

Building A Robust Afterschool System: Lessons And Opportunities

February 17, 2016



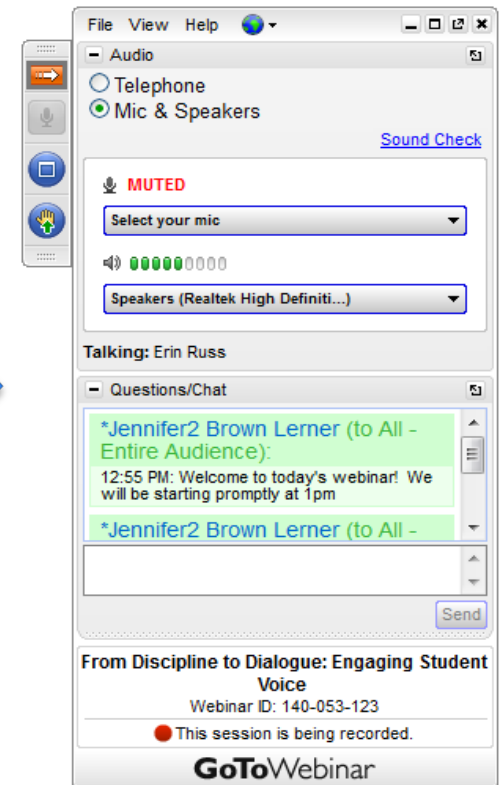
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Presenters

- * **Priscilla Little**, Initiative Manager, The Wallace Foundation
- * **Hillary Salmons**, Executive Director, Providence After School Alliance
- * **Suzette Harvey**, Executive Director, Prime Time Palm Beach County
- * **Jessica Paul Werner**, Executive Director, Youth Development Executives of King County
- * **Betsy Brand**, Executive Director, American Youth Policy Forum

Building a Robust Afterschool System: Lessons and Opportunities



The Wallace Foundation®

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Initiative Manager

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The Wallace Foundation

Wallacefoundation.org

Four main questions

- Why afterschool matters?
- Why take a systems approach?
- What is an afterschool system?
- What are some of the key elements that support afterschool systems?

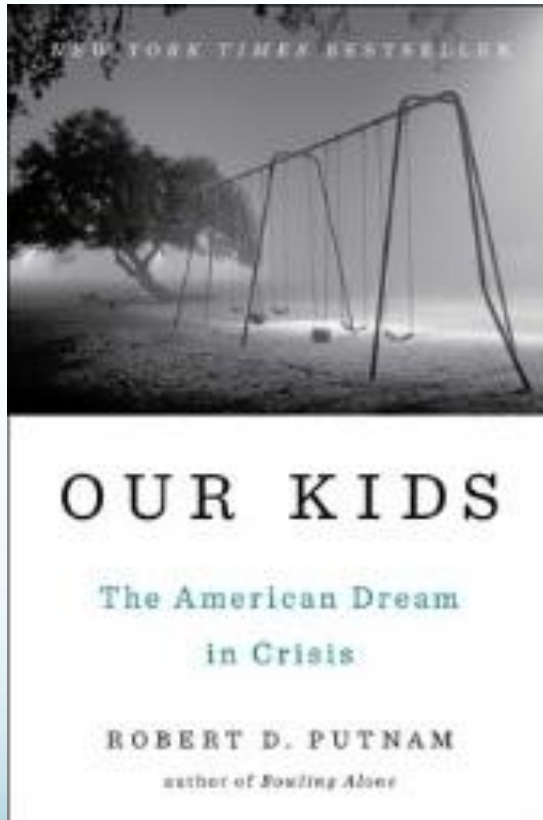
Afterschool can build critical skills

“Recent studies indicate that high-quality, well-managed, and structured Out-of-School-Time opportunities can help youth develop critical academic, social, and emotional attributes and skills, especially if offered consistently and persistently over time.”



-- *Hours of Opportunity*,
The RAND Corporation, 2010

A national opportunity gap for youth



- **Unequal Participation:**
“Poor kids are three times as likely as their non-poor classmates to participate in *neither* sports *nor* clubs (30% vs. 10%).”
- **Widening Gap:** “From 1997-2012, the ‘extracurricular gap’ between poor kids and non-poor kids (aged 6-11) nearly doubled.”

