

# 2011 NAA Conference

## Engaging Older Youth in After-School:

### *Successful Strategies from the Field*

With nearly one-third of incoming 9<sup>th</sup> graders dropping out of school before they graduate, the need to engage and sustain more young people through high school and post-secondary success is urgent. High-quality after-school and summer programs can bolster young people's engagement in school and improve their chances to graduate and achieve success in college and careers. This interactive session will explore promising out-of-school time strategies to engage older youth from across the country. Participants will learn about Building Bridges, a national initiative funded by the Charles Stewart Mott Foundation to improve both the availability and quality of high school after-school programs through alignment with high school reform efforts. Participants will discuss strategies to build and strengthen systems of after-school programs for older youth and hear from the lead partners on the Building Bridges project.

# Engaging Older Youth in After-School: *Successful Strategies from the Field*

NAA Conference  
April 17, 2011  
3:30-5:00PM



THE COLLABORATIVE  
*for* BUILDING  
AFTER-SCHOOL  
SYSTEMS

# Agenda

## 1. **Building Bridges: Context and Evolution**

- David Sinski, *After School Matters (ASM)*, Chicago

## 2. **Connecting High School After-School with School Reform: Lessons learned in Providence and Boston**

- Elizabeth Devaney, *Providence After School Alliance (PASA)*
- Patricia McGuinness, *Boston After School & Beyond (Boston Beyond)*

## 3. **Interactive Discussion**



# David Sinski

Executive Director, After School Matters

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# The Collaborative for Building After-School Systems (CBASS)

CBASS is a collaborative formed by the leaders of local after-school intermediaries in eight jurisdictions dedicated to increasing the availability of quality after-school programming by building citywide after-school systems.



# Building Bridges:

## Overview

- In 2006, After School Matters and partners in CBASS launched the national Building Bridges initiative to underscore the importance of after-school as a high school education reform strategy to support student success.
- **Goals**
  - Promote the **alignment** of high school reform efforts with high school after-school programs
  - Strengthen **after-school systems** for high school youth to support student success

# Building Bridges: Lead Partners

## **After School Matters (ASM)**



ASM is a Chicago-based, public/private partnership structured as an intermediary to deliver quality high school after-school programs across the city.

## **Muhammad Ali Center**



The Ali Center is a non-profit organization located in Louisville, KY. The Center's mission is to preserve and share the legacy and ideals of Muhammad Ali, promote respect, hope and understanding, and inspire adults & children everywhere to be as great as they can be.

## **The Collaborative for Building After-School Systems (CBASS)**



CBASS is a partnership of intermediary organizations dedicated to increasing the availability of quality after-school programming by building citywide after-school systems.

# Building Bridges: Context

- High dropout rates among high school students, particularly for low-income students and students of color
- National attention focused on high school reform
- Need for equity in after-school
- Intermediaries are key to coordinating systemic efforts to strengthen high school after-school

# Research Base

## Graduation rates

- University of Chicago found ASM participants were 2.7 times as likely to graduate as peers.
- ASM participants with a GPA above 3.0 enroll in college at a higher rate than district counterparts, particularly for Latino students
- A persistent decrease in dropout rates was found among participating New Hampshire schools who apply after-school programs with fidelity and rigor.

## Standardized tests and credit acquisition

- Participants in TASC-supported programs passed more Regents exams and earned more high school credits than nonparticipants

## School Attendance

- TASC participants showed significantly more positive school attendance after a year of participation

## Social and Emotional Development

- The American Youth Policy Forum found that expanded learning opportunities support the social and emotional development of older youth, including the development of personal responsibility and goal setting, increased perceived life chances and hope for the future, and the development of quality relationships.

**High school after-school presents a promising strategy to support student success; HOWEVER, there is tremendous unmet demand for high-quality high school after-school programs**

# Building Bridges: The Strategy

**Convened after-school and education stakeholders  
from 35 cities to:**

- Champion high school after-school as a school reform strategy
- Examine current research
- Promote effective practices
- Forge partnerships
- Develop action agendas

**Invested in five cities for strategic planning**

- Baltimore, Boston, Charlotte, New York City, Providence

# Building Bridges: Lessons Learned

## SYSTEM LEVEL

- **Power of a strategic planning grant:** Limited investment yields significant results.
- **Value of the Intermediary:** A coordinating entity helps emerging OST systems expand opportunities for older youth

## PROGRAM LEVEL

- **Emergence of common challenge/issue areas:**
  - Credit-bearing opportunities
  - Data sharing
  - Engaging higher education partners
  - Developing a common language and messaging around after-school and the role of stakeholders in the larger system

