



AMERICAN YOUTH POLICY FORUM e-bulletin

Contents

[>AYPF Publications and Resources](#) [>Recommended Reading and Resources](#)
[>About AYPF](#)

UPCOMING AYPF EVENTS

Mark your calendars – events you don't want to miss

Tuesday, June 22, 2010: Webinar: Preparing College- and Career-Ready Students

This webinar will examine the elements of program models that have demonstrated effectiveness in preparing students for postsecondary access and success, based on the results of rigorous evaluations. The webinar will be anchored by the findings of the AYPF publication, Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond, and will feature two of the included program models. First Things First is a comprehensive school reform model that aims to transform struggling schools by transforming relationships and improving instructional quality, and Early College High Schools are small schools that directly connect underrepresented students with a college experience and allow them to earn significant college credits while still in high school. The webinar will also address the role of policy in supporting local, state, and national goals for college- and career-readiness. Presenters will include James Connell, President, Institute for Research and Reform in Education; Joel Vargas, Program Director, Jobs for the Future; Ryan Reyna, Senior Policy Analyst, National Governors Association, Center for Best Practices; and Sarah Hooker, Program Associate, AYPF. Loretta Goodwin, Senior Director, AYPF, will moderate. **Space is limited.** Reserve your Webinar seat now at: <https://www1.gotomeeting.com/register/895181745>.

Friday, July 9, 2010: Offering High School Credit Through Expanded Learning Opportunities

This forum will highlight the New Hampshire Extended Learning Opportunities (NH ELO) Initiative that seeks to offer credit to high school students for opportunities pursued outside of the traditional classroom setting. Developed by Plus Time New Hampshire and the state department of education, NH ELO allows students to design and carry out a standards-aligned ELO in exchange for course credit; students develop their plan of learning with a highly qualified teacher and demonstrate mastery through a competency-based assessment. Presenters include Paul Leather, Deputy Commissioner of Education, New Hampshire Department of Education (NH); Janice Hastings, VP of Program & Resource Development, Plus Time New Hampshire (NH); and Michael O'Malley, Principal, Newfound High School (NH).

Monday, July 12, 2010: Preparing Students for the Rapidly-Changing World: Implications for Instruction and Assessment (Forum 3)

This is the third in a series of three AYPF Capitol Hill forums to address the need for a new approach to education that ensures that students graduate with the range of skills and abilities necessary for success in the knowledge economy. The first two forums in the series focused on understanding the need for a radical shift in how we approach education, successful school models that have made this shift, as well as the implications for instruction, teacher preparation and professional development. This final forum in the series will focus on assessment, and will highlight some of the tools that are being used to measure student acquisition of the competencies needed for future success. The forum will also showcase how two states have infused performance-based measures into their assessment systems to ensure student proficiency in these applied skills. Panelists will also address how such performance-based measures fit with the common core standards and efforts to create common assessments.

For more information on the first two forums in the series visit the AYPF website at: www.aypf.org or click below on "New Forum Briefs."

AYPF PUBLICATIONS AND RESOURCES



AYPF is pleased to announce our YouTube™ debut! We have four videos available for your viewing pleasure. Please visit our channel at: <http://www.youtube.com/amyouthpolicyforum>

New Forum Brief: Preparing Students for the Rapidly-Changing World: Implications for Instruction and Assessment (Forum 1)

This forum was the first of three that focused on the skills students need to be successful and addressed the imperative for drastically changing teaching, instruction, and assessment in our middle and high schools. Speakers included **Loretta Goodwin**, Senior Director, AYPF, **Ann Cook**, Director, New York Performance Standards Consortium (NY) and **Arleen Thelemaque**, a student from the Urban Academy (NY). ***NEW* VIDEOS OF THE FORUM EVENT ARE NOW LIVE AND AVAILABLE!**

New Forum Brief: Preparing Students for the Rapidly-Changing World: Implications for Instruction and Assessment (Forum 2)

This forum was the second in a series of three forums that discussed the skills students need to be successful and addressed the imperative for drastically changing teaching, instruction, and assessment in our middle and high schools. Speakers at this forum addressed innovative approaches to instruction and the implications of such instructional changes for teacher preparation and professional development. Presenters at this forum included **Tony Wagner**, Co-Director of the Change Leadership Group in the Harvard Graduate School of Education (MA), and **Monica Martinez**, President of the New Tech Network (CA).