- *Our Kids: The American Dream in Crisis*, Robert Putnam, 2015

Quality is key to benefits— and can be uneven

In a 2007 meta-analysis of 73 evaluations, afterschool programs *on average* had positive effects on:

- Attitudes toward school
- Social behavior
- School grades and achievement tests
- Reduced problem behaviors from aggression

But programs *without specific quality features* had NO effect.

“The Impact of Afterschool Programs that Promote Personal and Social Skills”
Durlak & Weissberg (2007)



Afterschool systems— from fragmentation to integration

BEFORE...

- Waste of city resources
- Uneven program quality
- Fewer children participate
- Public skepticism
- Children lose



CITYWIDE COORDINATION THROUGH AN AFTERSCHOOL SYSTEM

AFTER...

- Smarter use of city resources
- Program quality improves
- More children participate
- Public support
- Children gain



Coordination *can* work

A blue-tinted photograph of two young students, a boy and a girl, smiling and looking at a science experiment. The boy is on the left, and the girl is on the right. They are both wearing white lab coats. The experiment involves a large glass bottle with a smaller bottle inside it, and a metal rod is visible. The background is dark and out of focus.

“This initiative provided a proof of principle – that organizations across cities could work together toward increasing access, quality, data-based decision making and sustainability.”

-- *Hours of Opportunity*,
The RAND Corporation, 2010

How many cities are coordinating?

A MAJORITY OF CITIES IN THE STUDY COORDINATE AFTERSCHOOL PROGRAMS

Researchers recruited 129 cities of 100,000 people or more for the study. Of those cities...



From *Is Citywide Afterschool Coordination Going Nationwide? An Exploratory Study in Large Cities* September 2013: fhi360

- More than half of cities surveyed are coordinating afterschool: **59-77 percent**
- Number of agencies, organizations involved in coordination: **median of 20**

City Afterschool Systems

Bringing Together Community Resources to Improve Youth Outcomes



What does it **do**?

VISION

Creates a vision for afterschool programming, how it contributes to community goals for youth, and lays out strategies for achieving it.

QUALITY

Defines what a high-quality program is, helps programs assess and understand quality, and facilitates training for program staff

ACCESS

Addresses barriers to program participation and targets resources to expand options in underserved communities.

DATA

Collects and analyzes data from programs and schools to improve program quality and youth outcomes. Uses data to inform decision making and communications.

ADVOCACY

Advocates for resources and policy change to expand and enhance programs, and promotes public support for programs.

CONNECTIONS

Connects programs so they can learn from one another, collectively advocate for youth and programs, coordinate offerings, and connect to other stakeholders and initiatives.



Who is **involved**?

A diverse set of stakeholders that collaborate to support children and youth after school and in the summer. Specific stakeholders vary by city but generally include:

- **Program providers**
- **City/county government**
- **Schools**
- **Other youth-serving organizations**
- **Higher education**
- **Business and Philanthropy**
- **Children, youth, and families**



What does it **need**?

The following elements allow city afterschool systems to function effectively:

A governance structure to coordinate work and facilitate collaborative decision making

Clear mechanisms to communicate with stakeholders and the public

Committed partners and engaged city leaders to get the work done

Operating support including funding and staff to carry out the system's activities



Who does it **help**?

An Afterschool System benefits the entire community...

Youth and Families

- Safe places for youth outside of school hours
- Better access to programs, where they are most needed
- Higher quality programs that improve a broad set of youth outcomes
- Easy-to-access information about program options