# Connecting High School After-School with School Reform

*Lessons learned from the field*

- **The After-School Institute, Baltimore**
- **Boston After-School & Beyond**
- **Partners in Out-of-School Time, Charlotte**
- **The After-School Corporation, NYC**
- **Providence After School Alliance**

# The After-School Institute (TASI)

## Baltimore

### Content focus

Addressing chronic absenteeism through after-school

### Activities

- Conducted research study and disseminated findings
- Held focus groups and administered surveys to high school students
- Conducted outreach to promote after-school as a strategy to reduce chronic absenteeism
- Implemented youth-led quality improvement

### Lessons Learned

- Engaging youth
- Need for incentives
- Leveraging resources



# Partners in Out of School Time (POST)

## Charlotte

### **Content focus**

Offering credit-bearing opportunities during out-of school time, in partnership with schools, to keep student on-track to graduate.

### **Activities**

- Formed Steering Committee
- Mapped elective credit acquisition
- Launched pilot program at two high schools

### **Lessons Learned**

- Incentives
- Transportation is key
- Program coordination
- Importance of holistic, systemic approach to youth development
- Leverage existing resources

# The After-School Corporation (TASC) New York City

## Content focus

Engaging higher education partners to create a high school out-of-school time system that supports college access and success.

## Activities

- Developing recommendations to build a high school system
- Relationship building
- Credit-bearing guide

## Lessons Learned

- Core elements of high school after-school
- Partnerships: shared vision, well-articulated roles, common language
- College and career readiness: college advisement
- Non-traditional credit-bearing opportunities to expand learning opportunities



# Elizabeth Devaney

Deputy Director, Providence After-School Alliance

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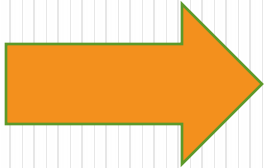
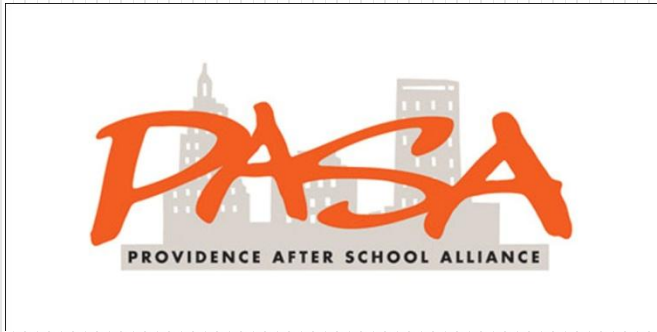


*get connected to your future*

A citywide approach  
to building sustainable,  
high-quality, out-of-school time  
opportunities for  
high school-aged youth.

The hub is the high school initiative of the





*get connected to your future*

# 3 Strategies

Space  
Web Tool  
Policy







Venture

- Sambardine
- class group
- Juanita
- house Hyde
- National
- Journal
- business
- Jennifer
- students
- Film club
- YOUTH
- Change
- Awareness
- by
- FOOD
- ECONOMY
- Podcast
- ...

