

Build an OST System in Your Community

SHARING IDEAS and INSIGHTS

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Panel

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Agenda

Goals

- Provide overviews of different systems-building pathways
- Share insights into collaborative, collective action
- Share ideas on weaving equity, quality, and advocacy into systems-building
 - **Who's In the Room?**
 - **Overview: City Systems**
 - **Systems Perspectives & Discussion**
 - Equity
 - Quality
 - Advocacy
 - **Breakout Groups & Report Back**

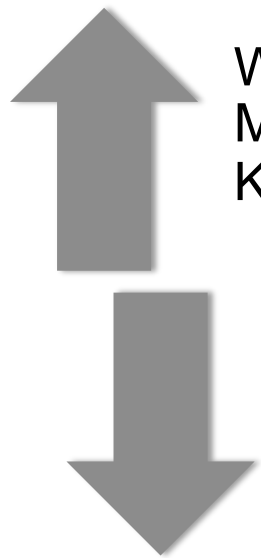
Stand Up If...

- You currently reside in the California Republic
- You live EAST of the Mississippi River
- You live WEST of the Mississippi River
- You are from outside of the United States of America
- You consider yourself primarily...
 - an out-of-school-time provider
 - an out-of-school-time administrator
 - a school teacher or principal
 - a school administrator
 - a state education department administrator
 - a college professor or administrator
 - a municipal or state agency employee
 - something other than these
- This is your first BOOST Conference

Stand Up If...

- You've been in a swimming pool since you arrived in Palm Springs
- You plan on wearing only sandals or flip-flops the whole time you're at BOOST
- If you've been to the Indian Canyons palm oasis
- You are a staff person or a partner in an existing citywide OST system
- You are part of a group planning to create a citywide OST system
- You might be open to creating a system after this inspiring panel presentation and breakout session
- You have questions you hope to gain insights on from this session
- You have your own "Stand Up If..." you would like to pose

THE CHALLENGE: HIGHER EXPECTATIONS, WIDER OPPORTUNITY GAP



We Expect
More of
Kids

Disparities
Are
Greater
than Ever

By 6th grade, a child from a low-income household has a **6,000-hour learning gap** compared to more affluent peers.

- Racial and income inequality
- “Experience” deficit
- High mobility
- Trauma
- Lack of consistent adult presence
- Mental and physical health disparities



ExpandedED Schools

Helping kids in low-income communities gain access to enriched education experiences since 1998



What We Do

Demonstrate • Build Capacity • Advocate

THEN

That there's a need for
a system

Of front-line staff through
professional development

By reaching out to
leverage funds

NOW

What quality
looks like

Pathways in afterschool for greater
teacher workforce diversity

By disseminating
strong research base

THE SOLUTION

A **SCALABLE, COST-EFFECTIVE MODEL** THAT
REIMAGINES SCHOOLS AND WORKS WITHIN THE SYSTEM
TO HELP CLOSE 6,000 HOUR GAP

EXPAND
THE SCHOOL DAY



Adding 2.5 hours
each day; closing the
learning gap by 450
hours/school year

ENGAGE
THE COMMUNITY



Bringing additional passion,
talent, child development
expertise and role models
into the classroom

ENHANCE
THE LEARNING



Balancing curriculum
with the arts, movement,
and personalized,
hands-on experiences

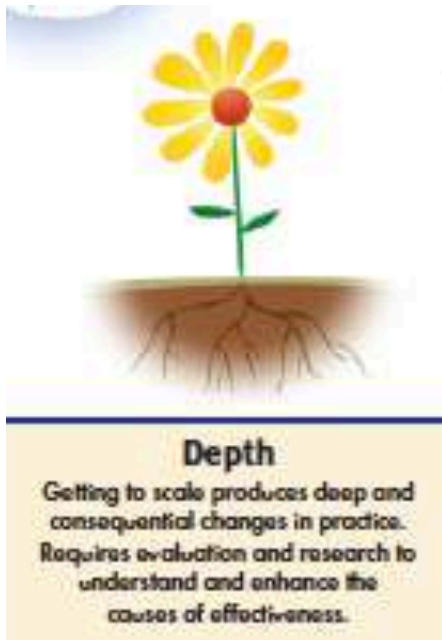
Our History

Started in 1998 with private investment

Goal to make universal afterschool a part of the fabric of NYC

- Leverage funds with local CBOs
- Ownership housed across stakeholders
- Strategic allegiances with childcare organizations
- Cross-sector, rapid-response advocacy
- **After-school model adopted by the NYC Department of Youth and Community Development in 2005, using public funds**
 - DYCD set quality standards, centralized the system, provided competitive funds through RFP rounds

