Carolina Department of Instruction (NCDPI) in June 2006 as the Program Assistant for the Federal Program Monitoring and Support Division. He thoroughly enjoys his career working with the various sections within the Division of Federal Programs: Title I, Title II, 21st CCLC Programs, Migrant Education, Homeless Education, and more. He is a native of Buncombe County, NC but moved to Raleigh in 1977. Before his work with NCDPI, he worked in Christian Ministry, Computer Technology, and Revenue Auditing. No matter where he is working, he continues to strive to make an impact on both internal and external customers and children in North Carolina.

For every child in afterschool in North Carolina, 3 are waiting for an available program.
AMERICAN RESCUE PLAN: OUR CHANCE TO RISE UP AND INCREASE AFTERSCHOOL AND SUMMER OPPORTUNITIES FOR ALL YOUNG PEOPLE

The American Rescue Plan presents a tremendous opportunity to realize the increase in funding for afterschool and summer programs that is so desperately needed to ensure that all kids have access to quality afterschool and summer opportunities. But, with this tremendous opportunity also comes responsibility. Each of us in the afterschool field has a role to play to help ensure that funding is thoughtfully used to expand the availability of high-quality afterschool and summer programs, address barriers to participation, and fill in gaps in equity and access. This “must join” session will provide an overview of the funding opportunity and provide tools that local communities can use to help ensure that they realize the potential of the American Rescue Plan funding to bring more afterschool and summer opportunities to life.

SPEAKER:
Jodi Grant
Afterschool Alliance

Since 2005, Jodi Grant has been Executive Director of the Afterschool Alliance, a nonprofit public awareness and advocacy organization working to ensure that all children and youth have access to quality, affordable afterschool programs. As Executive Director, she oversees federal policy efforts, works with the field to help programs tap into federal funding streams, and supervises research to help national, state and local afterschool advocates and providers support, create and expand quality afterschool programs.

Prior to joining the Afterschool Alliance, Grant served as Director of Work and Family Programs for the National Partnership for Women & Families, where she worked to protect and expand the Family & Medical Leave Act and was a member of the team that successfully defended the law before the U.S. Supreme Court. Prior to that, she worked on Capitol Hill as General Counsel to the Senate Budget Committee and as Staff Director for a Senate Committee. Her legislative accomplishments include expanded support for the child tax credit, the Child Health Insurance Program, and class size reduction. She also served as liaison to the National Governors’ Association, where she worked closely with Republican and Democratic governors.

Grant graduated from Yale University with honors in 1990 and was elected senior class president. She received her law degree from Harvard University, where she was elected class president (first marshall). As a student, she volunteered at an afterschool program. She proudly serves on the Board of the Search Institute, on the Coalition for Community Schools Steering Committee and is as a Trustee of the America’s Promise Alliance. Grant, her husband and two children live in Washington, D.C.

SPEAKER:
Erik Peterson
Afterschool Alliance

Erik joined the Afterschool Alliance in July 2009 and coordinates and advances the Afterschool Alliance’s policy efforts at the federal level by helping develop policy goals and implementing strategies that advance access to quality afterschool programs for all. Erik works to build and strengthen relationships with policymakers and allied organizations to increase public support and funding for quality before-school, afterschool, and summer learning programs. Prior to coming to the Afterschool Alliance, Erik worked for the School Nutrition Association (SNA) in the Washington D.C. area and as both an AmeriCorps VISTA and staff for the Sustainable Food Center in Austin, TX. He received his Master’s in Public Affairs from the LBJ School at the University of Texas and his Bachelor’s degree from Georgetown University in Washington, D.C.
9:30 am – 10:45 am

REVOLUTIONIZING AFTERSCHOOL IN THE MIDST OF A GLOBAL PANDEMIC: A PANEL WITH PROGRAM PROVIDERS WHO DEFIED THE ODDS AND ROSE TO THE MOMENT

This live plenary will feature program providers from across the state of North Carolina that defied the odds and rose to the moment during the COVID-19 pandemic. Each program provider will discuss the insights learned about their programming, their youth program participants, families, schools, and communities over the course of the last year. Join us as we engage in a meaningful discussion with out-of-school time providers and their journey through the global pandemic.

**PANEL FACILITATOR:**

Michelle Mackonochie  
WRAL

Michelle Mackonochie was born and raised on Long Island, New York. Her dad is from England and her mom is from New York. She has two younger twin brothers! Michelle attended Syosset High School and then Ithaca college where she received a Bachelor of science degree in Television/Radio. She was also a part of Ithaca’s student run TV station ICTV.

Michelle’s first job out of college was a waitressing job! She did that for a year while applying for television jobs and finally landed her first job in Alpena, Michigan. There she was the weekend anchor/reporter there for five months and then was picked up by a station in Salisbury, Maryland (47 ABC) where she spent 3 years. After that, Michelle took an anchor job at WINK News in Fort Myers, Florida where she spent 3 years. Now Michelle is proud to be here at WRAL as their weekend anchor and a reporter during the week!

**PANELIST:**

Tunmorya Bennett  
HeartWorks

Tunmorya Bennett is a 21st Century Community Learning Center Program Director for HeartWorks in Bayboro, North Carolina. Prior to taking on this role in January 2020, she served as a principal for a small, rural elementary school. During her time as an elementary school principal, she led the school to one of its most successful academic years in recent history by focusing on data driven instruction and professional learning communities. Her experience as a principal has allowed her to transition smoothly into the role of the Director of the 21st CCLC Program at HeartWorks.

Tunmorya graduated from East Carolina University in 2007 with a B.S. in Elementary Education. After teaching for several years, she received a M.S. in Elementary Education (2011) and a M.S. in Educational Administration (2016) from Grand Canyon University. She currently lies and works in the small, rural community of Pamlico County. She has two teenage daughters and an energetic Yorkie named Bailey whom she enjoys camping and four-wheeler riding with for leisure.

**PANELIST:**

Carmen Blackmon  
Above and Beyond Students

Carmen Blackmon is a native of Asheville, NC, graduate of UNC-Greensboro, and member of Delta Sigma Theta, Omicron Eta Chapter. In 1999, Carmen left a successful corporate career to pursue a vision God placed in her heart. The vision was to provide high quality educational programming for inner city children. Carmen’s journey began with a leap of faith, no funding, and many in-kind donations to support the vision now known as Above and Beyond Students located in Charlotte NC. In 2008, ABS was awarded its first 21st CCLC grant. The program currently operates two cohorts consisting of six sites serving K – 8th grade students. She also the owner, founder of Above and Beyond Academic Learning Center.

Carmen is an accomplished grant writer, author, and entrepreneur and loves the God with all her heart mind, body and soul. She is a Sunday school teacher, trustee and 21-year member of her churches Prayer Ministry. Her passion is helping others, especially children and women, discover the greatness that resides within them. Her proudest accomplishments in life are her marriage of 28 years to Jonathan Blackmon and her three successful adult children who continue to succeed and excel in their various careers. Her dream career is to semi-retire and become a consultant to help those who want to enter the world of entrepreneurship. She loves to travel and have been to 20 of the 50 states she hopes to visit in during her lifetime.
Live Plenaries
Thursday, April 29, 2021

PANELIST:
Sil Ganzó
*ourBRIDGE for Kids*

Sil Ganzó is the founder and Executive Director of ourBRIDGE for KIDS. Sil became involved with the refugee and immigrant families in 2010. Because she recognized a gap of educational and socio-emotional services and support for newly-arrived children, she was inspired to create ourBRIDGE for KIDS, the only non-faith based organization in Charlotte and surrounding areas that attends to the academic and socio-emotional needs of refugee and immigrant children and their families. ourBRIDGE programs are based on four core values of LERD (Love, Education, Respect, and Diversity), and support ELL (English Language Learners) students as they adjust to their new home in the United States.

Sil became one of the most sought-after voices for diversity and justice, being widely recognized for her fearless advocacy for the rights and well-being of immigrants and refugees. One of the honors of her life, was being Congresswoman Alma Adams’ guest to the State of the Union Address in Washington DC in 2016. She was named Charlottean of the Year in 2014/2018 and was presented with the the Global Leader Award by Mayor’s International Community and with the Dr. Nish Jamgotch Jr. Humanitarian Award in 2020, among countless other awards and recognitions.

PANELIST:
Pam Hyatt
*The Dream Center*

Pam Hyatt is the Administrative Director at The Dream Center, a nonprofit after school program for at-risk students in Randolph County where she has worked for 9 years.

At The Dream Center she has had the opportunity to lead 3 groups on site through a NASA STEM project and help create a STEM program on site that involves the community. She is originally from Pennsylvania where she received her degree in Elementary Education and Spanish from Shippensburg University. She taught for 6 years in 4th and 5th grade in Franklin County and Asheboro City Schools. While there, she earned her National Boards Certification. During her time at Asheboro City schools, she was on planning committees at the district level to help create new STEM programs, present on Language art initiatives, and create hands-on math activities. She currently lives in Asheboro with her husband, two children, and her dogs.

PANELIST:
Leonard Paulk
*Boys & Girls Clubs of the Coastal Plains*

Leonard Paulk currently serves as one of three Directors of Education for The Boys & Girls Clubs of the Coastal Plain. The Boys & Girls Clubs of the Coastal Plain (BGCCP) serves youth ages 6-18 in seven rural counties in eastern North Carolina. In this role, Leonard’s responsibilities include overseeing the Club Academy Program in two of the seventeen clubs in the organization. The Club Academy Program provides enrichment services and activities in the core content areas of reading and writing, which enhance the overall academic performance of qualifying K-3 club members. This program is a collaboration between the participating public school systems and BGCCP. Academic support is provided during the school day at the school by BGCCP staff as well as at the club after school.

Leonard is a graduate of East Carolina University with a degree in education. In addition to his studies, he played football and ran track. Leonard and his wife, Marquita live in Greenville, NC with their children: Alyvia (1) and Leonard IV (7months).

PANELIST:
Carolyn Ross-Holmes
*C.A.R.E./The John 3:16 Center*

Carolyn Ross-Holmes serves as Program Director for CARE/The John 3:16 Center in Littleton, North Carolina. Her 30 years of experience in youth related service is channeled in programs to engage, educate and encourage children and their families. Her experiences in leadership covers a broad spectrum of roles from PTA to school board member to community activist in establishing the Ella Baker Educational Project of N.C. She brings her passion for exploring various cultures through the arts, understanding technology and the value of its language in coding, and civic engagement as an expectation of all. Establishing relationships and collaborating with various resources to provide experiences for the families served is a trademark of many of the programs she has developed. Her strong faith is shared as a Catechist for over 15 years and is the foundation of her fearless spirit.