Afterschool Providers and Schools

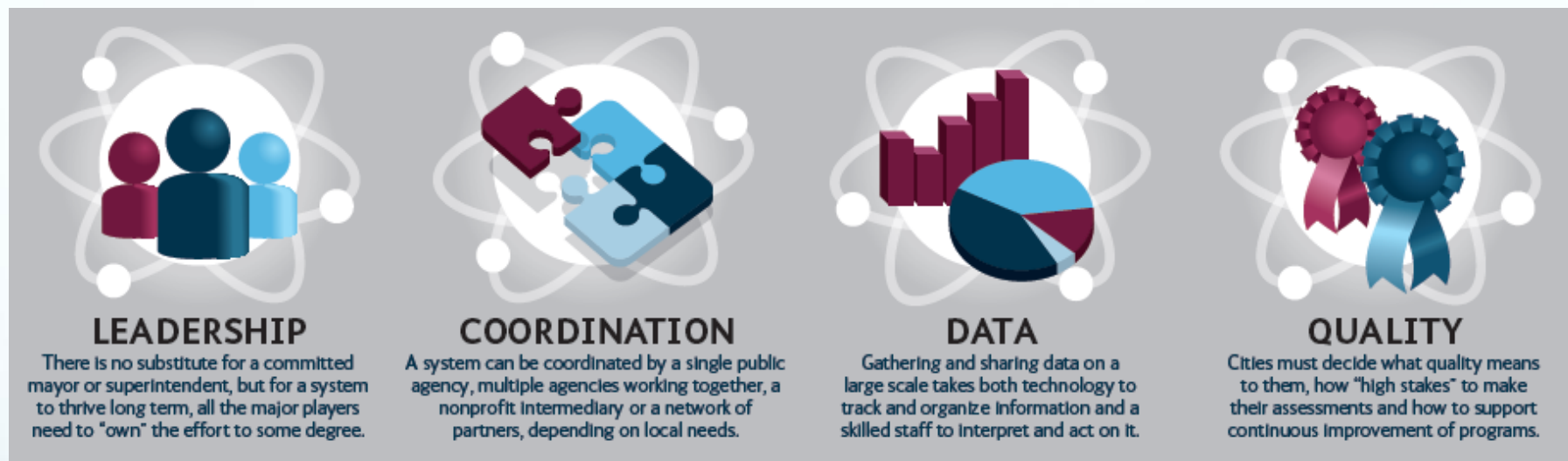
- Opportunities to improve program quality and share expertise
- A space to join policy debates regarding improving youth outcomes
- An avenue for schools, providers, and other partners to work together to support student learning

City and Community

- More efficient use of local and/or state resources
- Improved supports for working families
- Safe and thriving communities
- Better prepared workforce



The four elements of afterschool system building success



From *Growing Together, Learning Together: What Cities Have Discovered about Building Afterschool Systems* July 2015: Wallace Foundation