Three areas to highlight - quality



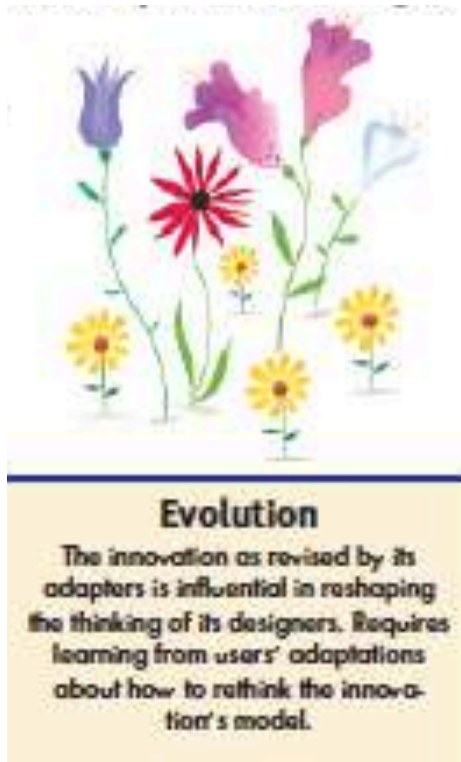
- Robust school-community partnerships
- Regularly convening with stakeholders who share common purpose
- Professional development provider for DYCD and CBOs

Three areas to highlight - equity



- “Universal” afterschool – everyone who wants it should be served, not just a lottery chance
- After-school features a more diverse teaching force; supporting pathways for aspiring educators to diversify the teaching workforce

Three areas to highlight - advocacy



- Disseminating a research base
- External pressure on government agencies keeps momentum up for innovation, improvements, and funding
- Champion new innovations in the field

MOST

Madison-area Out-of-School-Time

Dane
County

Madison,
Wisconsin



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Madison Named One of the Best Cities in America [National Geographic Traveler, January 2018](#)

Madison ranked 2nd best-run city in America [24/7 Wall St., January 2013](#)

#1 Best U.S. Cities for Quality of Life [NerdWallet.com, August 2014](#)

#7 Top 100 Places to Live [Livability.com, January 2018](#)

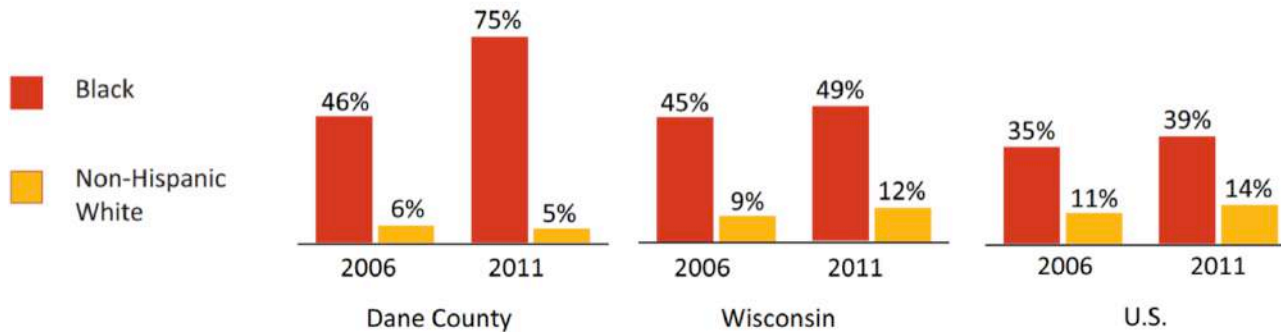
#1 Most Caring Cities in America [WalletHub, December 2017](#)

#2 Super Cool US Cities [Expedia, February 2017](#)

