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

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Moderator

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Guest Speakers

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Overview

The Growing Out-of-School Time Field
Past, Present, and Future

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Core Knowledge & Competencies for Afterschool and Youth Development Professionals
Core Knowledge & Competencies
for Afterschool and Youth Development Professionals

1 | CHILD/YOUTH GROWTH & DEVELOPMENT
Know the typical benchmarks of growth and development and use this knowledge to provide a program that meets the multiple needs of children and youth.

2 | LEARNING ENVIRONMENTS & CURRICULUM
Designs 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 high-quality practices, implements 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 a culture that values diversity, equity, and inclusion and respectful engagement that embraces diversity.

7 | FAMILY, SCHOOL, & COMMUNITY RELATIONSHIPS
Bridges the community, school, and family to maximize the potential of children and youth.

8 | SAFETY & WELLNESS
Elevates the awareness of safety and wellness of children and youth by implementing prevention, intervention, and health and safety practices.

9 | PROGRAM PLANNING & DEVELOPMENT
Supports staff in their development. Makes healthy relationships, developmentally appropriate practices, and resource acquisition and use.

10 | PROFESSIONAL DEVELOPMENT & LEADERSHIP
Acts ethically, is committed to continuous learning and development, and advocates for best practices and policies for children and youth.
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
Framing the Issue:

While afterschool is very much a bipartisan issue...

91% 80%

84% of parents support public funding of these programs.
Framing the Issue:

...the 2016 elections elevated the need to refine how we talk about afterschool to reach conservative audiences.
Afterschool in FY2018:

- Proposed elimination of 21st CCLC funding
- 1,400 organizations signed a formal letter of support for afterschool

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

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
Policy Trend Watch:

- Workforce readiness
- Substance use disorder/Adverse childhood experiences
- Social & emotional learning
- State funding
- Local leadership
What's Next:

Policy:
- President's FY19 budget
- FY2018 CR
- ESSA advocacy tools
- Election resources

Research:
- Return on Investment study
- Public opinion research
- America After 3PM 2019
- Worker productivity study*

*FY2018 CR
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
Shift the Focus

From systems…

Shift the Focus

…to children and youth

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.

- **Responsibility**
  - Dispositions and abilities to reliably meet commitments and fulfill 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 structure, open-ended roles for youth.
  - Staff model and fulfill their own roles.
  - Staff promote high expectations, respect for youth's ownership of roles, and provide help as needed.

#### Initiative
- Capacities to take action, sustain motivation, and persevere in the face of 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 youth develop motivation for the work.
  - Staff encourage youth to persist through challenges, making sure they understand the effort behind youth achievement is recognized.

#### 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**
  - 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 sufficient structure to youth-driven projects.
  - Staff create opportunities for youth to observe and practice successful work.
  - Staff provide assistance when needed, to help youth organize and solve problems on their own.
  - Staff offer youth opportunities for reflection on project outcomes.
Document the Why

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.

Teens participating in the 8 SEL Challenge sites experienced skill growth in all 6 SEL domains over the course of their program cycles.

Quality = YPQI scores

Thank you!