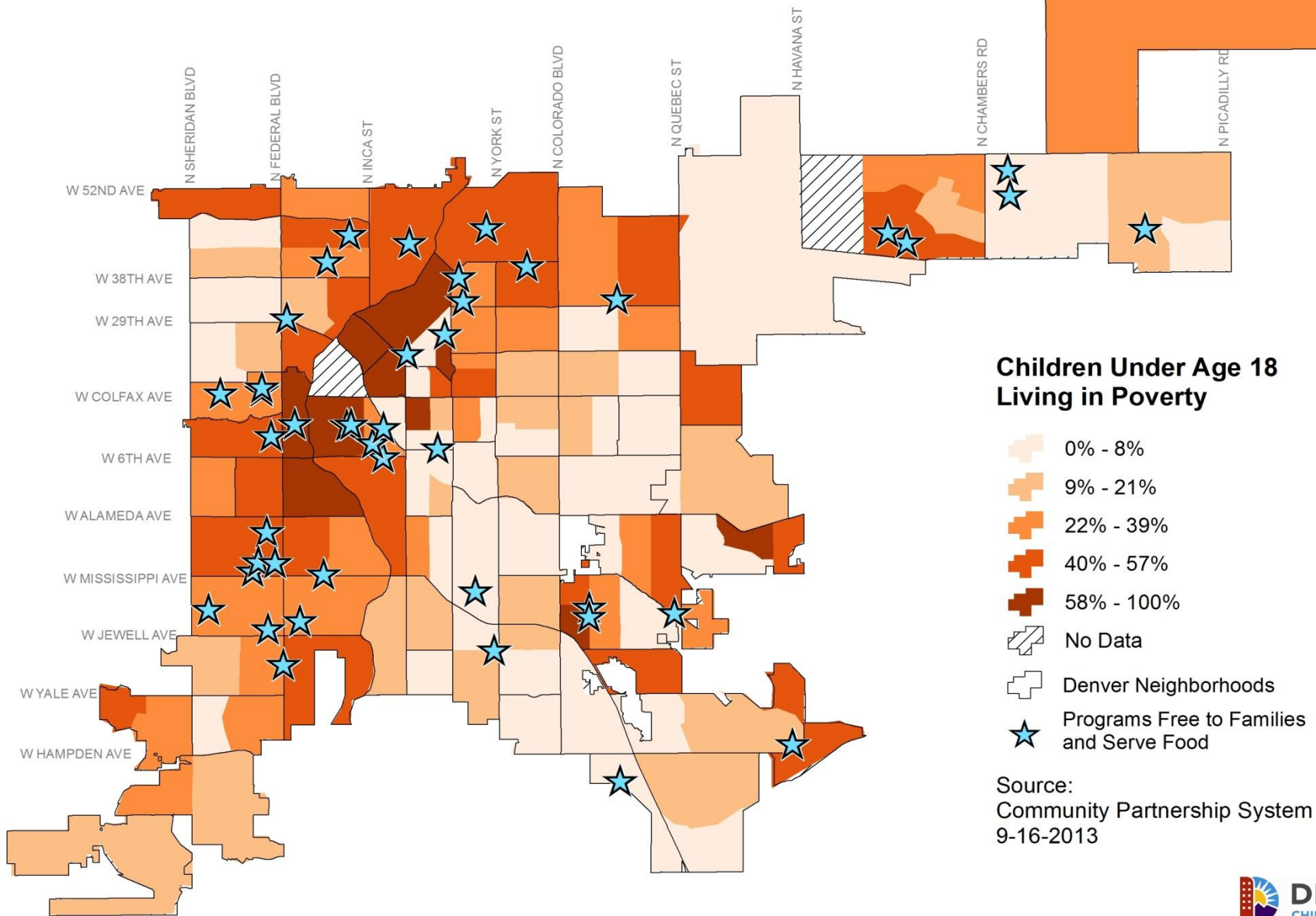
Strong leadership



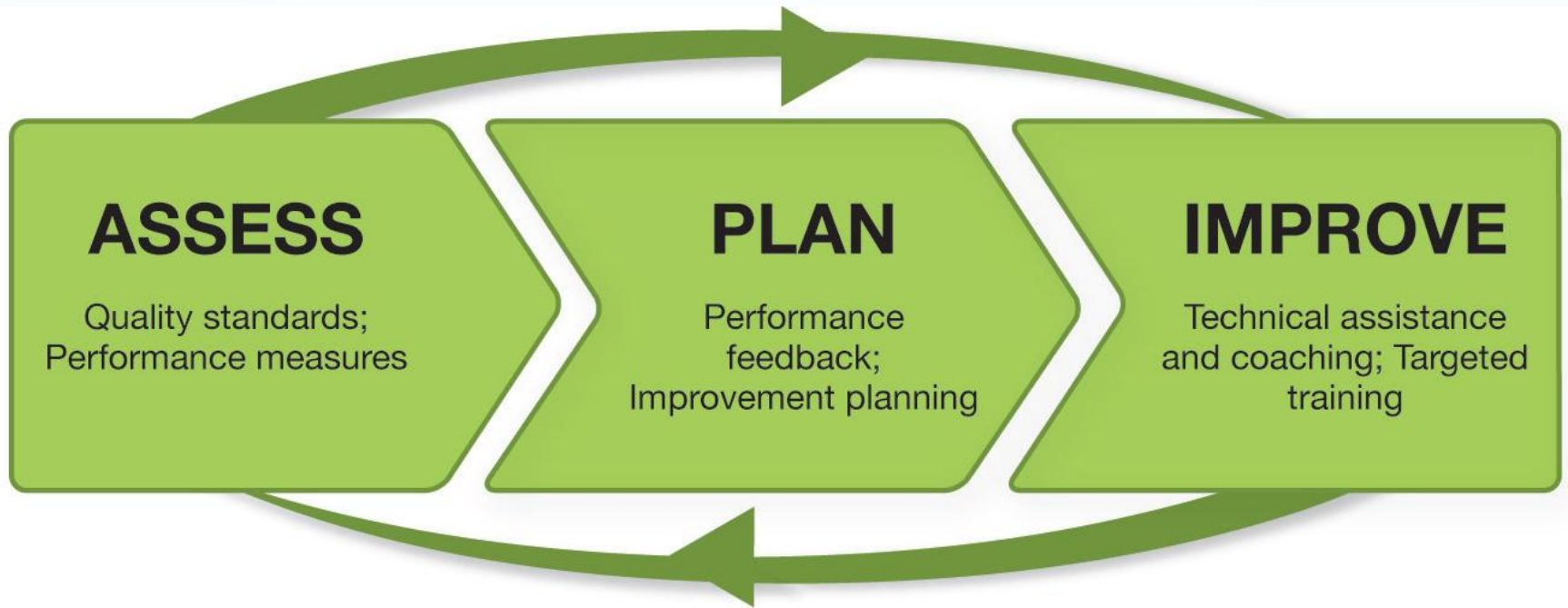


Coordination that fits local context

