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**Overview** 

- What do we know about teens?
- What do we know about OST programs?
- Apprenticeships – What are they?
- Guiding Principles
- Ladder of Opportunity
- Scope
- Research
- Elements of Success
- Partnerships

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**Apprenticeships.....** 

*defined as a "specific kind of teaching – learning experience in a chosen discipline, craft or art form, deemphasizing vocational dimensions"* Robert Halpern

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**The apprenticeship....** 

- Actualizes new capacities: planning, managing, sustaining effort, regulating emotional states, developing judgment skills, reflection and self-correcting
- Provides structure to express, question, take risks, rethink, test limits and put in context
- Responds to teen need for authentic experiences

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**The apprenticeship ....** 

- Provides immediate feedback
- Develops unique adult – youth relationships based on task, not youth
- Offers youth input/voice with adult structure related to tasks, linked to experience
- Offers setting that looks and feels like real life experience
- Offers a cooperative, collaborative and demanding setting

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**Apprenticeships and Youth Development** 

“Identity is fostered by a number of the features of ASM apprenticeships. Apprentices are treated as young professionals. One can see, for instance, that photography apprentices value the fact that they’ve been entrusted with expensive professional equipment; dance apprentices become choreographers by being entrusted to choreograph work for the final performance. Apprentices are ‘recognized’, at a fundamental level, which may not happen in other settings in their lives, even at home.”

Dr. Robert Halpern  
Erickson Institute

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**After School Matters**  after school matters

Chicago teens need to believe they have a future, and adults need to help them get there.

Our mission is to create a network of out-of-school opportunities, including apprenticeship and drop-in programs, for teens in underserved communities.

- o Aligning and maximizing neighborhood physical and programmatic resources;
- o Solidifying partnerships between citywide agencies and organizations; and
- o Mobilizing creative, coordinated, and sustainable investment in teens.

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**Guiding Principles**  after school matters

Provide a **safe environment** where teenagers can engage in **hands-on, authentic activities** in the out-of-school hours.

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**Guiding Principles**  after school matters

Provide young people with the opportunity to **develop relationships with caring adults** who are **experts in their fields**.

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**Guiding Principles** 

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Expose Chicago's teens to a **wide variety of careers** and provide them with experience and **marketable skills** that they can **demonstrate** through a performance or product.

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**Guiding Principles** 

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Give teens the opportunity to **apply their skills** in ways that **contribute to their community**.

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**Guiding Principles** 

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Link participants of programs with **subsequent opportunities** to deepen skills.

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## Ladder of Opportunity



**Pre-apprenticeships**

- Introduce workplace
- Exploratory
- Skill building

**Apprenticeships**

- Hands on activities
- Develop marketable skills
- Skilled instructors
- Real projects

**Advanced Apprenticeships**

- Refine and expand skills
- Produce high-quality products or performances for real business clients

**Internships**

- Provide specialized real work opportunities
- Able to challenge and strengthen workplace and professional skills learned

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## Innovative programs



**gallery37**  
Variety of art based programs.....  
such as African dance, textile design, mural painting, theater, stone carving

**tech37**  
Variety of technology based programs.....  
such as website design, hardware refurbishing, digital video production

**words37**  
Variety of literary based programs.....  
such as creative writing, storytelling, performance poetry, journalism

**sports37**  
Skill development in 5 fundamental sports to apply learning with children  
Skill development in life guarding techniques

**science37**  
Variety of science based programs.....  
to nurture a strong intellectual curiosity and talent for science

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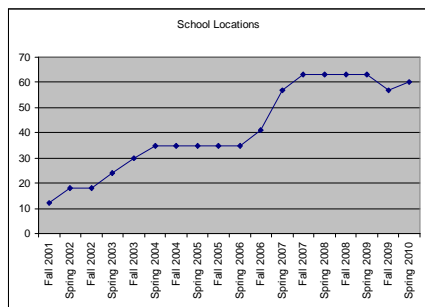
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## Growth



School Locations



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## Research



after school matters

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**Halpern:**

- A refined description of the ASM model, including goals, assumptions, principles, etc.
- An analysis of the ASM model in relation to the lives, needs, and developmental tasks of inner-city youth in Chicago.
- An analysis of instructors' support needs.
- Found that ASM helps in improving students' abilities to work in groups, personal growth and learning vocational skills such as how to apply and interview for a position, regular and prompt attendance, and appropriate behavior.

**Chapin Hall:**

- Strong (and statistically significant) relationship between participation in ASM and increased graduation rates.
- The more students attend ASM programming (in terms of both weekly attendance and number of semesters of participation), the lower their drop-out rates (and, conversely, the higher the graduation rates) seem to be.

**Northwestern Outcomes Evaluation:**

- When implemented well, what effect does ASM have on the teens who participate?

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## Programmatic Elements of Success



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**Rigor and Academic Support**  
Challenging learning experiences; resources to increase knowledge

**Relationships**  
Mentors and role models; instructor-teen ratio; safe, supportive environments

**College Knowledge and Access**  
Partnerships with higher learning institutions; post-secondary resources

**Relevance**  
Project-based apprenticeships with stipends reinforce workforce development

**Youth-Centered Programs**  
Encourage teens to find/use their voice; support cultural/community engagement

**Effective Instruction**  
Professional development conference and teaching tools for program providers

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## Structural Elements of Success



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**Partnerships and Cross-Systems Collaboration**  
Working hand-in-hand with civic leaders, libraries, parks, schools, and community organizations

**Strategic Use of Time**  
Expanded learning opportunities allow teens to develop skills during out-of-school time

**Leadership and Autonomy**  
Partners and program providers aligned by a common vision and mission

**Effective Assessment and Use of Data**  
Consistent evaluation of teens and programs to recognize success and encourage improvement

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Partners



after school matters



Chicago Public Library

CHICAGO DEPARTMENT OF family & support services

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