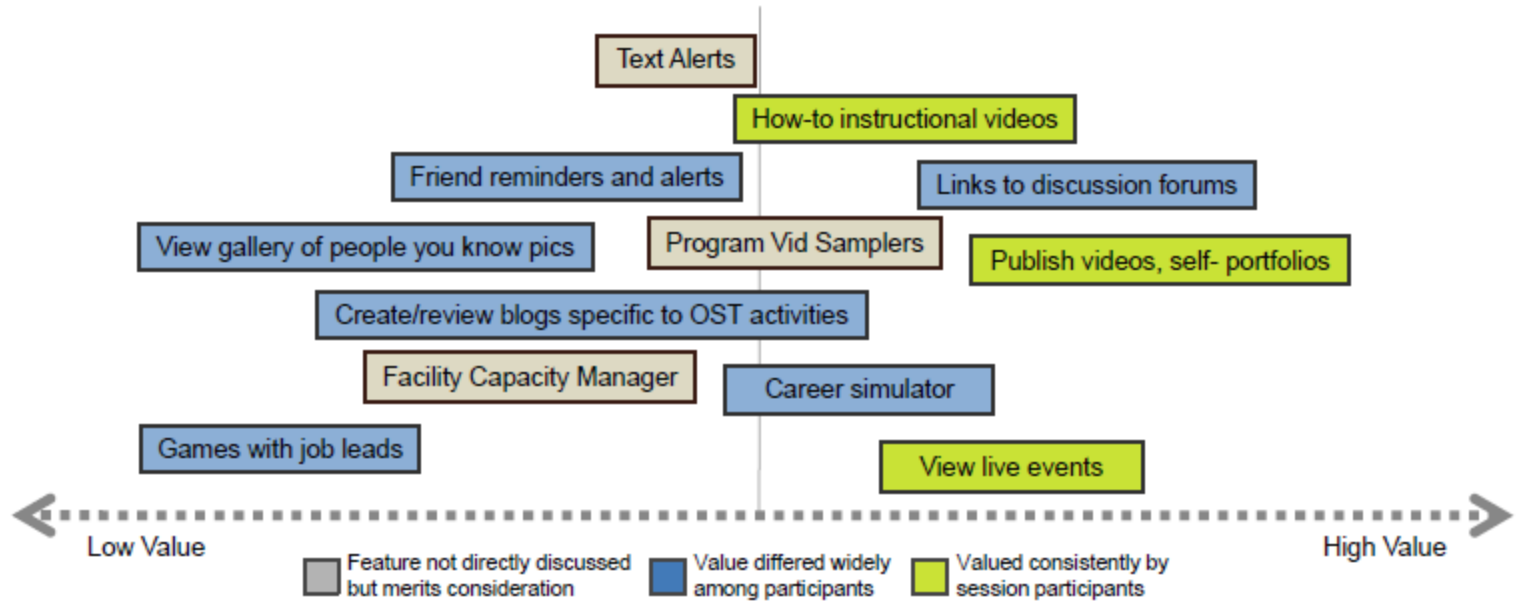


# FUNCTIONAL VIEW >> CORE FUNCTIONS | SHARING VALUE

## Online Benefit

Strengthens Youth-Youth, Youth-Providers relationships by delivering information via multiple channels and providing them with a platform to extend their messaging and reach.

What They Like   





LOGIN

Register Contact Search



BETA

EVENTS CALENDAR PROGRAMS ORGANIZATIONS ABOUT



Louder Than a Bomb tells the story of four Chicago high school poetry teams as they prepare for the world's largest youth slam.

Friday 2/18 (RISD) - First 10 - click to register - free tickets!

Louder Than A

Youth Powered

Get Connected!

Y4C Forum

WHAT'S NOW

Fri Mar 11 @ 3:00PM - 05:00PM The Hub Drop-In

Mon Mar 14 @ 3:00PM - 05:00PM The Hub Drop-In

Tue Mar 15 @ 3:00PM - 05:00PM The Hub Drop-In

WHAT'S HOT

Applying to Art School - College Day Hub Jobs Day Hub College Day The Hub Drop-In

get involved

Activities Mapper

Search for activities based on any of the following options:

- Select Category dropdown menu with options: Programs, Events & Organizations, Events, Programs, Organizations

SEARCH

find an activity



About The Hub

"A new landscape of opportunity."

The goal of The Hub, and HubProv.com, is to serve as a marketplace where high school-aged youth can connect with all opportunities and support services and where program providers can connect to youth.

Included in this goal are four main objectives:

- Foster 21st century skills and knowledge. Improve ability of Youth to become prepared, self-actualized adults. Ensure access via multiple touch points. Help build the quality, diversity, and capacity of opportunities—existing and new.

HUB HOURS

Monday 3:00pm - 5:00pm Tuesday 3:00pm - 5:00pm Wednesday 1:00pm - 5:00pm Thursday 3:00pm - 5:00pm Friday 3:00pm - 5:00pm 304 Lockwood St. 02907



@hubprov

hubprov #hubprov is hiring 4-5 high school-aged youth to be on The Hub Youth Team! http://bit.ly/nsk-EV-9 Required info sessions Mar 10&17 3-15pm.

powered by



**Policy**

**Graduation Credit for Expanded  
Learning Opportunities**

**Transportation**



Expanding and enhancing school learning beyond school walls and hours for graduation credit.

Providing a model pairing afterschool, community educators with school.

# PASA/PPSD Results

- Joint Planning Process.

With PPSD/Hub

leadership, principals, teachers, union reps, students and community providers, the ELO team crafted an implementation plan to provide graduation credit for learning outside of school.

- Providing policies and a model.

The Hub is partnering with the Providence Academy of International Affairs to provide a Web Design project for credit.

- Building tools for implementation.

# Gaps/Challenges

- School credit policies that are narrow in scope.
- Bridging school and community philosophies and objectives.
- Community-based rigor aligned with school standards.
- Buy-in.

# Next Steps

- Assessing and learning from the model.
- Codifying the policy.
- Realistic expansion plan:
  - Inclusion of more OST partners;
  - Professional development.