Effective use of data



Comprehensive approach to quality



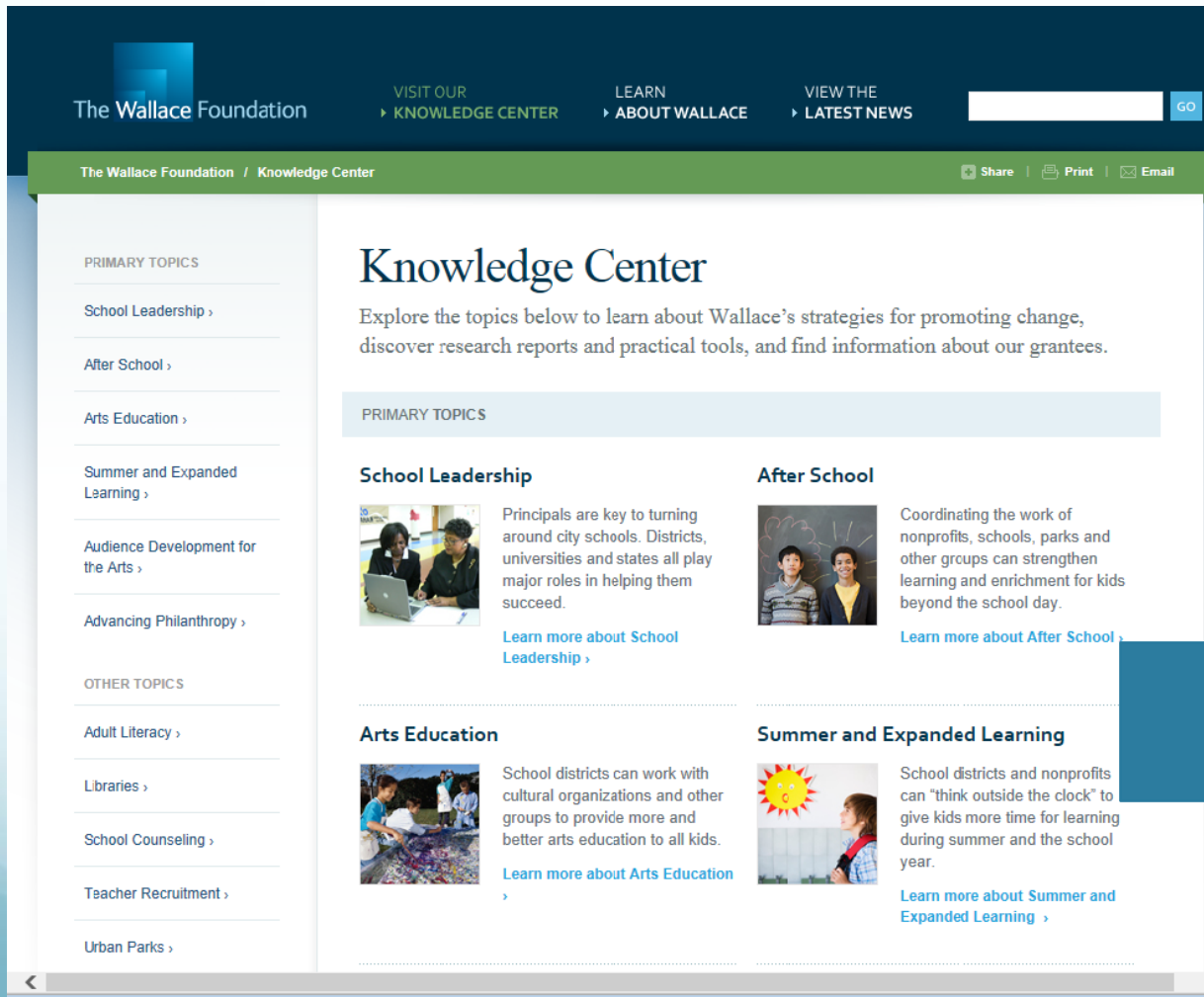
From *Building Citywide Systems for Quality*

