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

The webinar will begin shortly.

Dec. 13, 2017
Housekeeping

Experiencing delays? Try closing out the other programs running on your computer.


Question or comment? Use the group chat to interact with presenters and other participants.
Moderator

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

Guest Speakers

Nickki Pearce Dawes, Ph.D.
Assistant Professor, University of Massachusetts Boston

Gil G. Noam, Ed.D., Ph.D.
Founder and Director, PEAR Institute: Partnerships in Education and Resilience at McLean Hospital; Associate Professor, Harvard Medical School
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Guest Speakers

Gilda Martinez-Alba, Ed.D.
Chair, Department of Educational Technology and Literature and Director, Graduate Reading Program, Towson University

Judith Cruzado-Guerrero, Ph.D.
Coach – Universal Design for Learning; Professional Development School Liaison at Anne Arundel County Public Schools
Overview

Link to the full IAP Series:
OUT-OF-SCHOOL TIME PROGRAMS – ADVANCING POSITIVE YOUTH DEVELOPMENT

Nickki Pearce Dawes, PhD
University of Massachusetts Boston
The Need for OST programs...

Necessity...the mother of invention

~Plato

- Inclusion Sports Programs
- 4-H Clubs
- Arts Programs
- “Off the street Clubs”
The advantages of participation in OST programs for keeping youth out of trouble is clear...

BUT
“...problem free is not fully prepared...”

NOW

..we need to focus on prevention and promotion ...particularly for underserved youth...
Focus on understanding what fosters positive outcomes
...what promotes psychological engagement with program work?
Social Emotional Learning (SEL) in Out-of-School-Time Programs

- Social
- Emotional
- Learning
OST programs can elevate the “L” in SEL
Next steps
Responding to Shifting Demographic Contexts
by Judith Cruzado-Guerrero and Gilda Martinez-Alba

How to Respond?

Image retrieved from:
http://www.psdgraphics.com/graphics/growth-chart/
Presenters

• Gilda Martinez-Alba, Ed.D.
  • Chair – Department of Educational Technology and Literacy
  • Director – Graduate Reading Program

• Judith Cruzado-Guerrero, Ph.D.
  • Coach – Universal Design for Learning
  • Professional Development School Liaison at Anne Arundel County Public Schools
POLL QUESTION:

Have you worked with English learners?

A. Yes
B. No
Gilda

Image retrieved from:
http://www.psdgraphics.com/graphics/growth-chart/
Judy
Image retrieved from:
Keep it simple!

Gilda
Image retrieved from:
http://www.thelanguagelab.ca/posts/writing-for-business-5-tips-to-keep-it-simple/
Judy

Image retrieved from:

http://metroymca.org/childcare/out-of-school/
I've got your back!
Gilda

Image retrieved from:

http://www.funwithkids.com/6-wordless-books-to-spark-the-imagination/
Judy

Image retrieved from:

http://metroymca.org/childcare/out-of-school/
Innovative Use of Data as Game Changer for OST: The Example of STEM

Dr. Gil Noam, E.D., Ph.D. (Habil)
The PEAR Institute
Dimensions of Success (DoS) Framework

Features of the Learning Environment
- Organization
- Materials
- Space Utilization

Activity Engagement
- Participation
- Purposeful Activities
- Engagement with STEM

STEM Knowledge & Practices
- STEM Content Learning
- Inquiry
- Reflection

Youth Development in STEM
- Relationships
- Relevance
- Youth Voice
An Example of Applying Measurement to OST

Collaborators:

- The PEAR Institute: Partnerships in Education and Resilience
- IMMAP: Institute for Measurement, Methodology, Analysis & Policy
- The Charles Stewart Mott Foundation & STEM Next
- 160 STEM programs across 11 states
Data-Creating Tools

- Student Outcomes (Common Instrument Suite)
- Program Quality (Dimensions of Success)
- Educator Feedback (Facilitator Survey)
The Common Instrument Suite

PISA-Related Constructs
- Science Career Interest
- Science Career Knowledge
- Science Activities

Enjoyment of Science

SEL Constructs
- Peer Relationships
- Adult Relationships
- Critical Thinking
- Perseverance

Science Identity

STEM/SEL Fusion
LINKING QUALITY & OUTCOMES: STEM-Related Attitudes

Change in STEM Attitudes across Quality Levels

Program Quality
- Low
- Average
- High

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LINKING QUALITY & OUTCOMES: 21st-Century Skills

Change in 21st-Century Skills across Quality Levels

Program Quality
- Low
- Average
- High

<table>
<thead>
<tr>
<th>Skill</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
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<tr>
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<td>Peer Relationships</td>
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* Indicates significant change across quality levels.
FACILITATOR FINDINGS

- 90% felt confident, interested, and able to teach STEM in their afterschool program.
- 95% wanted more professional development.
- More than 90% felt students made improvements in math & science confidence and proficiency.
- Facilitators who were more confident in teaching perceived students as more confident in learning STEM.
MOVING FORWARD

1. Decide on common framework, goals, and tools within OST programs
2. Shift the paradigm for data collection and use
3. Link multiple forms of data collection to gain a fuller picture of the learning environment
4. Establish a national data management system to track programs’ progress and advocate for change.
The PEAR Institute: Co-Authors

Gil Noam, Ed.D., Ph.D. (Habil)
Director of The PEAR Institute
Gil_Noam@hms.harvard.edu

Patricia J. Allen, Ph.D.
Research Manager
pallen@mclean.harvard.edu

Bailey Triggs, M.S.
Manager, Communications and Knowledge Management
btriggs@mclean.harvard.edu

Ashima Mathur Shah, Ph.D.

www.thepearinstitute.org
Audience Q&A
Thank you!