The Growing Out-of-School Time Field: Part II

Wednesday, Feb. 7, 2017

Afterschool Alliance

Moderator

Guest Speakers

Gina Warner
President and CEO, National AfterSchool Association

Jen Rinehart
Senior Vice President, Afterschool Alliance

Helen Janc Malone, Ed.D.
Director of Education Policy & Institutional Advancement and National Director of the Education Policy Fellowship Program, Institute for Educational Leadership

Karen Pittman
Co-Founder, President and CEO, Forum for Youth Investment

Afterschool Alliance

Overview

National AfterSchool Association

Core Knowledge &
COMPETENCIES

for Afterschool and Youth Development Professionals

GINA WARNER President & CEO of the National AfterSchool Association

Core Knowledge & COMPETENCIES
for Afterschool and Youth Development Professionals

1 | CHILD/YOUTH GROWTH & DEVELOPMENT

Knows the typical benchmarks of growth and development and uses this knowledge to provide a program that meets the multiple needs of children and youth.

2 | LEARNING ENVIRONMENTS & CURRICULUM

Creates a high-quality learning environment and implements age-appropriate curricula and program activities.

3 | CHILD/YOUTH OBSERVATION & ASSESSMENT

Understands and applies observation and assessment techniques and tools to meet individual needs.

4 | INTERACTIONS WITH CHILDREN & YOUTH

Recognizes the importance of relationships and communication in quality practice. Implements guidance techniques and strategies to support children and youth in their development.

5 | YOUTH ENGAGEMENT

Acts in partnership with children and youth to foster appropriate child and youth leadership and voice.

6 | CULTURAL COMPETENCY & RESPONSIVENESS

Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity.

7 | FAMILY, SCHOOL, & COMMUNITY RELATIONSHIPS

Builds on respectful, reciprocal relationships across settings to promote optimal development for kids and families and to enhance quality.

8 | SAFETY & WELLNESS

Ensures the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.

9 | PROGRAM PLANNING & DEVELOPMENT

Supports staff in their development. Models healthy relationships, developmentally appropriate practice, and resource acquisition and use.
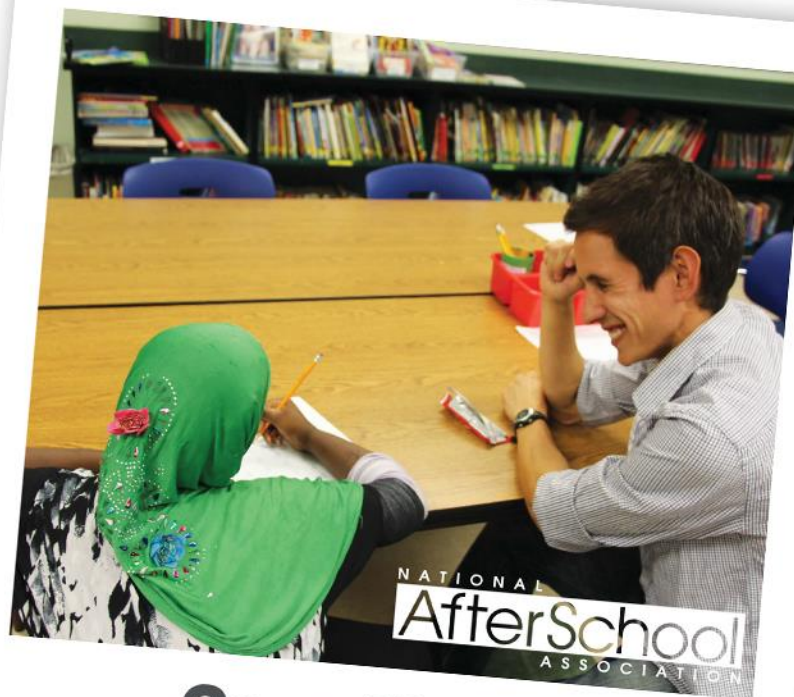
10 | PROFESSIONAL DEVELOPMENT & LEADERSHIP

Acts ethically, is committed to continuous learning, and advocates for best practices and policies for children and youth.