Carolyn is devoted to her husband, Donald of 36 years, and their two amazing daughters Ashley and Erica that have extended her family to include two wonderful sons-in-law and so far, one grandson, Jordan (aka the Prince) and grand-dog, Tyson! She and Donald reside on Lake Gaston.
**PANELIST:**

Elizabeth Scott  
*Boys & Girls Clubs of the Tar River Region*

Elizabeth Scott, “ARC” Program Director with Boys & Girls Clubs of the Tar River Region in Rocky Mount North Carolina. Boys & Girls Clubs of the Tar River Region & Nash County Public Schools formed a working partnership, and received a 3-year Federal grant from the 21st Century Community Learning Centers Program. The “ARC” Program was created to provide afterschool and summer enrichment services for underserved youth with limited resources in the rural areas of Nash County. Elizabeth attended East Carolina University and Virginia Commonwealth University where she studied art and early childhood education. Elizabeth met her husband in New York City where she had moved to pursue a career in the arts and design field. In 1995 they along with their daughter returned to Elizabeth’s hometown where she became involved in a variety of community organizations. Working with the Boys & Girls Clubs of the Tar River Region to assist Nash County Public School students and families achieve a better future has been by far one of the most rewarding and creative experience in my professional career.

**PANELIST:**

Aubrey Vinson  
*Chapel Hill – Carrboro YMCA*

Aubrey Vinson currently serves as the Associate Executive Director at the Chapel Hill - Carrboro YMCA. During his 18 years with the Y, Aubrey has supervised programming with afterschool, day camp, youth sports, and teen leadership programs. Staff development, program operations and building relationships are three of his favorite parts of working at the Y. Aubrey is a graduate of UNC-CH with a major in Communications and lives in Chapel Hill with his wife, Andrea, and 3 young children.

---

**12:00 pm – 1:00 pm**

**THE REVOLUTION OF SELF-RECLAMATION**

Through trials and fire and against the odds we have grown to trust that the world can be a safe place and we have every right to walk here. We are cultivating our instincts, intuition, and dreaming. We have allowed love to travel into places where love had never been received before.

---

**2:30 pm – 3:45 pm**

**AFTERSCHOOL CHAMPION AWARD CEREMONY**

During this award ceremony, the North Carolina Center for Afterschool Programs will recognize individuals, programs and organizations that have demonstrated outstanding work in developing, supporting, and promoting high-quality afterschool and out-of-school time programs to benefit youth and families statewide. The Afterschool Champion Awards are divided into two categories: Emerging Afterschool Champions and Lifetime Afterschool Champions.

---

**KEYNOTE SPEAKER**

Jaki Shelton Green  
*Poet Laureate of North Carolina*

Jaki Shelton Green, ninth Poet Laureate of North Carolina is the first African American and third woman to be appointed as the North Carolina Poet Laureate. She is a 2019 Academy of American Poet Laureate Fellow, 2014 NC Literary Hall of Fame Inductee, 2009 NC Piedmont Laureate appointment, 2003 recipient of the North Carolina Award for Literature. Jaki Shelton Green teaches Documentary Poetry at Duke University Center for Documentary Studies and has been named the 2021 Frank B. Hanes Writer in Residence at UNC Chapel Hill. Her publications include: Dead on Arrival, Masks, Dead on Arrival and New Poems, Conjure Blues, singing a tree into dance, breath of the song, Feeding the Light, i want to undie you. On Juneteenth 2020, she released her first LP, poetry album, The River Speaks of Thirst, produced by Soul City Sounds and Clearly Records. Jaki Shelton Green is the owner of SistaWRITE providing writing retreats for women writers in Sedona Arizona, Martha’s Vineyard, Ocracoke North Carolina, Northern Morocco, and Tullamore Ireland.

---

We are regrowing life where the pandemic has stripped us barren. We are the fierce healing fire that warms and refuels others with all our gifts, generosities, and goodness. With the trustworthy seeds of family, friends, and community, we are nurturing a greater harvest and that is the humble power of belonging first to ourselves and to each other.
The Emerging Afterschool Champion Category spotlights individuals, programs, or organizations whose life or mission has demonstrated outstanding work in developing, supporting and promoting high-quality afterschool and out-of-school time programs to benefit youth and families. Recipients of this award have between three (3) and ten (10) years of service to youth in the field.

The Lifetime Afterschool Champion Category spotlights individuals, programs, or organizations whose life or mission has demonstrated considerable work in developing, supporting and promoting high-quality afterschool and out-of-school time programs to benefit youth and families. Awardees within this category have dedicated more than ten (10) years of service to youth.

This year’s Emerging Afterschool Champion Awardees include Alec Forney, Emily G. Neff, Charlotte Sims and Erin Tucker. This year’s Lifetime Afterschool Champion Awardees include Darren Hamilton and Partners In Ministry.

**EMERGING CHAMPION AWARDEE**

Alec Forney  
*Boys & Girls Club of Cabarrus County*

Alec has been involved in the Boys & Girls Club of Cabarrus County programs since kindergarten and has worked a multitude of positions since he became of age. His journey started as a summer intern, but he quickly became an excellent candidate for part-time work. After completing his undergraduate degree at East Carolina University in Parks & Recreation Management (graduating a semester early), Alec came back to work a full-time position. His focus for his education was based on his already developed passion for serving his community. At only the age of 20, Alec became the Teen Program Director and has served in this position for three years. In this capacity, he is responsible for supervising all of the Teen Program operations and youth, equating to several hundred children in a program year. Alec works to provide opportunities to the teens in the program that they may not have without him. He implements activities that include, but are not limited to, social & emotional learning, literacy development, STEAM programming, tutoring, workforce development and of course, mentoring. He takes his responsibilities seriously and has consistently provided quality programming and opportunities to the local community. To say he is a role model is an understatement. Mr. Forney embodies the work ethic, moral fortitude and passion of an afterschool hero. Our youth depend on him for academic support, mentoring and friendship, and his efforts have been impactful since his first week of employment. Without recognition from NC CAP, Alec is already our Afterschool Champion, but the staff that he works alongside and the youth he serves believe that he deserves much more.

**EMERGING CHAMPION AWARDEE**

Emily G. Neff  
*W.A.M.Y. Community Action, Inc.*

Emily Neff has been working at WAMY Community Action for more than 6 years as the Director of Youth Development. WAMY is a small private non-profit, with only 12 full time staff working four counties. Over the years, Emily has had a few part-time assistants, but for the most part, she has designed and implemented a high-quality program for more than 250 students across 7 schools on her own. She also designed and implemented an incredible summer camp program for more than 120 kids. She has dedicated her career to ensuring that children have a rewarding experience, that includes exposure to the arts, physical activities, career and educational options, experiential science activities and so much more. Emily applied to work for WAMY soon after graduating from Appalachian State University; however, she already had demonstrated experience with children for many years. At such an early age, she had already helped to establish a local non-profit that hosts an annual fundraiser to assist disadvantaged youth. She had also helped another non-profit begin a summer camp program for low-income youth. Her passion and enthusiasm for children is contagious and was the reason that she was chosen for the position above others with more experience. Growing up in Watauga County, Emily understands the needs and challenges that rural kids face. She is dedicated to helping kids envision a life beyond their small towns – giving them a larger world, a bigger dream. Many of her students in afterschool and in summer camp, have never left their home county. They could never imagine living in another city or visiting another country! Emily wants to broaden their horizons and expose them to opportunities beyond rural NC. That was one reason why she designed the Mountain Adventure Summer Day Camp on the western end of Watauga County. That end of the county is especially isolated and where many low-income families reside. These children have less access to activities and resources than those living in the city limits. The summer camp offers field trips, a nutritious breakfast and lunch and an incredible camp experience to children. Emily’s passion for children and her professionalism is also demonstrated in the way she deals with her afterschool staff, interns, and volunteers. She has high expectations but also knows how important continuous development and learning is. Emily is an incredible advocate...
Charlotte Sims has dedicated her career to her students. Charlotte has involved parents and the community in the education and development of students at Future Leaders Learning Academy. Charlotte has a Bachelor’s Degree in Special Education. As a result, she believes that every student, despite their differences should be given the opportunity to thrive. She takes the necessary training to be compliant and stay on top of the latest teaching methods and behavioral conflict resolution. Charlotte has developed a variety of programs for her students to assist them in learning, developing relationships, and feeling confident about themselves. Charlotte works mostly with low-income students. She believes all students, despite their background or financial situation, should have the same chances to succeed and take advantage of community resources. Even in her free time, Charlotte talks about the academy and programs to get new donors and community partners to provide donations and/or students with educational and interactive activities. Charlotte has a bright future in education. Not only is she concerned about her students while they are in her care, but she also wants them to have a happy home life. She even works with parents so they feel more comfortable working with their children at home. She encourages her parents to do educational activities with the students on weekends or their days off. She follows up to ensure they are reading to the students before bed time, and even allows them to borrow books from the academy.

EMERGING CHAMPION AWARDEE

Charlotte Sims
Future Leaders Learning Academy

Erin Tucker
ourBRIDGE for KIDS

Erin joined ourBRIDGE for KIDS in 2014 as an afterschool tutor to a group of 12 kids. She had no plans then to dedicate a career to support the education and acculturation of children who are newly arrived to the United States, but quickly realized that she had a gift! Erin worked with ourBRIDGE for 2 years and then moved to S. Korea to teach English for a year. When she returned to Charlotte, Erin re-joined the ourBRIDGE team in 2018 as a Curriculum Coordinator. Currently, Erin serves as the Program Director. With her incredibly detailed-oriented, data-driven, problem-solving skills, Erin has worked to take ourBRIDGE to the next level. During COVID, Erin’s can-do attitude was key to the program’s ability to distribute over 140,000 culturally appropriate meals throughout the city, and to become a fully remote learning site that offered SO MUCH MORE than internet capacity and meals to students. She researched, created and implemented safety protocols and made sure kids felt emotionally supported in addition to having fun. Erin is also an amazing leader. Since she took over the role, the program staff retention rate has exceeded 90% consistently. Her priorities are students’ and staff’s safety, and her motto is: “Data shows: 100% of the time, we figure it out.”

LIFETIME AFTERSCHOOL CHAMPION AWARDEE

Dr. Darren Hamilton
Charlotte-Mecklenburg Schools

Darren’s afterschool experience goes back to 2012 in Charlotte Mecklenburg Schools. Beyond that, he has extensive experience in the educational field. He has dedicated the last 9 years to 21st CCLC afterschool programs. Through his service to 21st CCLC programs, Darren has achieved the following:

- Directed, organized, and managed $1.4 million for Title IV, Part B 21st CCLC program.
- Managed 12 school-based sites, which generate $7.9 million of revenue.
- Selected, trained, monitored, and evaluated personnel.
- Provided and coordinated professional development.
- Served as a liaison with (NC DPI) regarding federal programs and monitoring as it relates to the 21st CCLC by facilitating monthly “best practice” and support meetings with Cleveland County, Graham County, Rutherford County, Cherokee County, Stanly County, Swain County, Winston-Salem/Forsyth, Mt. Airy, Polk County, Yancey County, and Asheville City School.
- Prepared all parent and family communication related to ESSA.
- Assisted school principals in monitoring and assuring compliance with state licensing standards and CMS and ASEP standards and procedures.
- Arranged and facilitated in-service training programs to meet the needs of individual site staff.
Partners In Ministry (PIM) is a Lifetime Afterschool Champion for afterschool programs, because the organization believes in mission and ministry to support and empower youth and families within the community. PIM’s focus is to address the social-economic issues that plague the community. Dr. Melba McCallum, the Executive Director, has been propelled to develop projects that foster relationships and lead to change for the students of Scotland County after the regular school hours.