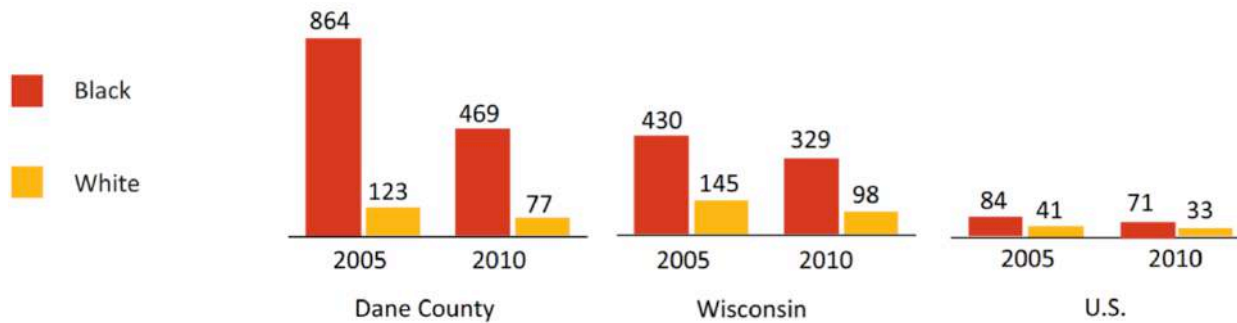
#1 Fittest Cities in America [Fitbit, April 2016](#)

~3,000 nonprofits, Over 150 OST Organizations

Percent of Children Living in Poverty



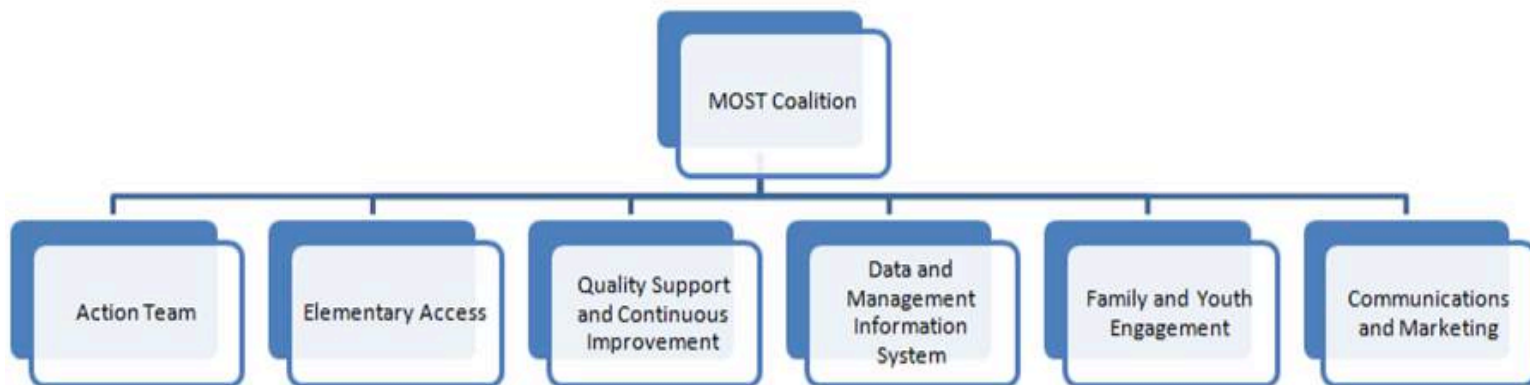
Juvenile Arrest Rates, per 1,000 Juveniles



Our origin, our vision, our structure

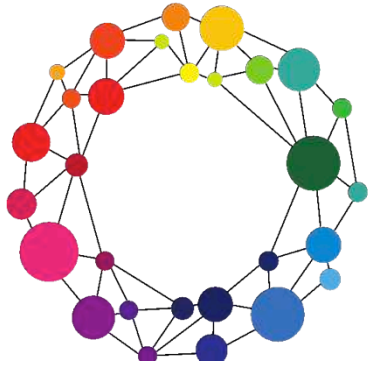
MOST Vision: *The Madison Out-of-School Time (MOST) initiative will ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time programs that support positive youth development, educational achievement, and readiness for college, career and community.*

MOST Core Values Statement: *Racial equity and social justice are core principles that inform and guide all MOST decisions, policies and functions. Consequently, MOST will concentrate its efforts to achieve the MOST vision for youth who are traditionally marginalized based on factors such as their racial/ethnic identities, income or recent immigrant status.*



