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

With nearly one-third of incoming 9th 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

BOOST Conference
April 29, 2011
1:15-2:45PM
Agenda

1. Building Bridges: Context and Evolution
   • David Sinski, *After School Matters (ASM)*

2. Connecting High School After-School with School Reform: *Lessons learned in Providence*
   • Damian Ewens, *Providence After School Alliance (PASA)*

3. Interactive Discussion
David Sinski

Executive Director, After School Matters

dsinski@cityofchicago.org
312-742-6644
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
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
Content focus
Data sharing and establishing a common language among city, school and after-school partners

Activities
• Defining common outcomes: ACT Framework
• Data integration pilot
• Relationship building

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
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
Damian Ewens

Director of High School Initiatives and The Hub, PASA
dewens@mypasa.org
401-256-1056
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 Providence After School Alliance.
USE Collective Members

AS220
College Visions
Institute for the Study & Practice of Nonviolence
New Urban Arts
Everett Dance Theater/Carriage House
PrYSM
Steel Yard
Young Voices
Youth in Action
Youth Pride, Inc.
3 Strategies

Space
Web Tool
Policy
WEB
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

- myspace
- YouTube
- AIM

- Text Alerts
- How-to instructional videos
- Friend reminders and alerts
- Links to discussion forums
- View gallery of people you know pics
- Program Vid Samplers
- Publish videos, self-portfolios
- Create/review blogs specific to OST activities
- Facility Capacity Manager
- Career simulator
- Games with job leads
- View live events

Low Value: Feature not directly discussed but merits consideration

Value differed widely among participants

Valued consistently by session participants
What happens when a youth-driven initiative needs a logo?
get involved

Activities Mapper
Search for activities based on any of the following options:
- Programs, Events & Organizations
- Events
- Programs
- Organizations

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 the 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

© 2010-2011 - All rights reserved | Providence After School Alliance
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.**
# Web Development & Design for School Credit at The Hub

## Class Info

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/9/2011</td>
<td>Why was the Internet Created, Where is the Internet, How does a Web Page Work</td>
<td>Power Point PDF</td>
</tr>
</tbody>
</table>

**Try it out:** Very Simple HTML Page, Headings, Paragraphs, Formatting

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
</table>

## Students' Web Journals

<table>
<thead>
<tr>
<th>Student</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isadaly</td>
<td><a href="www.readtheingredients.com/wdf/isadaly">www.readtheingredients.com/wdf/isadaly</a></td>
</tr>
<tr>
<td>Juan</td>
<td><a href="www.readtheingredients.com/wdf/juan">www.readtheingredients.com/wdf/juan</a></td>
</tr>
<tr>
<td>Nick</td>
<td><a href="www.readtheingredients.com/wdf/nick">www.readtheingredients.com/wdf/nick</a></td>
</tr>
<tr>
<td>Sami-belk</td>
<td><a href="www.readtheingredients.com/wdf/sami">www.readtheingredients.com/wdf/sami</a></td>
</tr>
</tbody>
</table>
What I learned @ the hub today!!!

Samihelk Betancourt

03-23-11

2day @ the hub i learned a lot of things i didn't know b4, i learned how to bold, underline, and many cool things i can't remember right now. One of the important thing i learn that creating a website is fun and easy too, of course when u know what you are doing and not swearing around.
What I learned @ the hub today!!!..<i><hr/></i>Sami/> 03-23-11

2day @ the hub i learned a lot of thigs i dindn't know b4, i learned how to bold, underline, and many cool things i cant remember right now. one of the important thing i learn that creating a website is fun and easy 2 do, off course when u know what you are doing and not srewing around
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.
HUB

get connected to your future
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

www.afterschoolsystems.org