NATIONAL AfterSchool

Core Knowledge
and COMPETENCIES

for Afterschool and Youth Development Professionals

Self-Assessment Tool LEVEL 1

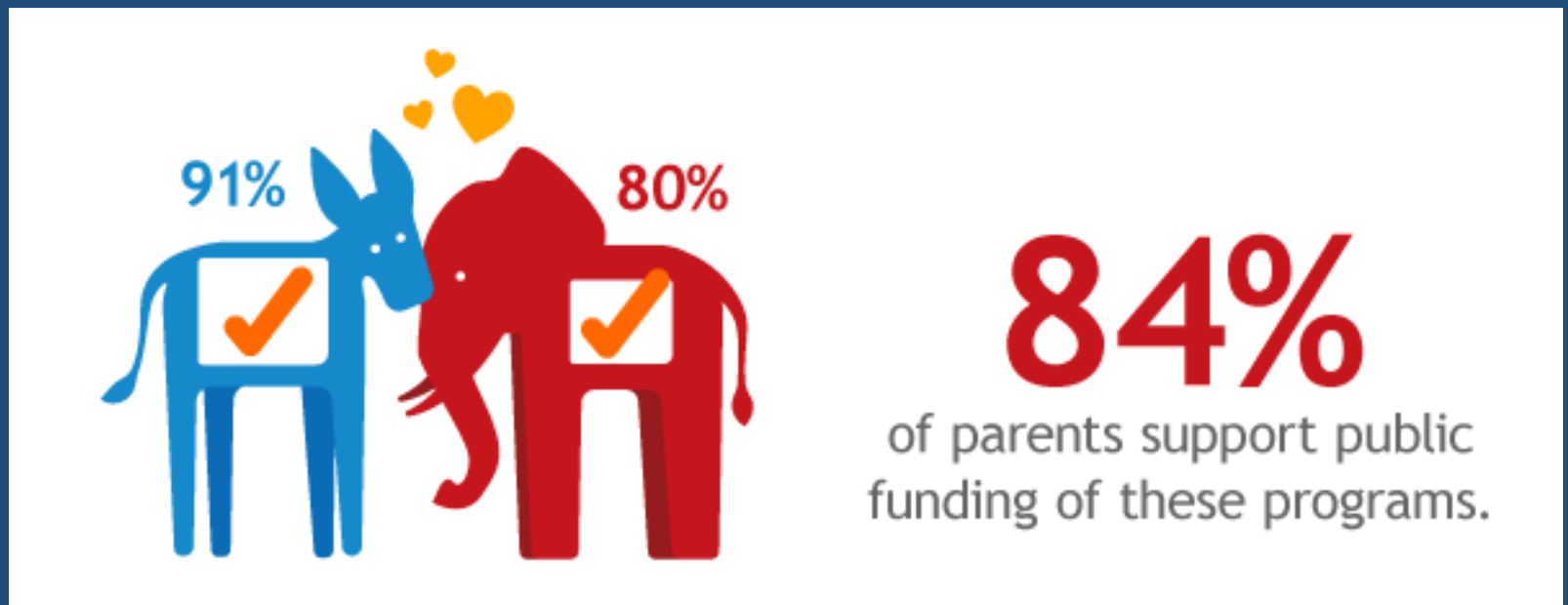LEAD THE CHARGE

BE **BOLD.**
BE **BRAVE.**
BE **BRILLIANT.**
#NAA18

Advancing Policy to Support Afterschool

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Framing the Issue:

While afterschool is very much a bipartisan issue...

91%   80%

84% of parents support public funding of these programs.