Partners In Ministry’s mission’s is to have a long-lasting, positive impact on the quality of life for children, youth, and families in the Sandhill’s Region. The ministry seeks to make a difference in Scotland, Richmond, and Robeson counties by addressing different issues that plague the communities. The organization’s vision is to expand and enhance the “one-stop-center” for students, individuals, and families. PIM provides a variety of integrated activities and services that nurture, equip, and unlock the potential of youth and children; empower and strengthen families living in poverty. PIM’s focus of concern also centers on afterschool programs. The organization has been working and providing afterschool enrichment education for students and their parents for over 10 years. The program has opened the door to allow elementary and middle school students to spend more than 65,418 hours on the campus prior to the pandemic. Over 300 students enrolled in the SYSTEM After-school Academic Enrichment Program in 2019. SYSTEM serves elementary and middle schools in the Scotland County. The program, SYSTEM, set goals to increase their students’ reading and math scores by 5 points or more. Throughout the 2019 academic year, over 62% of the participants gained 5 points or more in math and reading. Additionally, 71% of participants showed an increased on the post–assessments in STEM subjects. SYSTEM students showed growth in ten (10) Competency Areas.

With the support of Dr. Carolyn Banks, SYSTEM summer camp enrolled 110 students. Camp STEMutation operated from June 19, 2019 through July 28, 2019. Camp STEMulation III offered 5 weeks of learning and fun activities for the participants. The PIM organization also support the Youth Empowered to Succeed (YES) program. YES program served 73 participants (an increase of 13 from the previous year). These youth moved from work experience, internship, and OJT to unsubsidized employment. YES-enrolled 12 at-risk youth in the Juvenile Crime Prevention and Council who collectively spent 1,296 hours with their mentors. YES youth spent 2 hours a week in the community garden learning to plant and harvest. YES after-school program prepare first generation youth with educational, career, and employment skills training plus social development skills. The students who attend PIM are provided with food and clothing assistance if requested. PIM operates a 21st Century Community Education Afterschool Program in partnership with Scotland County School System. The organization has long been a place where students can come and receive afterschool academic, social and emotions, and nutrient support. The SYSTEM Afterschool program is well known in Scotland County for being the first to offer Afterschool STEM Enrichment free of charge.

OPENING REMARKS

David Price
North Carolina Congressman

David Price represents North Carolina’s Fourth District -- a rapidly growing, research-and-education-focused district that includes Durham, Franklin, Granville and Orange counties as well as parts of Chatham, Wake, and Vance counties. He received his undergraduate degree at UNC-Chapel Hill and went on to Yale University to earn a Bachelor of Divinity and Ph.D. in Political Science. Before he began serving in Congress in 1987, Price was a professor of Political Science and Public Policy at Duke University. He is the author of four books on Congress and the American political system.

Price currently serves on the House Appropriations Committee and is the Chairman of the Transportation, Housing and Urban Development Appropriations Subcommittee. He also serves on the House Budget Committee and is a member of the Appropriations subcommittees on homeland security, State Department, and foreign operations. He is a recognized leader in foreign policy, serving as the Chairman of the House Democracy Partnership, which he initiated to help strengthen parliaments in emerging democracies. In North Carolina, David’s constituents know him as a strong supporter of education, accessible health care, affordable housing, clean air and water, and improved transportation alternatives.

David is a native of Erwin, Tennessee. He and his wife Lisa live in Chapel Hill and are parents of two children and three grandchildren.
CLOSING REMARKS

Catherine Truitt
State Superintendent of Public Instruction

Since her first days as a classroom teacher, Catherine Truitt’s priority has been students. Ensuring that students have an opportunity to receive the best education possible is the driving force in her day-to-day work. She recognizes that today’s students are tomorrow’s workforce and remains committed to readying graduates for college or career. As North Carolina state superintendent, Truitt’s work is focused on improving the state’s public schools, expanding innovation, and creating new opportunities for students to learn, grow, and successfully transition into the post-secondary plans of their choice.

Truitt’s service in education began as a high school English teacher, where she spent 10 years in the classroom at both the high school and middle school levels. Her last three years in the classroom were spent at West Johnston High School, where she taught English to 11th and 12th grade students. It’s this classroom experience that Truitt draws from when considering how to best equip students, engage parents and invest in teachers.

In 2012, Truitt joined the International Center for Leadership in Education, where she worked as a school turnaround coach with underperforming school districts. She collaborated with principals and superintendents to craft plans to close achievement gaps while developing whole-district transformation initiatives. Truitt also served as a coach for teachers in kindergarten through 12th grade, helping them develop strategies to foster student engagement and cultivate learning.

In 2015, Truitt was given the opportunity to apply her experience as a teacher and coach to help shape education policy in North Carolina when Gov. Pat McCrory appointed her as his senior education advisor. In the Governor’s Office, she coordinated policy for all dimensions of public education and helped lead the development of strategic state education policy goals for ages 0-20.

Most recently, Truitt served as chancellor of non-profit Western Governors University North Carolina (WGU NC). As chancellor, she focused on increasing access to higher education for the 1.5 million North Carolinians with some college but no degree. Truitt collaborated with community colleges, hospitals, school districts and economic development groups to ensure that state workforce demands were being met. Prior to joining WGU NC, Truitt served as Associate Vice President of University and P-12 Partnerships at UNC General Administration, helping strengthen the educator pipeline and supporting public colleges of education.

Truitt is a 1994 graduate of the University of Maryland with a Bachelor of Arts in English. She received her master’s in education from the University of Washington in 1997. She and her husband, Jeff, an attorney and captain in the U.S. Navy Reserves, live in Cary. They have one daughter in college and a son and daughter enrolled in Wake County public schools.
9:30 am – 11:00 am

**NORTH CAROLINA AFTERSCHOOL FOR ALL CHALLENGE KICK-OFF**

Every year the Afterschool Alliance hosts the Afterschool For All Challenge in Washington D.C. with afterschool advocates and program providers from across the Nation. This year, the North Carolina Center for Afterschool Programs is hosting its inaugural statewide Afterschool For All Challenge during the Synergy Conference. This plenary will provide an overview of the challenge in an effort to equip afterschool advocates and program providers with the tools, resources and insight needed to schedule and prepare for meetings with elected officials at all levels of government. The plenary will also feature a panel of elected officials and program providers that have engaged in program advocacy to share insight on best practices. After the Challenge kick-off, the NC Center for Afterschool Programs invites all afterschool, before school and summer programs across the state to contact their elected officials at all levels to schedule meetings wherein they discuss their programs and the impact on youth, families, schools and communities.

**SPEAKER**

Jennifer Rinehart  
*Afterschool Alliance*

Jen Rinehart takes a primary role in the Afterschool Alliance’s coalition building, policy and research efforts. Jen oversees major initiatives including the Afterschool For All Challenge, an annual afterschool advocacy day, and America After 3PM, an ongoing study of how children in America spend their afterschool hours. In addition, Jen works closely with the statewide afterschool networks to help them use research to advance their state policy goals and to engage them in federal advocacy efforts. Prior to joining the Afterschool Alliance, Jen served for more than five years on the staff of the Department of Education, primarily as a Project Officer for the 21st Century Community Learning Centers program, the principal federal program supporting afterschool. Jen has a B.A. in Psychology with a minor in Elementary Education from Gettysburg College and a master’s degree in Human Development from the University of Maryland at College Park. She works closely with a number of national organizations and initiatives that share the Afterschool Alliance’s vision of afterschool for all.

**PANELIST**

Valerie Foushee  
*North Carolina Senate*

Senator Valerie Foushee is a life-long resident of Orange County and a 1974 graduate of Chapel Hill High School. She is a graduate of the University of North Carolina at Chapel Hill, where she received Bachelor of Arts degrees in Political Science and African and Afro-American Studies. Valerie retired from the Chapel Hill Police Department after 21 years of service. There she supervised two units and administered an $11 million budget.

She was elected to the Board of Education for the Chapel Hill-Carrboro City Schools in 1997, and re-elected to a second term in 2001. She served as Chair from 2001-2003. In November of 2004, she became the first African-American female elected to the Orange County Board of Commissioners. She was re-elected in November of 2008 and served as Chair from 2008 - 2010. In 2012, Valerie was elected to the NC General Assembly to represent District 50 – Orange and Durham Counties. She was appointed to the Senate in 2013 to represent Orange and Chatham Counties following the resignation of Senator Ellie Kinnaird. She was elected to the Senate in 2014 and re-elected in 2016, 2018 and 2020. She is the Chair of the of the NC Democratic Caucus as well as Chair of the North Carolina Black Alliance.

She is married to Stan Foushee, retired Fire Marshal for the Town of Carrboro. They have two sons, Stanley II and Terrence, and one grandson, Stanley III.

**PANELIST**

Jonathan Helms  
*Boys & Girls Club of Cabarrus County*

Jonathan Helms is the Grant Development & 21st Century Community Learning Center Director at the Boys & Girls Club of Cabarrus County; located in Concord, North Carolina.

Going on 10 years, Jonathan has developed a passion for serving the community, reaching at-risk youth and providing out-of-school time programs. Jonathan holds a master’s degree from Clemson University in Youth Development Leadership and a bachelor’s degree in Sociology, minor in Urban Youth and Community.
PANELIST
Kristen Mellette
Positive Direction for Youth Afterschool Program

Kristen Mellette is a graduate from North Carolina State University where she received a Bachelor’s of Science in Business Management with a concentration in Marketing. She currently serves as the Program Director of Positive Direction for Youth Afterschool Program, a position she’s held for 11 years. She also travels educating, equipping, and empowering others to excel in their programs as well. She has presented at the 21st Century Beyond School Hours Conferences as well as SYNERGY. Her motivation is to see the light come in a child’s face when you show them you care!

PANELIST
Graig Meyer
North Carolina House of Representatives

Representative Graig Meyer has been a member of the North Carolina House of Representatives since 2013. He represents House District 50, currently serving constituents in portions of Orange and Caswell Counties. His current legislative committee assignments include Alcoholic Beverage Control, Appropriations, Education (K-12), Homeland Security, Military & Veteran Affairs, and Regulatory Reform.