Nicole Yohalem

Forum for Youth Investment, 2011



Lessons on afterschool systems and more

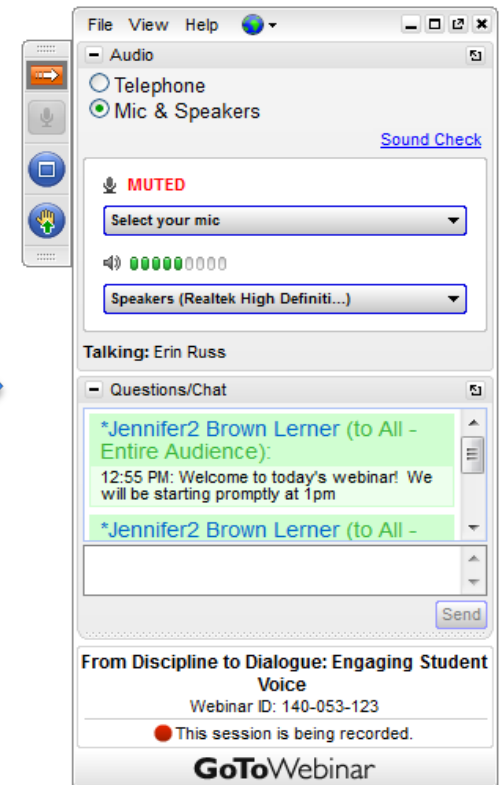


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Audience Q&A

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12 Years Building Middle and High School Afterschool Systems in Providence

Hillary Salmons
Executive Director
Providence After School Alliance

February 17, 2016



Providence

- 180,000 population
- 24,000 youth
- High poverty – weak economy
- Strong mayoral leadership
- Innovative non-profits
- Member, Every Hour Counts

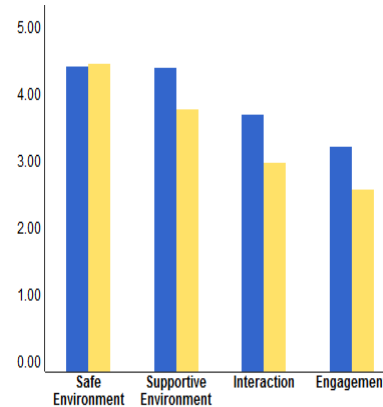


Theory of Change for Systems Design

Collective Leadership + Best Practices/Data + Coordinated OST System =
RESULTS for Youth



+



+



=



I. Collective Leadership & Authentic Partnerships = Governance

- Strong community partners & nonprofit community input
- City involvement (city hall + schools + youth departments)
- Youth & families as customer
- Supported by planning & policies & MOUs