Timeline: Milestones along the way

- **LTE position created with city funds**
- **School district contributes, LTE position becomes permanent**
- **Power-sharing structure, decision making process decided**
- **City-wide survey of access and programs**
- **Program Finder**
- **Quality indicators, “Effective Practices” identified and published**
- **Data sharing agreements developed/signed, systematizing and norming OST and school district data across the city**
- **Integrated city-wide professional development aligned to quality indicators launched**



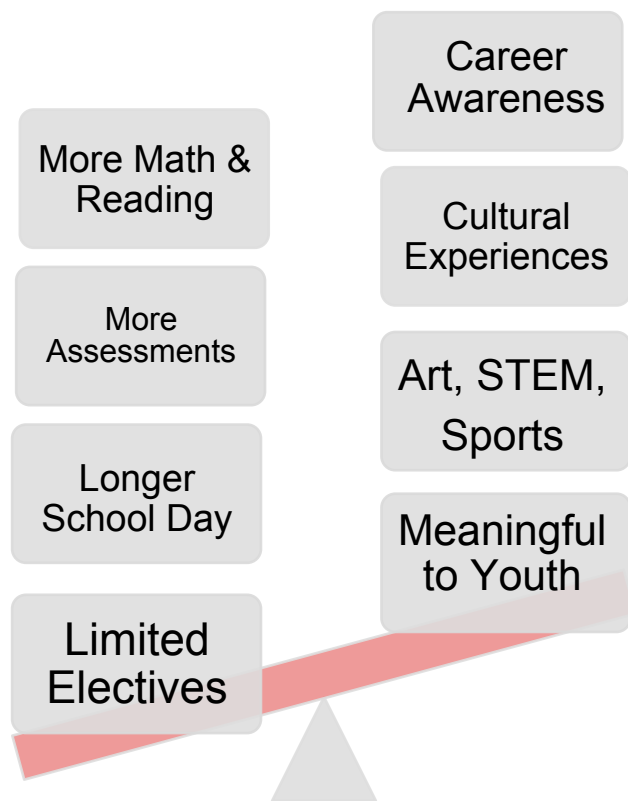
THE OPPORTUNITY
PROJECT

Connecting Youth to the World of Opportunity

EXPANDING OPPORTUNITY FOR YOUTH

AN INTEGRATED-LEARNING NETWORK

NOT ENOUGH HOURS IN THE SCHOOL DAY TO EVEN OUT THIS GAP

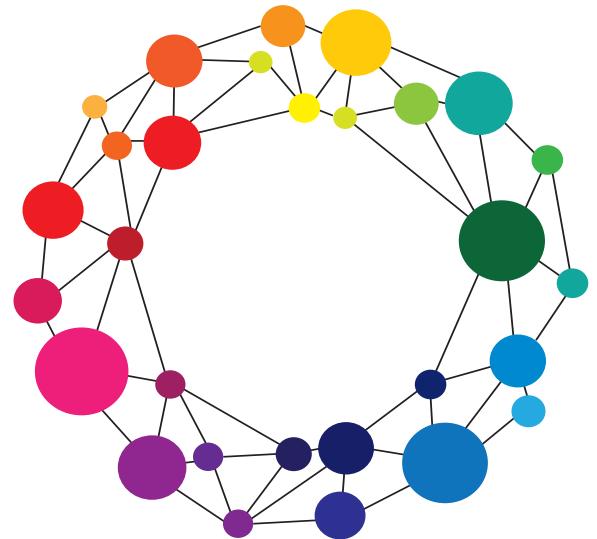


We can't fix these gaps with coursework alone.

This “experience gap” can only be overcome with Out-of-School Time (OST) experiences.

Our Mission:

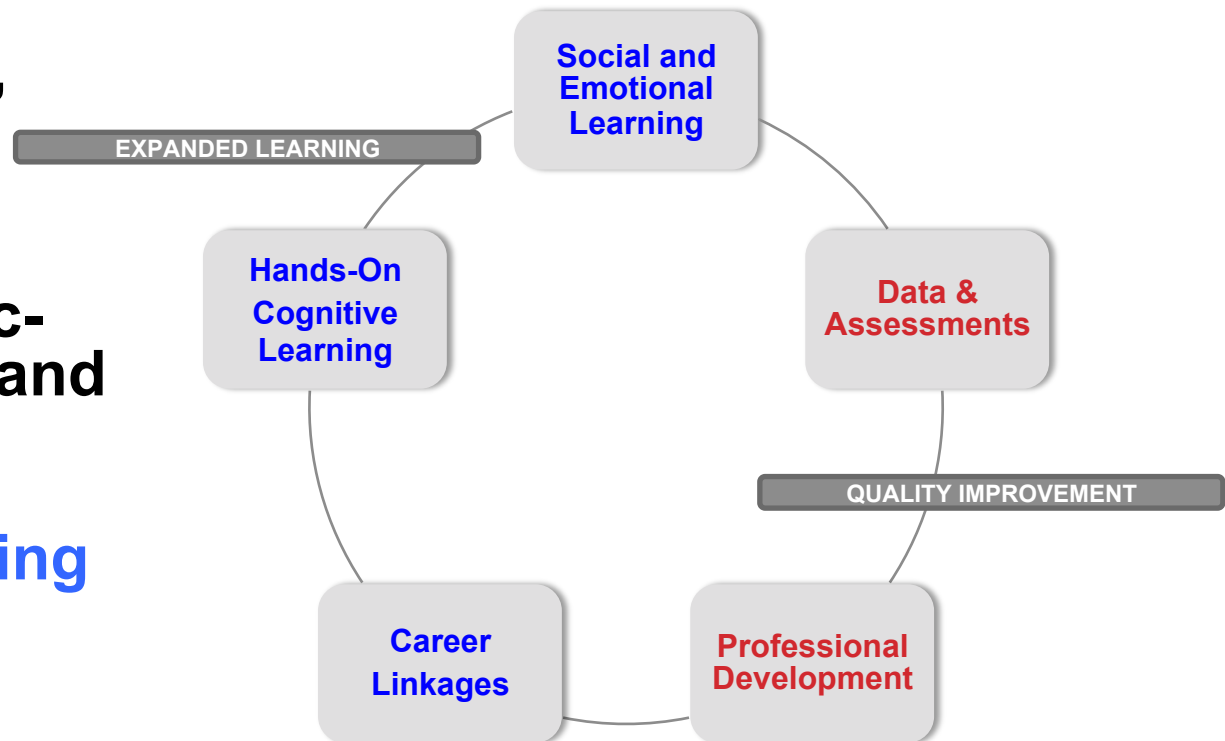
**The Opportunity Project connects
Tulsa youth to the world of
opportunity by increasing the
quality and quantity of integrated
expanded-learning opportunities.**



COMPREHENSIVE STRATEGY

A city-wide intermediary linking schools, programs, services, community agencies, public-private entities and local families, focusing on **expanded learning** and **continuous quality improvement**

Five Key Areas of Focus:



With barriers removed, we can create transformational change for Tulsa youth.

OUR VISION –

All young people in Tulsa will enter their 20s:

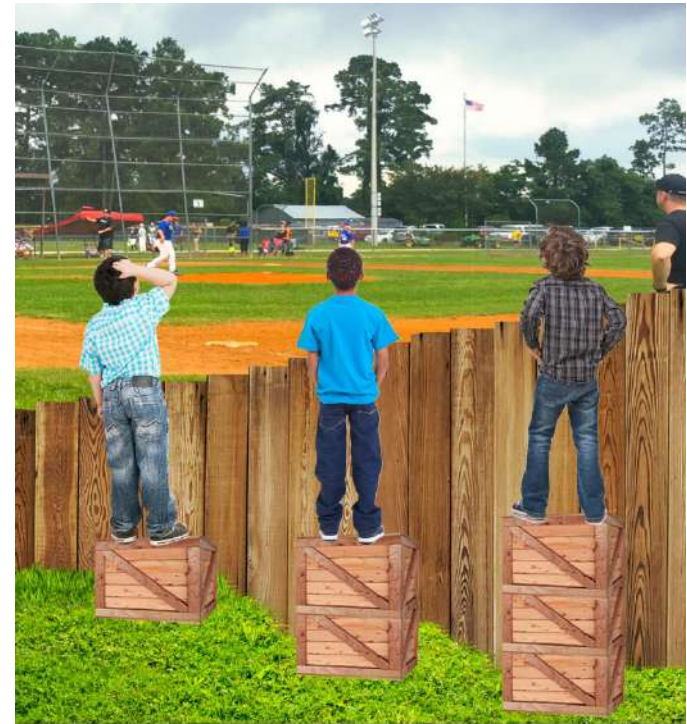
- Socially and emotionally equipped
- Intellectually curious
- Civically engaged
- Actively healthy
- Intentionally connected to career and college opportunities aligned with their passions and dreams