He has held founding and leadership positions with a diverse group of legislative caucusues and has been chosen to participate on a variety of boards. As a trained social worker, Rep. Meyer approaches legislation with an eye towards protecting those who are marginalized, vulnerable and oppressed, and has received several awards for his legislative advocacy. Prior to becoming a legislator, Rep. Meyer spent sixteen years working in North Carolina’s public schools. He continues to work with schools and youth-serving non-profits as the co-founder and principal consultant with The Equity Collaborative, LLC.

PANELIST
Emily Neff
W.A.M.Y. Community Action, Inc.

Emily Neff is the Director of Youth Development for W.A.M.Y. Community Action, Inc. W.A.M.Y.’s mission is to break the cycle of poverty for their clients in the communities that they serve (Watauga, Avery, Mitchell, & Yancey). Emily works with children and families to better themselves and their communities. Emily coordinates an afterschool program for seven sites that serves over 200 children in Avery County and a summer program that serves over 150 children in Watauga County. Emily holds a Bachelor’s of Science degree in Child Development from Appalachian State University. She also currently serves as the 2020-2021 North Carolina Afterschool Ambassador for Afterschool Alliance. Emily grew up in the small town that she now works in so she understands the needs of the children and families living in the community. She believes in giving ‘a hand up’ to families so they can work towards their personal and family goals. Outside of her work at W.A.M.Y with youth, Emily participates in many other community opportunities. She serves on the board of directors for a local youth outdoor experiential learning program in her community called Mountain Alliance, which provides enriching opportunities for teens to be outdoors and gain leadership skills through programming. Emily also serves as the President on the Board of Directors for a local non-profit called Hunter’s Heroes. Emily was a part of the founding of this organization in 2013 which now exists to honor the memory of public safety personnel who have lost their lives in the community. In addition to serving on these boards, Emily & her husband are foster parents in their community. They are entering their third year of being licensed foster parents.

Emily serves on a team locally called Watauga Compassionate Community Initiative which has a goal of training and teaching the community at large about trauma and adverse childhood experiences. Emily attributes her passion for working with children to her mother and her dedication to serving children in many ways since Emily was born. Growing up, Emily’s mother taught the preschool Sunday school classes, worked in a childcare center for many years, and began keeping children in her own home until just a few years ago when she retired to keep Emily’s niece & nephew. Without the observations of her mother’s work and personal experience of growing up around so many children in a variety of different settings, Emily says that she would not be working in the field she is in today. Emily wakes up every day with a goal to partner with the families in her community to make their lives better for their children.
PANELIST

Renee Price
Orange County Board of County Commissioners

Born and raised in Rochester, NY, Renée Price earned her Bachelor of Arts, cum laude, from Tufts University majoring in urban affairs, and Master of Regional Planning from Cornell University with concentrations in city development planning, and environmental planning and design. She also studied at Colgate-Rochester Divinity School in the Master of Arts program.

In 2012, Renée was elected to the Orange County Board of County Commissioners, re-elected in 2016, and again in 2020. As Commissioner, she serves on various local and regional boards. Among her accomplishments, in 2015, Renée launched My Brother’s & Sister’s Keeper in Orange County [MBSK-Orange] in cooperation with community and youth leaders. She also was instrumental in making Juneteenth a county paid holiday on June 19th, and successfully introduced a resolution supporting reparations for descendants of enslaved African Americans. Renée served as Vice-Chair of the BOCC from 2018 to 2020 and was elected as Chair in 2020.

Renée remains active in the North Carolina Association of County Commissioners [NCACC] and currently serves as the Chair of the Legislative Goals Committee, and is a member of the Board of Directors, and also has been engaged in the Justice &amp; Public Safety and the Health &amp; Human Services Steering Committees. She participated in the NCACC President’s Economic Development Task Force, and the President’s Special Task Force on Mental Health Engagement. In addition, Renée recently completed two 2-year terms as President of the North Carolina Association of Black County Officials/NCABCO and is a Board Member of the North Carolina Black Alliance.

At the national level, Renée is involved in the National Association of Counties [NACo]. In July 2020, she was appointed to serve as: Chair of the Arts and Culture Commission; Vice-Chair of the Courts and Corrections Subcommittee of the Justice and Public Safety Steering Committee; and Member of the Rural Action Caucus. Previously, Renée served as Chair of the Community, Economic &amp; Workforce Development Steering Committee and as an Ambassador for first-time attendees to annual conferences. Furthermore, Renée is a member of the National Organization of Black County Officials [NABCO], and on the Board of Directors as the South Region Director of the National Organization of Black County Officials [NOBCO].

Renée currently serves as Senior Manager of Government Relations with MENTOR North Carolina, assisting in training and advocacy to bring a proven system of benchmarks and enhancements for mentoring programs statewide and nationally—with a particular focus on supporting and enriching the lives of traditionally marginalized youth. In this capacity, she also serves as Co-Chair of the MBSK Advisory Board, is working to establish MBSK North Carolina, and serves on the Committee of Racial Equity of MENTOR National.

THE TOP FIVE SOFT SKILLS EVERY STUDENT NEEDS TO SUCCEED POST-COVID

In a world full of chaos, uncertainty and polarization, it is vital for today’s youth to gain the skills necessary to navigate life. Using immersive storytelling, Diana will share the top five SOFT skills that are necessary to succeed in a post-COVID life.

Soft skills start molding at a young age and are often influenced by our home and school environment. Soft skills are about attitudes and intuition rather than qualifications.

Diana will specifically cover the importance of:

- Effective Communication [including how to do it virtually]
- Solution-Oriented Mind
- Adaptability
- Attention to Detail
- Accountability

SPEAKER

Diana Diaz
Your Story to Tell Academy

Diana Diaz is a keynote speaker, writer, and CEO of the Your Story to Tell Academy, a public speaking consulting firm designed to train business owners, high-level leadership, and political officials on crafting a powerful message that fosters authenticity and connection. Together with her team, they explore impactful communication skills, camera-readiness, speech writing and help individuals position themselves for TED Talks and other high-caliber events. Her work has been featured in Fierce by Mitú, Alegria Magazine, We All Grow Latina Network, American Heart Association, and more. Diana was recently one of the 45 poets published in the Latinx Poetry Project by Alegria Publishing. With a master’s degree and over 9 years of marketing
and community development experience, Diana has developed a proven method to break through your fears & mental blocks, identify your turning points and core message, and hone in on whom your ideal audience is, all while developing a strong stage presence.

2:00 pm – 3:15 pm
YOUTH VOICES PANEL
The theme of this year's Synergy Conference is Revolutionizing Afterschool: Renew, Reconnect, Rise. This theme highlights the infinite ways the out-of-school time field within North Carolina has revolutionized in the midst of COVID to engage children and youth and to serve as a critical partner with families, schools and communities. During this panel, youth of all ages will discuss their experiences in afterschool, before school, and summer programs during the COVID-19 Pandemic. In addition to discussing their experiences in programs, they will describe the impact those programs have had on their academic attainment and social emotional development. Amber Rupinta from ABC 11 Eyewitness News will facilitate the youth panel discussion.

PANEL FACILITATOR
Amber Rupinta
ABC 11 Eyewitness News
Amber Rupinta had so much fun moderating the Youth Voices Panel last year, that she couldn’t wait to return! She is often stopped on the street with people saying, “Hey! Aren’t you my news lady?” And, she is! For almost 18 years, Amber Rupinta has been at ABC11-If you’re doing the math, yes, she started when she was very, very young.

She did the morning show going to work at 3:30 am for 10 years and now gets a lot more sleep anchoring the evening news at 4:00 and 5:30 each day. Amber became a journalist because she is curious. Also, growing up in a big family of 8 kids, her sister suggested she become a reporter because she was a nosey kid who was always asking questions. She now enjoys recapping the news each day to her husband and two sons who are 12 and 14.

North Carolina parents satisfied with their child’s afterschool program’s:

<table>
<thead>
<tr>
<th>Quality of care</th>
<th>98%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of activities offered</td>
<td>87%</td>
</tr>
<tr>
<td>Cost</td>
<td>83%</td>
</tr>
</tbody>
</table>
Synergy Conference 2021 Workshop Strands

**Arts & Literacy**
Workshops on creating opportunities for self-expression through the arts in a creative and constructive manner; leveraging the creative, academic and developmental benefits of arts education; supporting grade-level reading in expanded learning programs, infusing literacy into all areas of programs; and literacy-specific activities to support English-language learners.

**Closing Gaps**
Workshops on effective practices associated with improving academic performance, school attendance, and decreasing misconduct and limiting behaviors among minority youth and students with a low-socioeconomic status in afterschool and extended learning programs.

**College and Career Readiness**
Workshops on affording youth with early exposure to college standards and employability skills; identifying connections between current interests and future aspirations for youth; leveraging partnerships with local colleges, universities, businesses and military branches for college and career exposure; and involving families in post-secondary planning.

**Organizational Capacity**
Workshops on fundraising, grant writing and stewardship of donors and funds; social media outreach; recruitment, retention, supervision, evaluation, development and coaching of staff and volunteers; afterschool advocacy through engagement of elected officials and policymakers; and leveraging parent and family engagement.

**Public & Private Partnerships**
Workshops on developing and sustaining school-community partnerships; cultivating cross-sector collaboration with the health, education, and juvenile justice sectors; recruiting local businesses and corporate partners; rural and urban program models; engaging the faith-based community; higher education organizations or clubs; and working with local foundations and organizations.

**Social and Emotional Learning**
Workshops on social and emotional learning in out-of-school and in-school settings; the science of social and emotional learning; whole child, whole setting approaches to social and emotional learning; core principles and strategies for integrating SEL into everyday practices and routines; adult role in building youth SEL skills; and aligning SEL across settings.

**Science, Technology, Engineering & Math (S.T.E.M.)**
Workshops on aligning with the school day and incorporating standards into program activities; engaging youth in real world application of STEM concepts and processes; successful local, state, and national models; strategies for implementing inquiry-based learning and project-based learning; and leveraging partnerships to expand content.