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Framing the Issue:
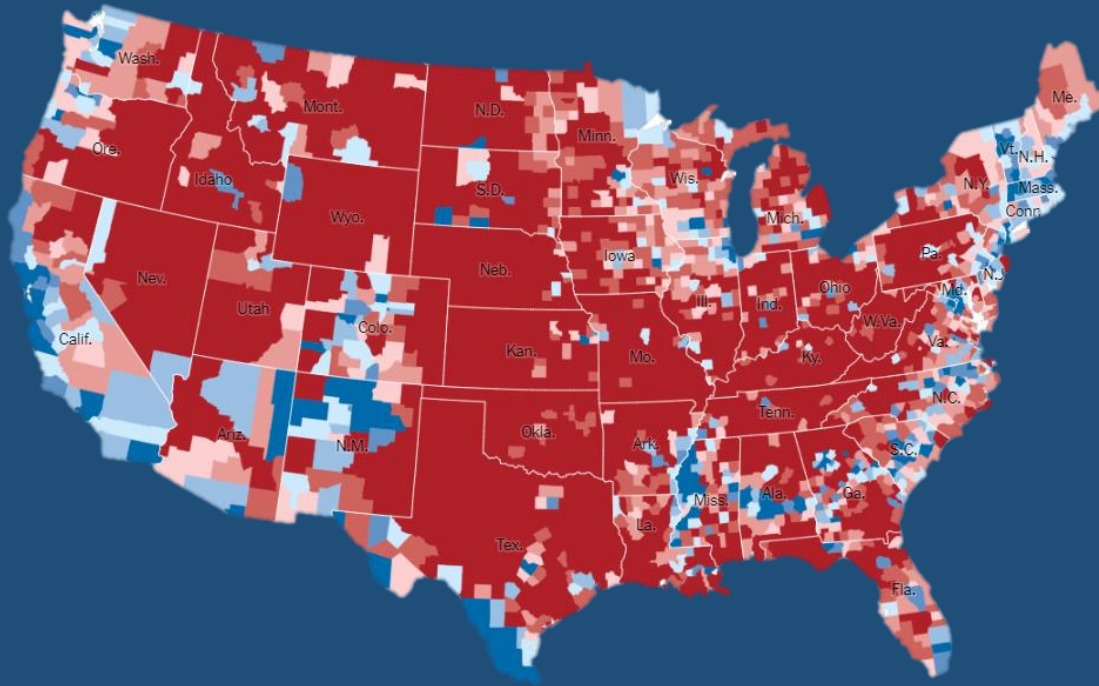
...the 2016 elections elevated the need to refine how we talk about afterschool to reach conservative audiences.

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Afterschool in FY2018:

Proposed elimination of 21st CCLC funding

Modest increase in Community Learning Center funding to $1.192 billion -- **25,000 more students benefit**

Jan.

1,400 organizations signed a formal letter of support for afterschool

By Dec:

100+ Members of Congress on House & Sen. Dear Colleague letters

16,000+ parents sent postcards

75,000 emails to Congress through Afterschool Alliance

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Policy Trend Watch:

- Workforce readiness

- Substance use disorder/Adverse childhood experiences

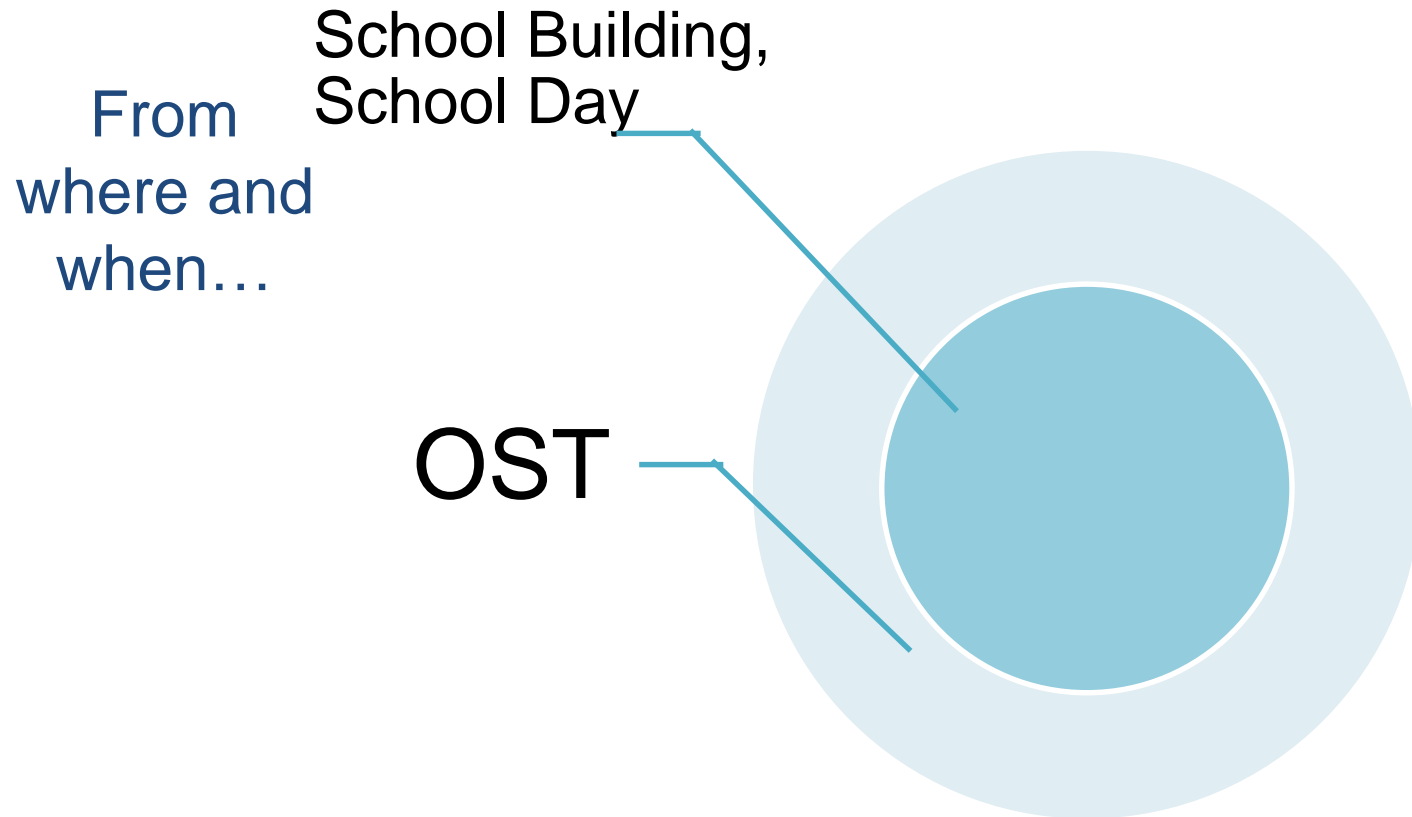- Social & emotional learning

- State funding

- Local leadership

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What's Next:

President's FY19 budget

FY2018 CR

Policy

Research

Return on Investment study

Public opinion research

America After 3PM 2019

Worker productivity study*

ESSA advocacy tools

Election resources

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The Forum for Youth Investment

Securing the Future:

Pivoting OST from Where and When to What and How

Karen Pittman, President and CEO   The Forum for Youth Investment

Shift the Frame

From where and when…

School Building, School Day

OST

Shift the Frame

…to what and how

What and How of Learning

School Partners

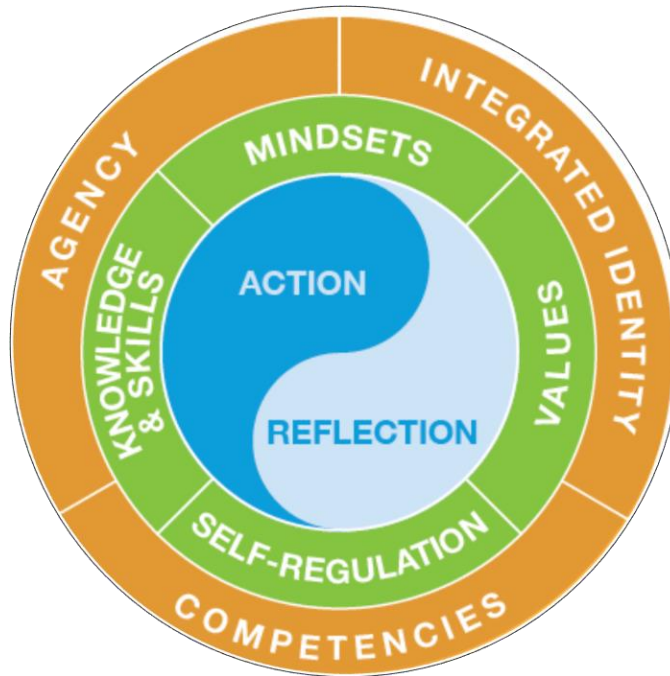OST Partners

forum
FOR YOUTH INVESTMENT
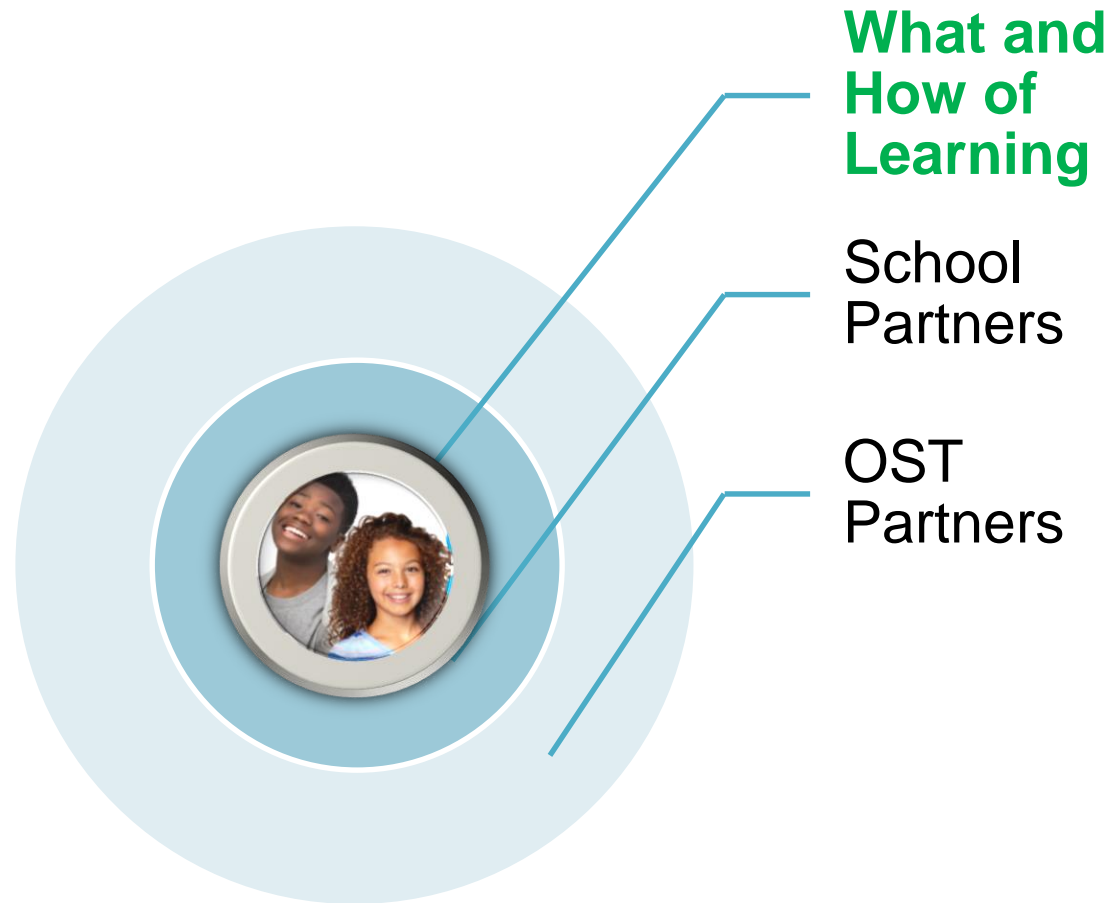
Shift the Focus