EQUITY

The field is just beginning to acknowledge the complex connections between equity, quality and opportunity



EQUALITY

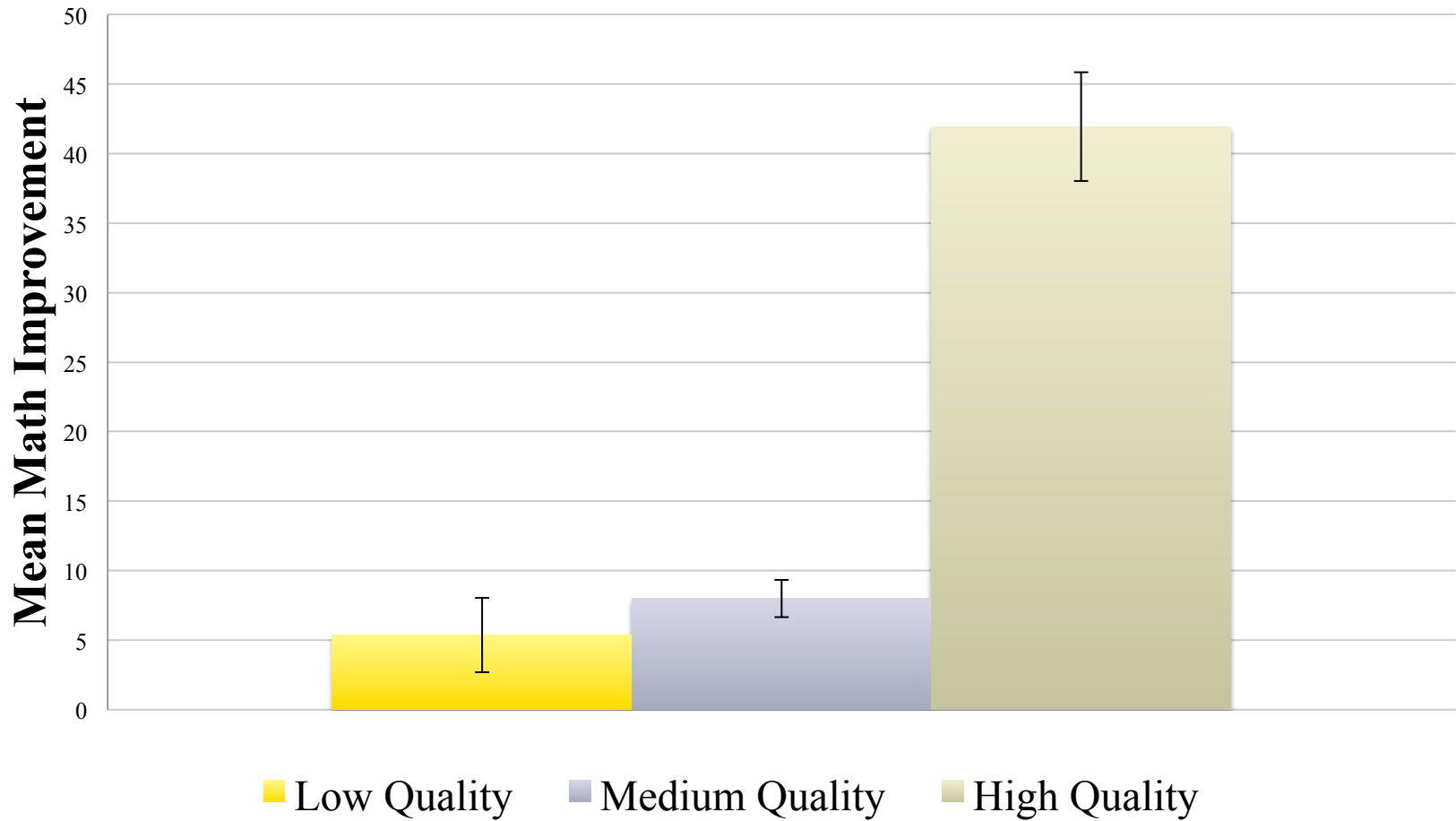


EQUITY

QUALITY

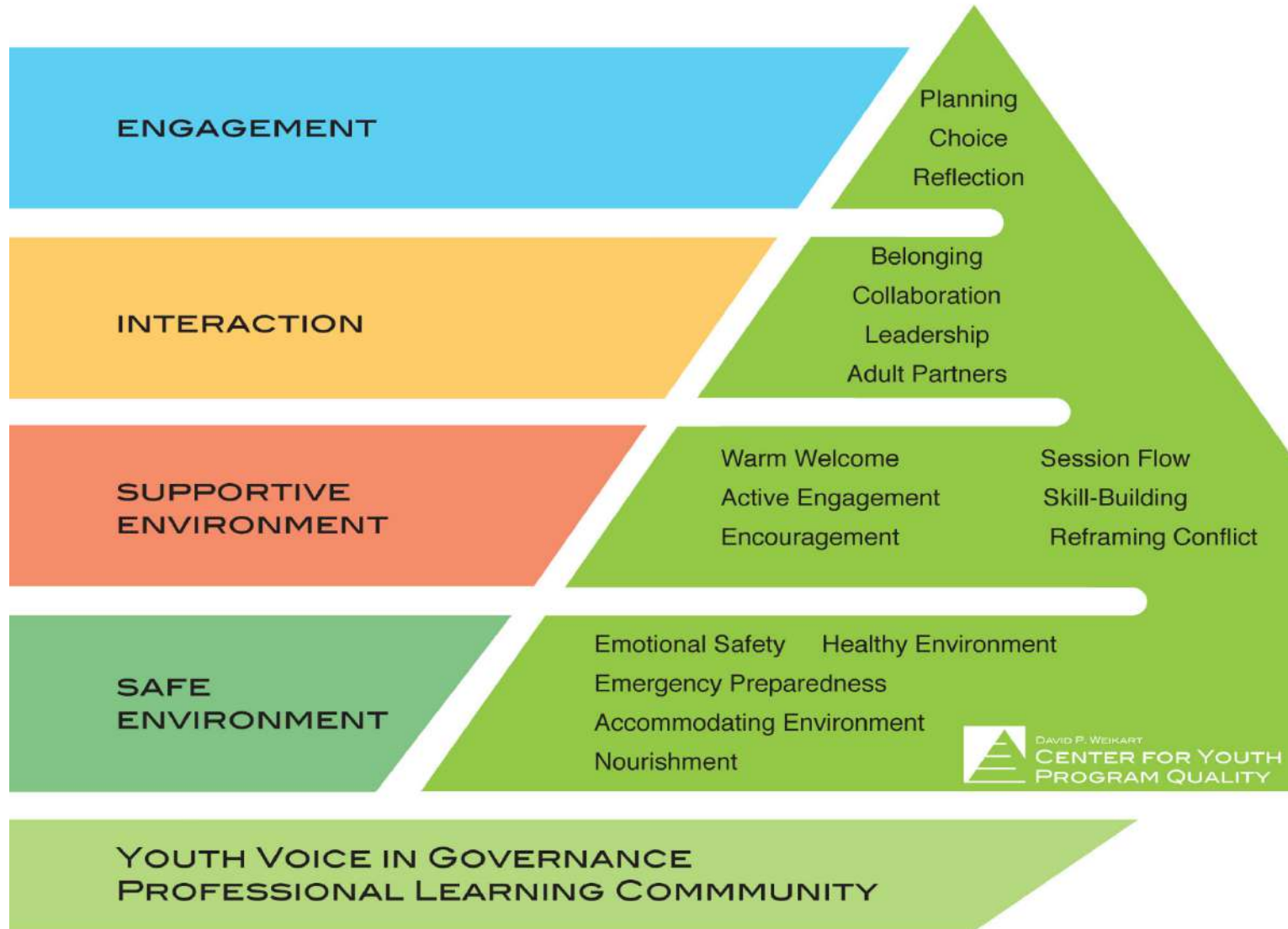
Quality Learning Environments Matter

... a Lot



Data from Seattle Public Schools Summer Learning Programs

Quality Standards & Improvement Capacity



ADVOCACY

BREAKOUT GROUPS

- **Equity** (Emma Banay)
- **Quality** (Nathan Beck)
- **Advocacy** (Patrick Duhon)
 - **Please discuss...and generate:**
 - *Ideas*
 - *Resource Lists*

Resources

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Panel

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