**Youth Development**
Workshops on healthy out-of-school time programming; nurturing youth social, emotional and cognitive development; implementing inclusive programs that welcome all youth; civic engagement; trauma-informed practices for working with youth and adults; and equipping youth with tools for advocacy and social change.
<table>
<thead>
<tr>
<th>Workshop Sessions</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Secrets to Financial Success Students Should be Learning in School (But Aren’t)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#AfterschoolWorks: Advocacy and Lobbying 101 – Legal Tips for Advocates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#AfterschoolWorks: How to Prepare for a Stellar Site Visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#AfterschoolWorks: Using Data to Make the Case for Afterschool</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#AfterschoolWorks: What is Your Program’s Story?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addressing the Summer Learning Gap: One Activity at a Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Management: Training That “Sticks”: Strategies for OST Supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond BSAC (Beyond School Age Care)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board of Directors Development &amp; Governance for Nonprofits – Effective Leadership Matters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bringing SEL Techniques to Your Learning Ecosystem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coding and LEGOs and Kids, Oh My!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating Science through Movement, Dance...AND...Yes...ART</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecting with Cultures through Movement and Dance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating and Sustaining Connections in a Very Disconnected World</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing Character Through Connecting Tennis to Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discover The 4-Part Framework to Prepare Your Students to Succeed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embedding Equity Frameworks into Program Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empowering Students to Do the Right Thing When No One is Looking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging Children and Families in Literacy through STEM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging Families with STREAM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and Community Engagement: Grow It or Enhance It</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting Started with Inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands-On History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying and Responding to Trafficking of Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IF/THEN Collection: If She Can See It, She Can Be It</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing Engagement and Deepening Learning Through Cross Curriculum Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrating Social Emotional Learning Strategies in Afterschool Settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introducing SEL Techniques Through Mindfulness in the Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Service-Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invisible Sentence: Recognizing, Supporting, and Advocating for Children of Incarcerated and Returning Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Achievement Work Readiness for Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let’s Look at the Data: Lessons Learned from a Youth Entrepreneurship Program Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop Sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leveraging Career Pathway Planning to Transition from Classroom to Career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leveraging the Power of Citizen Science in Out-of-School Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leveraging the STEM Asset Mapping Database</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makey Makey! – Invention Literacy &amp; Engineering Mindsets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Math Meaningful and Accessible in Afterschool Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximizing the STEM Hub in Your Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet Mizzen By Mott</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Evaluation Made Simple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting STEM among Hispanic Students and Families: Effective Outreach and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect, Represent, Respond – The Three R’s of Inclusivity in Children’s Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE comes ALIVE through MOVEMENT &amp; DANCE! Dropping the Seeds of Creativity in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Students!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE TAKE-OUT: An Unhealthy Home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEL Activities to Promote Global Citizenship and Global Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Care Matters: Re-energizing Afterschool Teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Take Ownership of their Own Learning in an Evolving World</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The 12 Basic Rules of Grant Proposals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Effects of Community-Based Art Education Programs on Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Power of Service-Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Science Behind the Pandemic: Introducing the COVID-19 Activity Guides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Walking Classroom in Virtual, Hybrid and Socially Distanced Settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tips for Teambuilding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using CFNC to Build Career &amp; College Ready Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using ENGAGE Handbooks to Implement a Service-Learning Effort in your Afterschool</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virtual Service-Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Skills and Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**5 Secrets to Financial Success Students Should be Learning in School (But Aren’t)**

**Strand:** College & Career Readiness, Social & Emotional Learning, Youth Development

Financial literacy is one of the most important skills that everyone, no matter who they are, has to use in their life. Why isn’t this mandatory learning in school? Check out this training to unlock the 5 simple secrets to financial success students can start implementing now to take control of their financial future. You’ll also walk away with a personal budget tool you can use with your students.

**Presenter:** Matthew Moheban, 220 Leadership

**Co-Presenter:** Joseph Moheban, 220 Leadership

---

**#AfterschoolWorks: Advocacy and Lobbying 101 – Legal Tips for Advocates**

**Strands:** Closing Gaps, Organizational Capacity

Afterschool advocates play an important role in educating the public about policy issues and actions taken by elected officials and helping to ensure students have access to high quality Afterschool programs. Elected officials vote on bills, make public statements and executive decisions, and set the course for public policy on a wide range of issues that impact families and students. After this workshop, you will have a clear understanding of how to maximize your advocacy, the kinds of advocacy activities Afterschool programs can engage in, and when a communication is considered lobbying for various purposes.

Participants will learn:

- How Afterschool programs can make the case for public funding for Afterschool;
- Which activities amount to lobbying;
- One activity EVERY Afterschool advocate can do even if your organization CANNOT lobby;
- How federal tax law permits lobbying for public charities;
- One easy step most public charities can take to maximize the amount they’re allowed to spend on lobbying; and
- When North Carolina requires lobbyist registration.

**Presenter:** Leslie Barnes, Alliance for Justice

---

**#AfterschoolWorks: How to Prepare for a Stellar Site Visit**

**Strand:** Closing Gaps, Organizational Capacity, Public/Private Partnerships, Youth Development

Want to invite a grant funder or elected official to visit your afterschool, before school or summer program? Unsure of where to start or how to prepare? In this session, you will learn how to have #stellar site visits with grant funders, elected officials, community members and families!

**Presenter:** Tiyana B. Glenn, Afterschool Alliance

**Co-Presenter:** Dr. Sheronda Fleming, Public School Forum of North Carolina

---

**#AfterschoolWorks: Using Data to Make the Case for Afterschool**

**Strands:** Closing Gaps, Organizational Capacity, Public/Private Partnerships, Youth Development

This workshop will delve into how research and data can be leveraged by program providers and afterschool advocates to inform messaging and communication with stakeholders, decision making and program advocacy efforts with policymakers. The session will feature the most recent data from the 2020 America After 3PM Report [Afterschool Alliance], the 2020 Roadmap of Need [Public School Forum of NC] and other sources of data that can be used to make the case for afterschool in North Carolina.

**Presenter:** Bella DiMarco, Afterschool Alliance

**Co-Presenter:** Dr. Sheronda Fleming, Public School Forum of North Carolina

---

**#AfterschoolWorks: What is your Program’s Story?**

**Strand:** Closing Gaps, Organizational Capacity, Public/Private Partnerships, Youth Development

Do you ever feel that your words don’t have the impact you think they should have when you talk to others about your program? This workshop will discuss what works and what doesn’t when communicating about your program, how to tailor your message for key audiences, and how to leverage this information and build support for your program.

**Presenter:** Bella DiMarco, Afterschool Alliance

**Co-Presenter:** Dr. Sheronda Fleming, Public School Forum of North Carolina
Workshop Sessions

Addressing the Summer Learning Gap: One Activity at a Time

**Strands:** Youth Development

To support program providers statewide, NC CAP and the 50 State Afterschool Network, under the leadership of the Georgia Statewide Afterschool Network, has developed a suite of fun and engaging activities and challenges designed for the summer amid COVID-19. In this workshop, participants will learn how to access the Summer Activity Guides, general implementation information, and ways to engage youth and families using the guides.

**Presenter:** Sheneika Simmons, Public School Forum of North Carolina

Co-Presenter: Dr. Sheronda Fleming, Public School Forum of North Carolina

Behavior Management Training That “Sticks”: Strategies for OST Supervisors

**Strand:** Organizational Capacity, Social & Emotional Learning, Youth Development

Are you a supervisor who struggles to train staff in the complicated area of behavior management strategies? The Training that “Sticks” model aims to provide an approach to behavior management training that promotes ongoing staff growth and development. This evidence-informed model was designed specifically for OST supervisors who face the unique challenges of the OST workforce: limited time for training, a high number of part-time staff, significant levels of staff turnover, and working with staff who haven’t had formal youth development training. Join us to learn how to incorporate specific behavior management strategies and walk away with a training structure and sample curriculum to implement with your staff team.

**Presenter:** Brandis Stockman, Promise South Salt Lake

Beyond BSAC (Basic School Age Care)

**Strand:** Organizational Capacity

Already completed BSAC Training? Need additional resources to support what you have learned from BSAC (Basic School Age Care). Join this virtual panel discussion which includes Program Directors from the afterschool field who will share useful tips, resources and best practices. The panel discussion will cover the same modules as the training which are the following modules: 1) Health, Safety & Nutrition, 2) Environmental Design, 3) Child/Youth Development, 4) Developmentally Appropriate Activities, 5) Guiding Child Behavior, and 6) Quality School Age Care.

**Presenter:** Tammorah Mathis, NC Department of Public Instruction

Board of Directors Development & Governance for Nonprofits – Effective Leadership Matters

**Strands:** Organizational Capacity

The purpose of the workshops is to ensure nonprofit organizations develop, sustain and grow a Board of Directors ensures adequate financial resources and oversight, protects assets, monitors and strengthens programs and services, ensures legal and ethical integrity and provides leadership for advancing the mission and vision.

**Presenter:** DeWarren Langley, Solutions Consulting Services, LLC.

Bringing SEL Techniques to Your Learning Ecosystem

**Strands:** Organizational Capacity, Social & Emotional Learning

Social Emotional Learning (SEL) encompasses a number of techniques that help individuals understand and manage emotions, set goals, establish positive relationships and make good decisions. Over the last two decades, SEL techniques have been implemented in schools around the world to educate the ‘whole child’ ensuring that each child is healthy, safe, engaged, supported, and challenged. What’s so special about SEL techniques and is there an opportunity to introduce them to your team of professionals? This is what this workshop intends to explore.

In this workshop, participants will take a journey through the limbic part of the brain, the part that processes emotion. We will then take an in-depth look into SEL competencies (Self Awareness, Self-Management, Decision Making, Relationship Skills, Social Awareness) and will provide mini exercises to demonstrate the power of SEL. Participants will be provided with a number of take-away activities that they can adapt to their respective learning environments and ecosystems.

**Presenter:** Popi Makris, After School Brilliance

Coding and LEGOAs and Kids, Oh My!

**Strands:** Science, Technology, Engineering and Mathematics (STEM)

Children love LEGOAs! And knowing how to code is becoming more and more essential for the next generation of innovators, do-ers and leaders. Put LEGOAs and coding together and you have the FIRST LEGO League Explore program, an innovative
Communicating Science through Movement, Dance...AND...Yes...ART
Strands: Arts & Literacy, Closing Gaps, STEM, and Youth Development

Visual ART inspires, uplifts, encourages, and even serves as a calming strategy. Incorporating art in any environment can be beneficial to a child’s overall mindset, health and well-being. Join us and experience the journey of visual art and science. Learn how science, dance, and ART can mesh together to inspire the next generation. Learn practical application you can share with the students you serve AND help them think outside the box to gain a new perspective about the world of science!

Presenter: Sesha Woodard, Dropping Seeds in Motion
Co-Presenter: Tisha Harris, Dropping Seeds in Motion

Connecting with Cultures through Movement and Dance
Strands: Arts & Literacy, Social & Emotional Learning

Connect with cultures around the world through folk dances from various countries. Folk dancing provides a physical, aural, and emotional way to connect. Together we will dance, better understand the world around us and have an outlet for expression. Also, children’s literature that aligns with the dances will be shared. The skills learned can be transferred to a virtual or in-person setting.

Presenter: Kelly Poquette, Alamance-Burlington School Systems

Creating & Sustaining Connections in a Very Disconnected World
Strand: Closing Gaps, Social & Emotional Learning

Participants will gain a general knowledge of Restorative Practices. They will learn the concepts the make up Restorative Practices and leave with an understanding and basic skills that will allow them to begin to use Restorative Practices immediately in their specific area of work.