# Patricia McGuinness

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Our mission is to enable Boston's students to access learning opportunities throughout the day and year that provide the knowledge and skills necessary for success in school, college and careers. We work to achieve this mission by expanding and enhancing opportunities that are delivered through student-centered, school-aligned, results-focused partnerships that leverage strengths of the schools, communities, and the city.

## Context for Building Bridges Work

- Teen initiative
  - 5 networks of CBOs working together to serve teens in neighborhoods, not school
  - Data systems to support
  - Spectrum of credit-bearing school-OST opportunities
- Achieving-Connecting-Thriving (ACT) Skills Framework
  - Increased demand to link school and after-school around measurable results
- Revamp of BOSTONavigator and Data Integration Project
- Meeting the needs and interests of teens

# Moving Toward an Integrated “Learning System”

## System Characteristics

**Learning System** =

School + Afterschool + Summer

**Shared goals and objectives**, K-16  
(academic progress, engagement in school and OST learning)

**Universal benefits to all, tailored benefits to each** –

academic, 21<sup>st</sup> century skills, social & emotional supports, work experience – with particular focus on summer school, ELL and SPED students; strong planning, brokering, coordination, monitoring

**Integrated, longitudinal data systems**

to capture community level impact and track individual student progress



## Desired System Results (ACT)

**Achieving**

Acquiring Skills, Knowledge, and Mastery

**Connecting**

Engaging in Supportive Relationships With Peers, Parents and Other Adults

**Thriving**

Maintaining Physical And Mental Well-Being; Envisioning Future Success; Developing Persistence