*Briefs and trip reports are available online at <http://www.aypf.org/events>.
Publications are available online at <http://www.aypf.org/publications>*

RECOMMENDED READING AND RESOURCES

Check these out – recommended reading from the AYPF staff

SparkAction: Forum for Youth Investment

An online journalism and advocacy center by and for the child and youth field, SparkAction is a one-stop site for stories, news, and resources on a range of topics, and high-tech, interactive tools to make your voice heard. SparkAction is managed by the Forum for Youth Investment in partnership with the National Collaboration for Youth and the Campaign for Youth, and with the support of a range of organizations across the country.

Making the Transition: MDRC

Interim results from a random assignment evaluation of the National Guard Youth ChalleNGe Program, an intensive, “quasi-military” residential program for high school dropouts, show that young people who had access to ChalleNGe were much more likely than those in the control group to have obtained a high school diploma or a General Educational Development certificate. They were also somewhat more likely to be working, in college, enlisted in the military, or engaged in other productive activities.

Central Office Transformation for District-Wide Teaching and Learning Improvement: The Wallace Foundation

One of the first and most comprehensive studies of its kind, this report identifies five major changes that can help transform the focus of school district central offices from administration and compliance to improving classroom instruction. The report is based on an in-depth study of central office reform efforts in Atlanta, New York City, and Oakland, California. The changes identified include the offices’ strong engagement with school principals on improving instruction in their schools, and the reorganizing and “reculturing” of every central office so it centers its work on the classroom. The report is part of a series by University of Washington researchers that investigates how leaders can contribute to improved student achievement, particularly in challenging schools and districts.

AfterZones: Creating a Citywide System to Support and Sustain High-Quality After-School Programs: Public/Private Ventures

This report presents an analysis of the implementation of the AfterZone initiative, a citywide system-building effort in Providence, RI, that aims to provide high-quality, accessible out-of-school-time services to middle school youth. The AfterZone model is unique in that it is built on a network of “neighborhood campuses” (each campus includes multiple sites in a geographically clustered area), providing participants with the opportunity to travel to programs located outside of the main program facility, the middle school. Incorporating both qualitative and quantitative research findings, the report examines the implementation of the initiative’s unique features and documents its operations. It also explores the challenges and successes of Providence’s system-building efforts as well as the strategies used to sustain them.

More Time for Learning: Promising Practices and Lessons Learned: Massachusetts Expanded Learning (ELT) Initiative

This report, based on lessons learned over the past four years of the Massachusetts Expanded Learning (ELT) Initiative, highlights how successful expanded-time schools are using additional time to individualize academic supports to meet student needs; help teachers strengthen instruction; use data to make effective decisions about how to focus teaching and learning; and add high-quality enrichment programs and community partners to build students’ skills, interest, and self-confidence. The report also gives a glimpse of how the pioneering work done in

Massachusetts is inspiring other states and districts to join the 'time reform' movement in order to provide all students with the high-quality, well-rounded education they need and deserve.

Dollars and Sense: How "Career First" Programs Like Year Up Benefit Youth and Employers: Jobs for the Future

This report describes the Year Up model, highlighting its extraordinary employer commitment and participation. It explores why employer partners have been willing to make such significant investments, particularly in a difficult economic climate. It explains the key elements of the program and reviews evidence of its impact. In interviews with partnering businesses, employers explain why they offer internships to Year Up students and, roughly 30 percent of the time, later hire these interns for positions historically reserved for college graduates. Finally, the report discusses what we can learn from the Year Up experience. It looks at how stronger employer involvement could strengthen postsecondary career track programming and improve employment pipelines for employers.

The American Youth Policy Forum (AYPF), a nonprofit, nonpartisan professional development organization based in Washington, DC, provides learning opportunities for policymakers, practitioners, and researchers working on youth and education issues at the national, state, and local levels.

AYPF events and publications are made possible by a consortium of philanthropic foundations: Bill & Melinda Gates Foundation, William T. Grant Foundation, Charles S. Mott Foundation, and others.

To subscribe or unsubscribe, please e-mail aypf@aypf.org with your contact information.

American Youth Policy Forum
1836 Jefferson Place, NW; Washington, DC 20036
202-775-9731 (phone) 202-775-9733 (fax)
www.aypf.org