Presenter: Eric Rainey, Restorative Well

Developing Character Through Connecting Tennis to Education
Strand: Arts & Literacy, Closing Gaps, College & Career Readiness, Organizational Capacity, Public/Private Partnerships, Social & Emotional Learning, Science, Technology, Engineering and Mathematics [STEM], Youth Development

This session will demonstrate how anyone can facilitate a tennis activity that will allow others to do the same, creating opportunities for youth to develop the following skills & knowledge:

- Character Building, Applied On & Off Court
- Educational Acumen
- Valuing Diversity & Inclusion
- Social Emotional Leadership
- Mental Strength & Capacity
- An Appreciation for Health & Fitness
- Sport for a Lifetime

In addition, participants will learn about the NC Tennis Foundation, how to become actively involved as well as ways to partner with the foundation to make an impact on youth.

Presenter: Robert Hogewood, NC Tennis Foundation
Co-Presenter: Kelly Lombardino, NC Tennis Foundation

Discover The 4-Part Framework to Prepare Your Students to Succeed
Strand: College & Career Readiness, Organizational Capacity, Social & Emotional Learning, Youth Development

Join 220 Leadership for this session to get specific tools on how to help your students succeed, not just in the classroom, but in work & life. Specifically geared towards educators and youth professionals of teens and high schoolers, it includes the framework that has been transforming the curriculum and impact of educators around the country. Learn how to teach students that time is our most precious asset (even while it feels like life is on hold), so they can take advantage of the here & now. Learn new ways to engage and excite your students so they can focus and thrive both now and in the years ahead. Innovative activities you can utilize in your program or classroom (or for yourself and/or your staff) to boost motivation and morale. The best tools to formulate a clear-cut action plan with critical activities to achieve
personal, professional, and organizational goals. Use our plug-and-play worksheets with your students to apply each concept from the workshop.

**Presenter:** Matthew Moheban, 220 Leadership  
**Co-Presenter:** Joseph Moheban, 220 Leadership

---

**Embedding Equity Frameworks into Program Management**  
**Strand:** Closing Gaps

The purpose of the work was to provide detailed research and evidence-based strategies to remedy structural and institutional racism which creates inequalities and explain the role of equity-minded change leadership in developing policies, practices and strategies to disrupt normative practices that contribute to inequities and effectively prepare boys of color for academic and professional success.

**Presenter:** DeWarren Langley, Charles Hamilton Houston Foundation, Inc.

---

**Empowering Students to Do the Right Thing When No One is Looking**  
**Strands:** Social & Emotional Learning

Is your afterschool program climate and culture dependent upon extrinsic rewards? Providing opportunities for students to be intrinsically motivated is critical to a child’s moral development and your after-school’s program character journey. In this session, we will explore how we can help your students do the right thing because it is the right thing to do. Resources for teachers and parents to help foster student’s self-motivation will be shared.

**Presenter:** Justyn Knox, NC Department of Public Instruction

---

**Engaging Children and Families in Literacy through STEM**  
**Strands:** Arts & Literacy, Science, Technology, Engineering & Mathematics [STEM]

Young children are naturally curious. How can you use that curiosity to develop literacy skills in children? Join this interactive session to learn four core strategies to support literacy development in children. Using children’s literature and readily available supplies, the presenters and workshop participants together will engage in a simple science activity that develops literacy skills in children. These same core four strategies can be used in all content areas – not just science. This session is based on the national Leap into Science program that integrates open-ended science activities with children’s books for young children and their families. Attendees of this session will receive early notification of the availability of other free workshops that include free access to books and materials.

**Presenter:** Carol Moore, STEM West  
**Co-Presenter:** Bruce Middleton, STEM East

---

**Engaging Families with STREAM**  
**Strand:** Arts & Literacy, Social & Emotional Learning, Science, Technology, Engineering and Mathematics [STEM]

In this session, we will cover ideas about how to engage families with STEM. We will first look at how to develop a Family Engagement Program and the importance of having a program in place for the families in your afterschool program. We will then dive into practical ways to get you started, keep it going, and how to assess your Family Engagement Program to make it better for the families in your community. Throughout this session we will share our own experiences and examples for how to get your families excited about STEM!

**Presenter:** Pam Hyatt, The Dream Center of Randolph County  
**Co-Presenter:** Emily Soto, The Dream Center of Randolph County

---

**Family and Community Engagement: Grow it or Enhance it**  
**Strands:** Organizational Capacity, Public/Private Partnerships, Science, Technology, Engineering and Mathematics [STEM]

Want to grow your family engagement program? Need new and fresh ideas to help enhance your current family events? Join this session full of ideas for how to use organizational capacity to help do just this. Participants in this session will look at different ways to help engage families through social media, family nights, and consistent communication. Each participant will leave with a better idea of what is all included in family engagement, a practical way to host family nights and easy ways to stay connected with families.

**Presenter:** Pam Hyatt, The Dream Center of Randolph County
Getting Started with Inquiry  
**Strand:** Science, Technology, Engineering and Mathematics [STEM]  
Curiosity is a powerful motivator. This session is designed for teachers who would like to get started with inquiry and supporting student-led research. Participants will learn how to facilitate student-led inquiry in order to support student understanding across K-12 science.  
**Presenter:** Judy Day, NC Science Fair Foundation  
**Co-Presenter:** Theresa Gibson, NC Science Fair Foundation

Hands-On History  
**Strand:** Closing Gaps  
In this session, attendees will learn the importance of incorporating concepts from Social Studies in their programming. Attendees will leave with implementation ideas for incorporating Social Studies in any content area being taught, such as STEM, etc.  
**Presenter:** Sheneika Simmons, Public School Forum of North Carolina

Identifying and Responding to Trafficking of Youth  
**Strand:** Closing Gaps, Youth Development  
Today’s children and youth are some of the most at-risk, vulnerable, and inadequately served individuals targeted by abuse and exploitation. This training session will focus on identification of and response to the trafficking of minors. Participants will learn about trafficking of children and youth, prevalence, risk factors, warning signs, grooming, impacts of trafficking, how to intervene effectively, and available resources.  
After this training session, participants will:  
1. Be able to define human trafficking and identify risk factors and vulnerabilities associated with trafficking and minors.  
2. Understand the impact of trafficking on the development of children and youth.  
3. Identify warning signs and red flags that may indicate that a minor is being trafficking.  
4. Have knowledge of reporting responsibilities and how to respond effectively to suspected cases of trafficking.  
**Presenter:** Kiricka Yarbough Smith, North Carolina Council for Women and Youth Involvement  
**Co-Presenter:** Kendra Underwood, North Carolina Council for Women and Youth Involvement

IF/THEN Collection: If She Can See It, She Can Be It  
**Strand:** Science, Technology, Engineering and Mathematics [STEM]  
Do you care about inspiring girls to pursue STEM careers? Then join the National Girls Collaborative Project to learn about the IF/THEN Collection designed to help ensure equitable gender representation in STEM! The IF/THEN Collection is the world’s largest free library of images, video, and other content portraying women in STEM. Participants will leave with an understanding of how to access content in the digital library and how to use it to support their STEM learning programs. All content in the collection is free of charge.  
**Presenter:** Jessica Hay, National Girls Collaborative Project  
**Co-Presenter:** Karen Peterson, National Girls Collaborative Project

Increasing Engagement and Deepening Learning Through Cross Curriculum Teaching  
**Strand:** Arts & Literacy  
The interdisciplinary approach to teaching allows students to study one subject from multiple perspectives. It will enable students to think outside the box and challenge their preconceived notions by exploring ideas and concepts in more than one way. In this session, participants will be provided with a background of cross curricular teaching, experiment with constructing a cross curricular lesson, foster an environment of collaboration amongst different subject area teachers, discover engaging ways to spark higher level thinking for all learners, and receive resources and materials that will allow immediate implementation.  
**Presenter:** Kenya Grant, Rocky Mount Preparatory School  
**Co-Presenter:** Tristan Hunter, Rocky Mount Preparatory School

Integrating Social Emotional Learning Strategies in Afterschool Settings  
**Strand:** Social & Emotional Learning  
This session will provide research on the effectiveness and need for social emotional learning (SEL) in afterschool programs. Practical strategies for implementation will also be provided.  
**Presenter:** Karen Jones, East Carolina University  
**Co-Presenter:** Travis Lewis, East Carolina University
Introducing SEL Techniques Through Mindfulness in the Classroom  
**Strands:** Social & Emotional Learning, Youth Development  
During this session, participants will learn how mindfulness is an important tool to teach emotional regulation, self-awareness, and other SEL techniques. This session will allow you to feel a sense of calm from taking part in a few practices, as well as learn some tactical ways to share these techniques with your students.  
**Presenter:** Emily Behr, Growga  
**Co-Presenter:** Lucie House, Growga

Introduction to Service-Learning  
**Strand:** Youth Development  
Discover how service-learning can help you meet your youth goals, improve engagement, and ignite student passion for their own education. This foundational session provides you with an overview of the service-learning process including the student-centered stage called IPARD (investigation, preparation & planning, action, reflection, and demonstration). Learn how to connect student outcomes to action to ensure a quality service-learning experience. Leave with resources and tools to improve your practice.  
**Presenter:** Julie Rogers Bascom, National Youth Leadership Council  
**Co-Presenter:** Bella Sullivan, National Youth Leadership Council

Invisible Sentence: Recognizing, Supporting, and Advocating for Children of Incarcerated and Returning Parents  
**Strands:** Social & Emotional Learning  
Melissa Radcliff, program director at Our Children’s Place of Coastal Horizons Center, will share what the program has learned about children of incarcerated and returning parents and work to create a community where they are acknowledged, supported, and encouraged to share their stories. Our Children’s Place is a statewide program committed to the children of incarcerated and returning parents. They strive to be the leading North Carolina advocate and educational resource focused on these children and the need for a statewide response to ensure their well-being.  
**Presenter:** Melissa Radcliff, Our Children’s Place of Coastal Horizons

Junior Achievement Work Readiness for Youth  
**Strand:** College & Career Readiness  
Junior Achievement provides youth programs to help them develop important skills to become work ready, such as Interviewing, Communication, Collaboration, Critical Thinking, Creativity, and other soft skills needed to get and keep a job.  
**Presenter:** Gerri Brodman, Junior Achievement of Eastern North Carolina

Let’s Look at the Data: Lessons Learned from a Youth Entrepreneurship Program Evaluation  
**Strand:** Closing Gaps  
In September 2020, Dr. Lauren Hopkins completed a program evaluation that sought to determine the influence of a 2-week youth entrepreneurship program on participants’ self-efficacy and life skills. At the conclusion of this session, attendees will be able to recognize the benefits of youth entrepreneurship programs and provide suggestions that could strengthen the outcomes of their youth development programs.  
**Presenter:** Lauren Hopkins, Prepared to Impact, LLC