# Data Integration Pilot

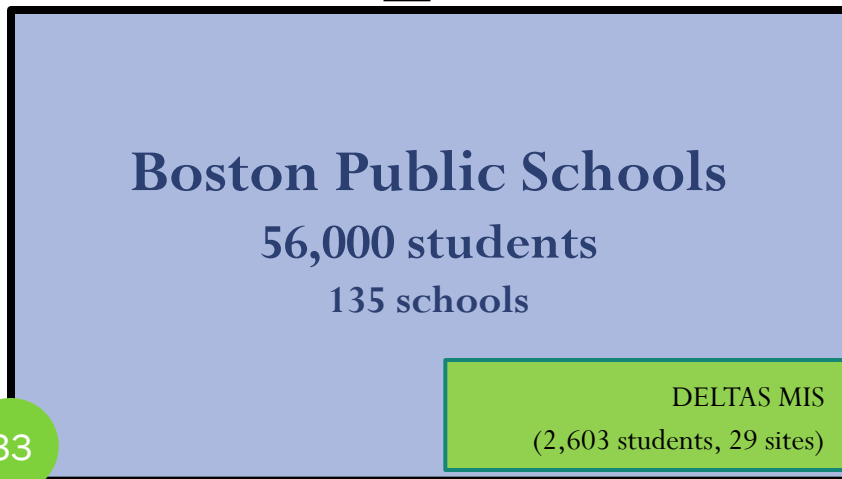
## Unified & Tracked



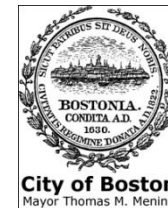
PIC - National Student Clearinghouse

## Fragmented... but Trackable

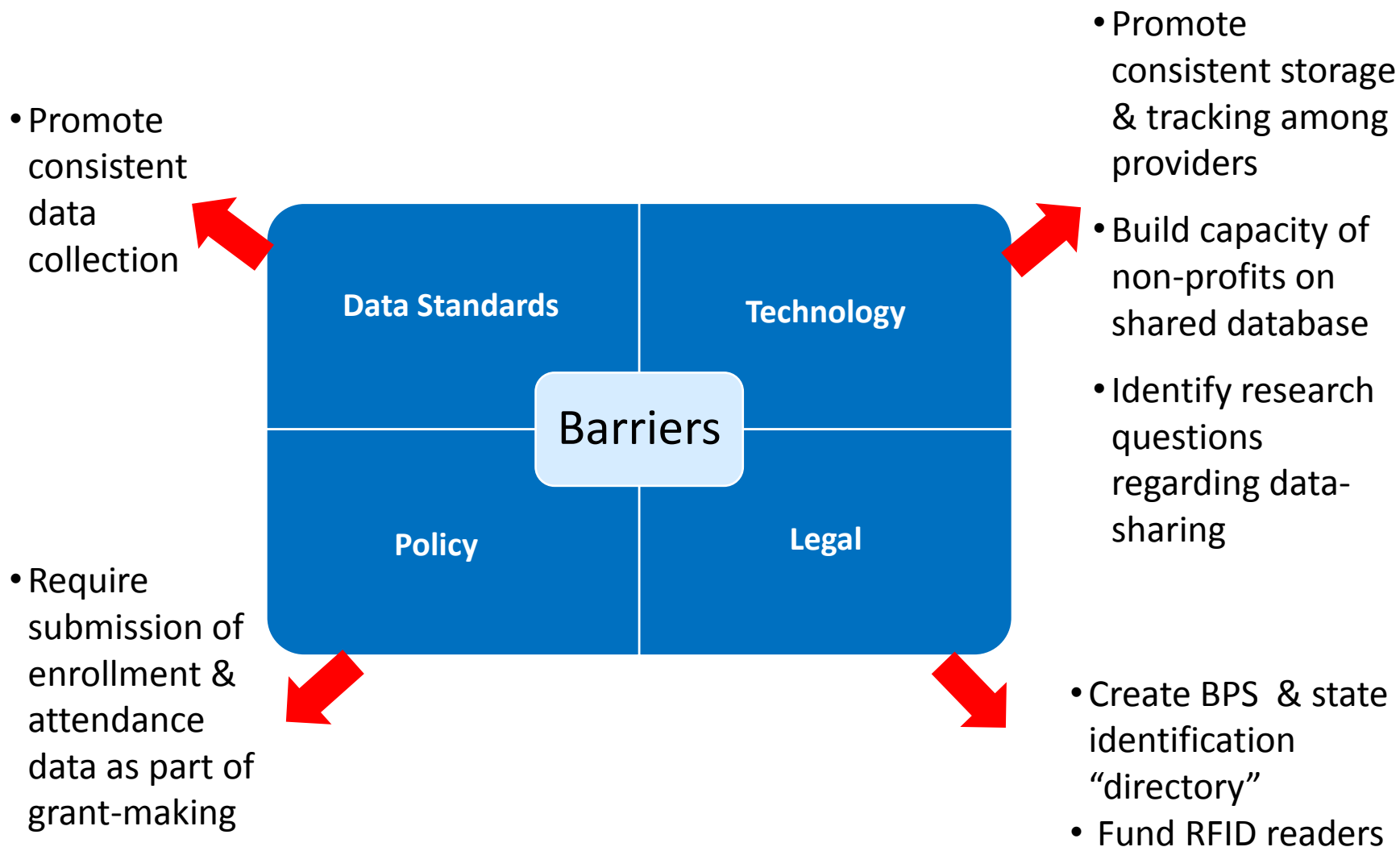
- Separate systems
- Lack of unifying ID
- Inconsistent data collection



## Pilot Data integration Initiative:



# Immediate steps to overcome existing barriers



# Boston Beyond's role in promoting effective data collection and program management

- Manage Boston Navigator for participation and analysis
- Convene key stakeholders to gain consensus and buy-in to common data capture and sharing standards
- Create and maintain systems to gather program data in systematic way
- Work with providers to promote sound data gathering techniques
- Forge collaboration with BPS to drive evaluation initiatives
- Promote common standards and language to be used in social and emotional assessment, including promotion of ACT framework

# Lessons Learned

- Focus on meeting primary needs of the school system, leveraging the best of OST
- Create proof points to continue to refine models and advance one discussion, with one set of primary goals
- Be clear about the specific roles that major stakeholders play – and how they can enhance their impact by collaborating

# Discussion

To learn more about strategies to strengthen high school after-school opportunities, please contact Emily Morgan, National Policy Coordinator, CBASS, at [emorgan@tascorp.org](mailto:emorgan@tascorp.org)

[www.afterschoolsystems.org](http://www.afterschoolsystems.org)



THE COLLABORATIVE  
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SYSTEMS



# After School Matters

Chicago-based, public/private partnership structured as an intermediary to deliver quality high school after school programs across the city.

Our mission is to create a network of out-of school opportunities, including apprenticeship and drop-in programs, for teens in underserved communities. We strive to help teens discover their potential and support them on a successful path to adulthood.

## Key Characteristics

- Apprenticeships are our core program model
- 60 High School Campuses (school, park library)
- 100 Community Based Organizations
- 20,000 Teens
- Web-based participation and program performance data guide our decisions and strengthen our partnerships

# What Teens Want

- Safe environments
  - Dedicated space for teens
- Activities that “tap” their energy
  - Youth as instruments of their own rescue
- Opportunities to depend on caring, smart and reliable adults
  - Adults matter
- Opportunities to learn authentic skills in meaningful contexts
  - Real work/meaningful tasks