From systems…

https://consortium.uchicago.edu/publications/foundations-young-adult-success-developmental-framework
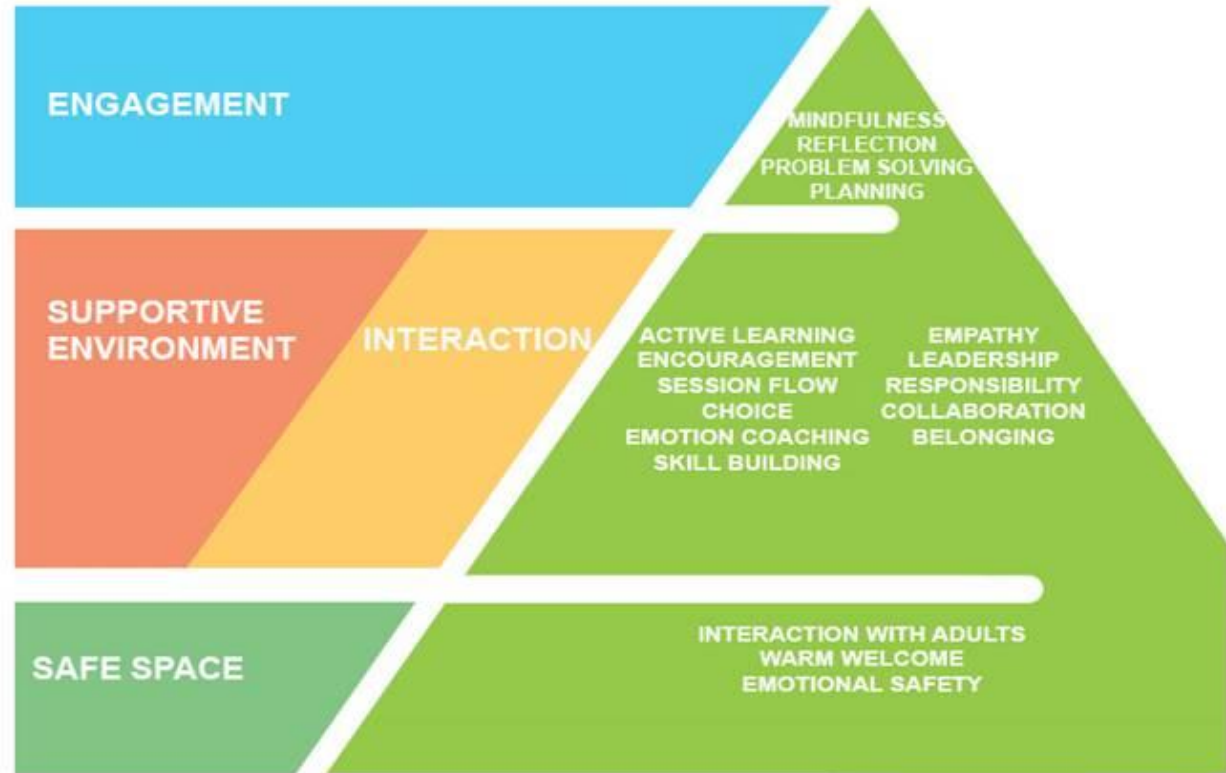
Shift the Focus

…to children and youth

https://consortium.uchicago.edu/publications/foundations-young-adult-success-developmental-framework

Sharpen the Tools

Define and Assess the How
(key youth experiences and staff practices)

Youth Program Quality Assessment (YPQA) Pyramid. Weikart Center for Youth Program Quality, The Forum for Youth Investment.

Sharpen the Tools

Connect the How to the What
(SEL competencies)

EMOTION MANAGEMENT	Abilities to be aware of and constructively handle both positive and challenging emotions.

Key youth experiences
- Youth experience a range of positive and negative emotions in a safe context.
- Youth have opportunities to practice and develop healthy and functional emotion skills.

Staff practices
- Staff create and adjust the structure of daily activities to accommodate youth's processing of emotion.
- Staff model healthy emotion strategies within the context of caring, mutually-respectful relationships with youth.
- Staff provide coaching to youth about handling and learning from their ongoing emotional experiences.

EMPATHY	Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.

Key youth experiences
- Youth explore social structure and power in relation to themselves and others.
- Youth share their stories and listen to the stories of others.
- Youth practice relating to others with acceptance and understanding.

Staff practices
- Staff provide programs with appropriate structure for sharing experience and promoting equity.
- Staff model empathy skills with youth.

TEAMWORK	Abilities to collaborate and coordinate action with others.

Key youth experiences
- Youth develop group cohesion and trust.
- Youth participate in successful collaboration.
- Youth manage challenges to creating and maintaining effective working relationships.

Staff practices
- Staff provide programs with norms and structure.
- Staff model teamwork skills with youth.
- Staff facilitate or intervene as needed to foster or sustain youth-led group dynamics and successful collaboration.

RESPONSIBILITY	Dispositions and abilities to reliably meet commitments and t obligations of challenging roles.

Key youth experiences
- Youth take on roles and obligations within program activities.
- Youth encounter difficult demands.
- Youth draw on resources to fulfill challenging roles and internalize accomplishment.

Staff practices
- Staff provide structur open-ended roles for
- Staff model and fulfill own roles.
- Staff promote high expectations, respect youth's ownership of roles, and provide hel as needed.

INITIATIVE	Capacities to take action, sustain motivation, and persevere t challenge toward an identified goal.

Key youth experiences
- Youth set ambitious and realistic goals.
- Youth develop and sustain motivation by doing work that matters to them.
- Youth have experiences persevering through the ups and downs of difficult work.

Staff practices
- Staff provide ongoing assistance to help you develop motivation w the work.
- Staff encourage youth persist through challe work, making sure th the effort behind you achievement is recog

PROBLEM SOLVING	Abilities to plan, strategize, and implement complex tasks.