Leveraging Career Pathway Planning to Transition from Classroom to Career  
**Strand:** College & Career Readiness  
According to the Center for Economic and Policy Research, while only 5.6 percent of all college graduates ages 22 to 27 were unemployed, more than twice as many black college graduates (12.4%) were unemployed. Of the African Americans who were employed, 55.9 percent were underemployed or working in careers that do not require the degree they hold. The data amplifies the need for high quality, well-structured and measurable outcome driven programs to provide supportive programming and services to strengthen academic performance and college and career readiness to ensure young men of color are aligning their academic journey to the demands and needs of the workforce. The workshop will provide innovative strategies and best practices to work with students, particularly young boys of color to improve retention, matriculation and graduation through the creation of a career pathway plan to develop students’ core academic, technical and employability skills through continuous education, training, internships, volunteerism and other work-based learning opportunities designed to prepare them for placement in high-demand, high-opportunity jobs and entrepreneurial ventures to transform socioeconomic conditions.
Workshop Sessions

**Leveraging the Power of Citizen Science in Out-of-School Time**
**Strand:** Science, Technology, Engineering and Mathematics (STEM)

Recognizing that the middle and upper elementary school years present a pivotal opportunity to ignite—or extinguish—a student’s lifelong interest in STEM, Science Action Club (SAC) designs educational resources that leverage the power of citizen science. Participation in citizen science helps spark youth excitement for science and grow a new generation of environmental stewards. Youth in SAC investigate birds, bugs, and clouds in their local environment and use apps like eBird, iNaturalist, and GLOBE Observer to document their discoveries, share data with professional scientists, and design strategies to protect our planet.

In this hands-on workshop, participants will go outdoors to explore how SAC uses citizen science to increase interest in STEM and build environmental literacy among out-of-school time youth. Workshop attendees will learn how to use tools to observe the outdoors and follow a scientific protocol to upload observations to GLOBE Observer, while also discovering ways to bring citizen science and SAC back to their programs and sites.

**Presenter:** Rachael Van Schoik, California Academy of Sciences

**Making Math Meaningful and Accessible in Afterschool Programs**
**Strands:** Science, Technology, Engineering and Mathematics (STEM)

Are you looking for fun ways to help youth build number sense and problem-solving skills? Math can take on new meaning when it is integrated into daily routines in our afterschool programs. During this workshop, afterschool educators will explore hands-on strategies for making math engaging and accessible. And to close the session, we’ll discuss what additional information and resources you may need to help support your students to succeed in math. You’ll walk away with fun and easy-to-implement strategies, as well as access to more personalized resources after the convention.

**Presenter:** Becky Tapley, Maine Mathematics and Science Alliance

**Co-Presenter:** Hannah Lakin, Maine Mathematics and Science Alliance

**Maximizing the STEM Hub in Your Program**
**Strand:** Organizational Capacity, Science, Technology, Engineering and Mathematics (STEM)

In this session, attendees will gain a basic overview of the North Carolina Center for Afterschool Programs’ STEM Asset Mapping Database. The STEM Asset Mapping Database serves as a connector for individuals and entities engaged in STEM statewide. Specifically, this project identifies and maps both county and statewide resources that can be leveraged to engage youth in STEM. Our aim is to identify and highlight resources within each county across North Carolina.

**Presenter:** Sheneika Simmons, Public School Forum of North Carolina

**Meet Mizzen By Mott**
**Strand:** Organizational Capacity

Mizzen by Mott is an innovative tool designed to help you plan and deliver engaging courses, lessons and activities. With high-quality content, organizational tools and Pro Tips from education
experts, Mizzen makes it easy for you to create exciting learning opportunities for students. In this session, you will get a jump on the latest content, playlists and features in Mizzen for afterschool site managers, coordinators and teachers. Download the app today!

**Presenter:** Kristina Leonardi, Mizzen By Mott  
**Co-Presenter:** Jason Ricci, T-Minus  
**Co-Presenter:** Stephanie Baike, Mizzen By Mott Pioneer  
**Co-Presenter:** Aiko Sato, Mizzen By Mott Pioneer

### Program Evaluation Made Simple

**Strands:** Closing Gaps, Organizational Capacity, Youth Development

This workshop will provide a basic overview of program evaluation. In this session, participants will also explore the role of logic models in program development, implementation and evaluation. Additionally, participants will learn how to engage youth, families and community members in quantitative and qualitative data collection methods like photo voice, surveys, interviews, and focus groups for program evaluation.

**Presenter:** Dr. Sheronda Fleming, Public School Forum of North Carolina

### Promoting STEM among Hispanic Students and Families: Effective Outreach and Recruitment Strategies

**Strands:** Closing Gaps, Science, Technology, Engineering and Mathematics [STEM], Youth Development

From this session, participants will learn the following:

1. The strategic approach being implemented by NCSHP to promote STEM programs in North Carolina among Hispanic students and their parents.

2. Where to find information about STEM programs and opportunities, including after-school, summer, and year-long programs that are close to your students.

3. Activities and actions participants can do to promote STEM programs among Hispanic students and their parents.

Through our workshop, the audience will learn how the North Carolina Society of Hispanic Professionals (NCSHP) is working in collaboration with Burroughs Wellcome Fund (BWF) to increase diversity and inclusive representation of Hispanic students in Science, Technology, Engineering, and Mathematics (STEM). Additionally, the audience will learn about valuable STEM resources that after-school providers, teachers and community leaders can share with their Hispanic students and their families to increase Hispanic representation in STEM. Hispanics are the largest minority group that has shown the most interest in STEM fields, which creates a significant opportunity for this initiative. However, we need to engage/reach them in an effective way (including reaching parents in their own language) for them to take advantage of the opportunities for their children available starting in middle and high school. In addition, participants will learn strategies on how to reach out to and serve the Hispanic community.

**Presenter:** Michelly Farias, North Carolina Society of Hispanic Professionals

### Reflect, Represent, Respond – The Three R’s of Inclusivity in Children’s Literature

**Strands:** Arts & Literacy

It is vital that young readers see themselves and their peers represented in the literature to which they have access/exposure. Participants will learn the importance of access to books that provide mirrors, windows, and sliding glass doors to readers, how to use the language of representation, and learn about some avenues of access to books that do the job of allowing readers to see themselves reflected, to see others represented, and to see how they might respond critically and thoughtfully to literature that is more expansively inclusive.

**Presenter:** Amy Franks, Book Harvest

### SCIENCE comes ALIVE through MOVEMENT & DANCE! Dropping the Seeds of Creativity in Your Students!

**Strands:** Arts & Literacy, Closing Gaps, STEM, Youth Development

Want to learn strategies to help bring out creativity in the students you serve? Do you want to get them interested in pursuing careers in STEM (Science, Technology, Engineering, & Math)? Join THE SCIENCE LADY, Sesha Woodard, as she ACTIVELY takes you through practical tips and strategies you can use to help your students develop a love for science...ALL through the ARTS!!

**Presenter:** Sesha Woodard, Dropping Seeds in Motion  
**Co-Presenter:** Tisha Harris, Dropping Seeds in Motion
SCIENCE TAKE-OUT: An Unhealthy Home

Strand: Science, Technology, Engineering and Mathematics (STEM)

In this session, attendees will answer the question: “Is the Smith family’s home making them sick?” Follow the case of a family suffering from persistent fatigue, respiratory problems, headaches, and mild nausea that began when they moved to an older home.

- Perform and analyze simulated strep tests, blood tests, lead tests, and mold tests to determine possible causes for the family’s symptoms.
- Learn about hazardous substances in homes that may create unhealthy environments.
- Learn how children are especially susceptible to the effects of hazardous substances.
- Learn about actions that can be taken to reduce exposures to potentially hazardous substances.

Presenter: Sheneika Simmons, Public School Forum of North Carolina

SEL Activities to Promote Global Citizenship and Global Learning

Strands: Social & Emotional Learning

Discover motivational lessons to encourage social and emotional learning opportunities in afterschool programs, while addressing current events around the global environment, resource use and human well-being. Engage in simulations, games and discussion of civic engagement projects, with adaptations for in-person and virtual learning.

Presenter: Lindsey Bailey, Population Education

Self-Care Matters: Re-energizing Afterschool Teams

Strand: Organizational Capacity, Social & Emotional Learning

The effects of exhaustion and overwhelm can have a negative impact on the physical and mental health of staff and students. This is why it’s important for teams to prioritize self-care and find ways to promote optimal wellness and healthy social-emotional development for staff. During this workshop, participants will: Learn about the impact self-care and wellness practices have on mental health and social-emotional development; Learn about and practice a variety of self-care and wellness exercises; Identify at least two wellness and self-care practices to implement in their own lives.

Presenter: Kandice Cole, K. Cole Coaching and Consulting

Students Take Ownership of their Own Learning in an Evolving World

Strand: Science, Technology, Engineering and Mathematics (STEM)

This new and innovative student-driven project-based session is designed for the learner in mind. Rather than a discussion course or a “follow me and do as I do” course, this puts the student in the driver’s seat and allows them to determine what they would like to learn. Most classes have teacher-driven learning, the Innovation Lab at The Oakwood School lets the students guide their learning. With the world evolving, this class allows students to gain the skills needed to tackle their future. The lab facilitator gives the students a general theme and the student chooses what they would like to do. Students get to research ideas and then implement findings while tracking progress with an E-Portfolio. Students collaborate with a partner and have creative artistic freedom to allow self-expression and to show individuality. This new wave of learning, where the students lead, is starting to expand and the students will discuss the pros and cons of this type of learning environment.

Presenter: Chris Young, The Oakwood School
Co-Presenter: Carson Martin, The Oakwood School
Co-Presenter: Andrea Mewborne, The Oakwood School
Co-Presenter: Lucy Schmidt, The Oakwood School

The 12 Basic Rules of Grant Proposals

Strands: Organizational Capacity

Did you find the perfect grant to fund your program? Unsure of where to start to complete your grant proposal? This is the workshop for you! In this workshop, you will learn about the 12 Basic Rules to consider when writing grant proposals.

Presenter: Dr. Sheronda Fleming, Public School Forum of North Carolina

The Effects of Community-Based Art Education Programs on Youth

Strand: Arts & Literacy, Closing Gaps

Community-based arts programs are an incredible opportunity to truly educate students through the arts and provide them with experiences and opportunities they are not getting in the
school environment. Teaching in this environment goes beyond measuring outcomes solely on artistic progression and academic performance. The approach puts the focus on the whole child and how they connect with their peers, their community, and the outside world.

Participants in this session will learn:

1. The range of benefits gained by youth in low socioeconomic status (SES) communities who participate within community-based art education programs (CBAE).
2. How we can use art, especially artists of color, in interdisciplinary studies (IDP) - how art can help close the gap in specific subjects.
3. How art can be used for diversity, equity, and inclusion (DEI) work.

**Presenter:** Dwayne Wilson II, Charlotte County Day School

---

### The Power of Service-Learning

**Strand:** Youth Development

An informed citizenry is the foundation of a democratic society. With service-learning, students become informed citizens by researching community needs, identifying projects, connecting with experts who can teach them sustainable strategies and applying their academic skills to real world needs. Service-learning answers the question “Why do I need to know this?” with students as the drivers of their goals. Amy leads us through an exploration of this powerful teaching and learning approach that meets not only academic and social and emotional needs of students, but also the needs of our communities and world.

**Presenter:** Amy Meuers, National Youth Leadership Council

---

### The Science Behind the Pandemic: Introducing the COVID-19 Activity Guides

**Strand:** Arts & Literacy, Closing Gaps, Science, Technology, Engineering and Mathematics (STEM)

In this session, participants will be able to learn more about the free COVID-19 Activity Guides. The activities and resources in the Learning About COVID-19 Activity Guides were intentionally designed to support youth-serving programs in engaging students in learning about the science of COVID-19 and developing greater social awareness and empathy.

**Presenter:** Sheneika Simmons, Public School Forum of North Carolina

**Co-Presenter:** Dr. Sheronda Fleming, Public School Forum of North Carolina

---

### The Walking Classroom in Virtual, Hybrid and Socially Distanced Settings

**Strands:** Closing Gaps, Social & Emotional Learning, Science, Technology, Engineering and Mathematics (STEM)

Participants will learn about the link between exercise and cognitive function. There are clear learning, retention, mood and behavior benefits as was confirmed in a recent UNC Chapel Hill study done on The Walking Classroom in North Carolina schools. The presenter will go over how to use the program in virtual, hybrid and socially-distanced in-person settings. We will also provide information about the podcast topics covered, the companion guide we provide to make it easy for facilitators to use, and the different ways to get access to the podcasts – our preloaded WalkKit audio device (requires no internet or WiFi) or our new web-based app (makes the content available on any smartphone/tablet or computer). This is a screen-free experience that kids love!

**Presenter:** Laura Fenn, The Walking Classroom Institute

---

### Tips for Teambuilding

**Strand:** Organizational Capacity

Have you ever wondered why some teams function really well together and some fall apart after a few weeks? There is an evidence-based method to setting up, creating, and maintaining a team. Can your team run like a well-oiled machine, or do you have a squeaky wheel and often run out of grease? Developing, creating and maintaining a team takes work, TEAMWORK! Learn how to evaluate your team and value everyone as an important and integral asset to your team.

**Presenter:** Karen Darby, Southwestern Child Development Commission

---

### Using CFNC to Build Career & College Ready Students

**Strands:** College & Career Readiness

Participants will receive a review of the new CFNC.org, our state-based nonprofit planning resource. We’ll discuss ways to use the website with students in school and after, to help build
college and career ready students. Specifically, we’ll look at career assessments, college applications, RDS, and our newly revised scholarship search tool. Participants will also have an opportunity to ask questions and chat.

**Presenter:** April Query, College Foundation of North Carolina

---

**Using ENGAGE Handbooks to Implement a Service-Learning effort in your Afterschool Program**

**Strand:** Youth Development

The National Youth Leadership Council (NYLC) has many free and accessible resources to make it easier to use service-learning in your programs. Learn how to take an issue that young people care about, investigate, plan and take action using the Service-Learning IPARD process.

**Presenter:** Julie Rogers Bascom, National Youth Leadership Council

---

**Virtual Service-Learning**

**Strand:** Youth Development

When faced with distance learning for the remainder of their senior year, six students from a Minnesota high school used the service-learning process to identify actions they could take to address the impact of social isolation.

**Presenter:** Julie Rogers Bascom, National Youth Leadership Council

---

**Wellness Skills and Resources**

**Strand:** Social & Emotional Learning

This session is aimed to provide the opportunity for participants to explore the concept of resiliency and how to utilize wellness skills to restore balance to the mind and body.

**Presenter:** Gwen McLean, Wake County Public Schools
Synergy 2021 Vendors

AMERICAN READING COMPANY
American Reading Company is a high quality core curriculum serving over 5,000 schools nationwide. In addition to core curriculum, we serve K-12 students in a variety of supplemental areas including intervention, enrichment, family literacy, and cultivating love of reading. Our resources are highly customizable for program needs so we are able to provide resources for a variety of implementations including before and after school programs. Our resources align well with 21st CCLC programs. Our core belief in ensuring all students of this diverse world are represented is highly evident in our resources. www.americanreading.com

CHAMPIONSHIP CHESS
Chess improves math, reading and problem-solving, increases concentration and boosts creativity. Championship Chess® demonstrates how to use chess in out-of-school time and offers an educator-created chess curriculum in workbooks, instructional videos, and interactive DVDs. In the interactive World of Chess, students learn and improve chess play using videos, activities, puzzles, and more as they follow the route to the King’s Castle. Playing chess reaches across diverse cultures and motivates learning, stretching across language, age, and gender differences, and promotes teamwork and a sense of fair play. Participants will gain the information they will need to quickly and easily enable them to implement chess in their program. Chess sets, demonstration boards, clocks, and score pads will also be available. www.championshipchess.net

GROWGA
Growga is a curriculum creation and delivery program that brings SEL, yoga, and mindfulness to schools, organizations, and businesses to meet children and families where they learn, lead, and play. www.mygrowga.com

MIZZEN BY MOTT
Mizzen by Mott is an exciting app that puts high-quality educational content and program tools directly into the hands of afterschool, summer and out-of-school-time educators. www.mizzen.org

NC TENNIS FOUNDATION
The NC Tennis Foundation pursues grants, sponsorships, and funding to provide tennis and learning opportunities for under-resourced programs and youth; support the NC High School State Tennis Championships; training and support for adaptive programs (e.g. wheelchair tennis); and preserve the history of tennis in North Carolina. www.nctennisfoundation.com

THE WALKING CLASSROOM
The Walking Classroom provides a program of audio podcasts that students listen to while they walk. Walking while listening to educational podcasts is a powerful, engaging, screen-free experience for students to have right now. With The Walking Classroom, students in after school walk, socially distanced, while listening to the same standards-aligned, kid-friendly podcast on topics including language arts, social studies, biographies and science. This approach is great for all students and is particularly effective for those with learning differences, reading problems and attention challenges. We provide audio devices, preloaded with over 165 podcasts, that do not require internet or wifi. We also have a new web-based app that makes it possible for students to access almost 200 podcasts on any smartphone, tablet or computer. We also provide companion Discussion Guides, designed with after school facilitators in mind. Our guide provides a lesson plan with discussion questions for each podcast which makes it easy for adults to carry on a great post-walk discussion. After school programs nationwide are using The Walking Classroom with their students--in virtual, hybrid and in-person settings--because of the high quality content, and the clear cognitive and behavioral benefits for students. www.thewalkingclassroom.org
For this year’s Synergy Conference, the North Carolina Center for Afterschool Programs (NC CAP) has designed intentional spaces for attendees to renew themselves, reconnect with each other, and to find new ways to rise to the moment to advocate for their programs, youth, families and communities.

**RENEW**

As out-of-school time providers, it can be easy to begin to feel lost, hopeless, and burned out, especially during a pandemic. NC CAP wants to provide attendees with a space that showcases the multitude of ways to repair oneself and be re-energized to serve youth, families, schools, and communities. Attendees will be able to participate in “Mindful Mornings” with Daniel Hatcher of Healthier Generation, view workshops related to self-care best practices, and much more! To learn more, visit the RENEW tab in the iCohere platform.

**RECONNECT**

As the world continues to address the pandemic, it can feel as though there is a need for human connection and interaction. NC CAP has curated the RECONNECT space for attendees wanting to connect informally. Inside of this space, attendees will find various KumoSpace rooms that they can engage with each other, have a cocktail, listen to music, and learn new ideas! Attendees will also have the option to participate in an escape room for FREE. To learn more, visit the RECONNECT tab in the iCohere platform.

**RISE**

In the midst of the pandemic, out-of-school time providers have continued to rise to the moment. Whether it is by providing food to families, creating virtual experiences, or supporting schools, out-of-school time programming for youth is essential. The RISE space offers attendees strategies for advocacy, advocacy workshops, how-to videos, and much more! To learn more, visit the RISE tab in the iCohere platform.
Public School Forum Staff

Lauren Bock  
Director, Policy & Programs

Marisa Bryant  
Director of Development

Shannon Campbell  
Producer/Communications Analyst

Elizabeth DeKonty  
Director, North Carolina Resilience & Learning Project

Dr. Sheronda Fleming  
Director, NC Center for Afterschool Programs

Dr. Lauren Fox  
Senior Director of Policy

Ashley Kazouh  
Policy Analyst

Christy Lockhart  
Program Coordinator, NC Resilience & Learning Project

Elizabeth Paul  
Program Coordinator

Sheneika Simmons  
Program Coordinator, NC Center for Afterschool Programs

Rhonda Van Dijk  
Finance Manager

Lindsay Wagner  
Senior Writer/Researcher

Dr. Mary Ann Wolf  
President & Executive Director

NC Center For Afterschool Programs Advisory Board

Paul Barnhardt  
Fellow, Build.Excel.Sustain.

Daniel Bates  
School Age/ Early Education Specialist, Region 4 Child Care Resource & Referral

Tom Bradshaw  
Board Member, Public School Forum

Julie Cary, Board Co-Chair  
Director of Strategic Partnerships, Boys & Girls Clubs of the Coastal Plains

Geoff Coltrane  
Senior Education Advisor, Office of the Governor

Karen Darby  
Early Learning MultiMedia Manager, Southwestern Development Commission

Amy Franks  
Education Partnerships Manager, Book Harvest

Tiyana Glenn  
Project Associate, Afterschool Alliance

Daniel Hatcher  
Director of Community Partnerships, Alliance for a Healthier Generation

Kim Keith  
Vice President of Youth Development, YMCA of the Triangle

Richard Lewis  
School Community Relations Coordinator, Orange County Schools

Kelly Lombardino  
Director of Development and Programs, NC Tennis Foundation

Tammorah Mathis, Board Co-Chair  
Program Administrator, NC Department of Public Instruction

Michelle Owens  
National Advisor, Alliance for a Healthier Generation

Kim Roseboro  
Executive Director, Firm Foundations Youth and Family Outreach

Jane Schirmer  
Executive Director, New River YMCA, Eastern Carolina YMCA Association

Dr. Mary Ann Wolf  
President & Executive Director, Public School Forum of NC

Sesha Woodard  
CEO, Dropping Seeds in Motion
CHAMPION AFTERSCHOOL

Contact your local elected official today.