Key youth experiences
- Youth engage in projects that involve organizing actions over time.
- Youth learn through cycles of strategic planning, execution, responding to emergent problems, trial and error, and reflection on outcomes.
- Youth reflect on how outcomes of their work provide information that helps build and verify youth skills.

Staff practices
- Staff provide sufficien structure to youth-dri projects.
- Staff create opportun for youth to observe of successful work.
- Staff provide assistan needed, to help youth and solve problems o own.
- Staff offer youth opportunities for refl on project outcomes.

Document the Why

Math Improvement by Program Quality

- Gains in the math proficiency of students participating in high quality summer learning programs were more than 4 times higher than the gains of students in medium or low quality programs.
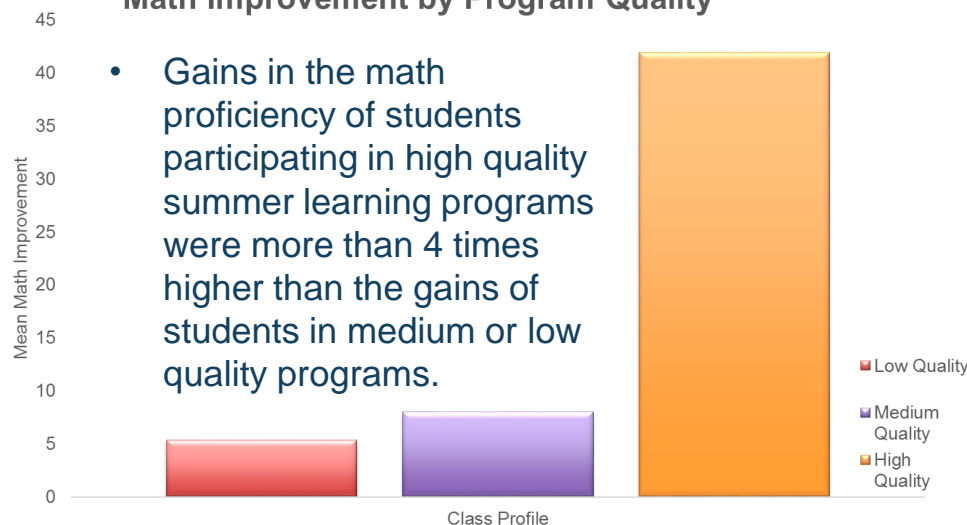
Quality = YPQI scores

Source: C Smith,et al. *Quality-Outcomes for Seattle Public Schools Summer Programs Summer 2015 Program Cycle* (2015)
https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Summer%20School/2015-12-22%20Raikes%20Q-O%20Study_FINAL.pdf
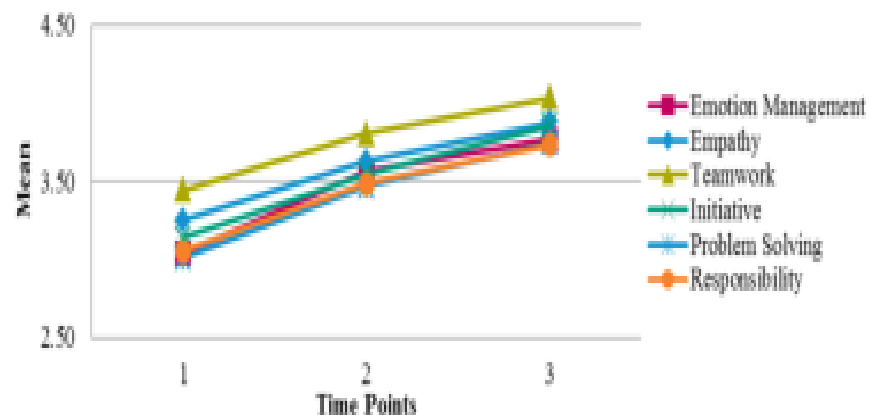
Teens participating in the 8 SEL Challenge sites experienced skill growth in all 6 SEL domains over the course of their program cycles.

Source: C.Smith et al. Preparing Youth To Thrive: Methodology and Findings from the SEL Challenge (2017)
https://www.selpractices.org/resource/preparing-youth-to-thrive-methodology-and-findings-from-the-sel-challenge17

the forum
FOR YOUTH INVESTMENT

Thank you!

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