II. Coordinated System

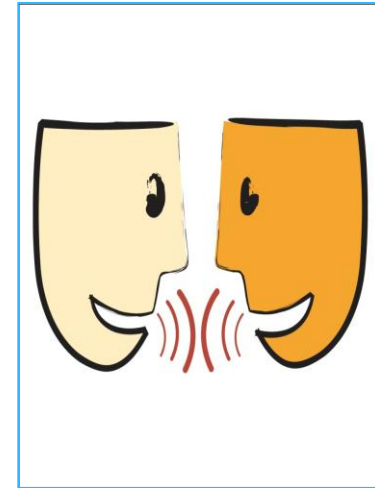
A. Requires Management

- Strategic plan – logic model is key!!
- Measurable goals & practical assessment tools (**evaluate** & reflect)
- Clear shared policies & practices
- Financial systems & budgets (clear unit costs & joint budgeting)
- Grants management – easy and community informed
- Human resources – back office support for hiring/training



B. Communications

- Simple clear messages – good stories
- Brand identity for youth is KEY!!!
- Promote partners & best practices
- Report on outcomes met
- Web tools essential – invest in tech!!
- Build ownership (connect with investors)



C. Leveraging Funding & Resources

- Braiding/leveraging public and private investments
- Board development & engagement to grow donors
- Innovate – social enterprise or family investment



Strong programs, supported by an effective city-wide system, are necessary to effect meaningful student change.

Vision: All youth experience a range of quality after-school, summer, and other expanded learning opportunities that promote their intellectual, creative, and healthy development.

Mission: To expand and improve quality after school, summer and other expanded learning opportunities for the youth of Providence by organizing a sustainable public-private partnership that contributes to student success and serves as a national model.

STRATEGIC FOCUS AREAS

1. Provide Providence youth with a continuous pathway of high-quality after-school, summer and expanded learning experiences from 6th grade through 12th grade, to support the development of essential skills and competencies that will equip them for success in school, work and life.
2. Build the capacity of PASA instructors and staff to implement best practices and use data for continuous quality improvement, to ensure that youth achieve the graduate profile* core skills.
3. Sustain PASA as an effective, innovative intermediary that operates an exemplary public-private system of expanded learning opportunities, with impact in Providence and as a national leader.

OPERATIONAL PRIORITIES

Delivery System

- Sustain four-season AfterZone in middle school.
- Refine Hub Expanded Learning Opportunities in high schools.
- Create a badge system to recognize skills and competencies.

Quality and Innovation

- Align assessment tools and youth outcome measures.
- Create a data dashboard.
- Implement a year-round collaborative learning community for instructors, partners and teachers.
- Conduct evaluation and research on PASA's work.

Systems and Partnership

- Strengthen connections and communications with PASA's multi-sector partners – the School District, City, State, business and non-profit community.
- Contribute to national, regional and local field-building efforts.

PROGRAM LEVEL

Improved quality of arts, sports and STEM (Science, Math, Engineering and Technology) programs.

More AZ and HUB practitioners access and implement effective practices.

Individual providers use inquiry and youth development approaches to support student learning.

SYSTEM LEVEL

Public understands and values PASA as critical driver of student success.

Well-defined governance and management structure.

Age-appropriate pathway of robust programs.

Coordination and shared outcomes with school system and with community partners.

Diverse public-private funding.

Leader and innovator; Contributor to field-building.

OUTCOMES

SHORT-TERM YOUTH OUTCOMES

Increased participation and retention in AfterZone and Hub Expanded Learning Opportunities.

Improved levels of engagement in learning.

LONG-TERM YOUTH IMPACTS

More youth enrolling in 6th grade and participating through 12th grade.

Students achieve the skills and competencies for success in college, the workforce and life, as measured by PASA's Graduate Profile:

- Critical thinking and problem solving skills
- Communications skills
- Team work
- Perseverance & resourcefulness
- Engaged in lifelong learning.

Improved student attendance and behavior.

Improved grades/scores.

More youth attaining on time promotion to 9th grade.

More youth graduating on time.

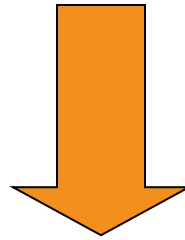
Building a Quality Improvement System

Shared definition of quality

Data management

Program assessment & quality coaching

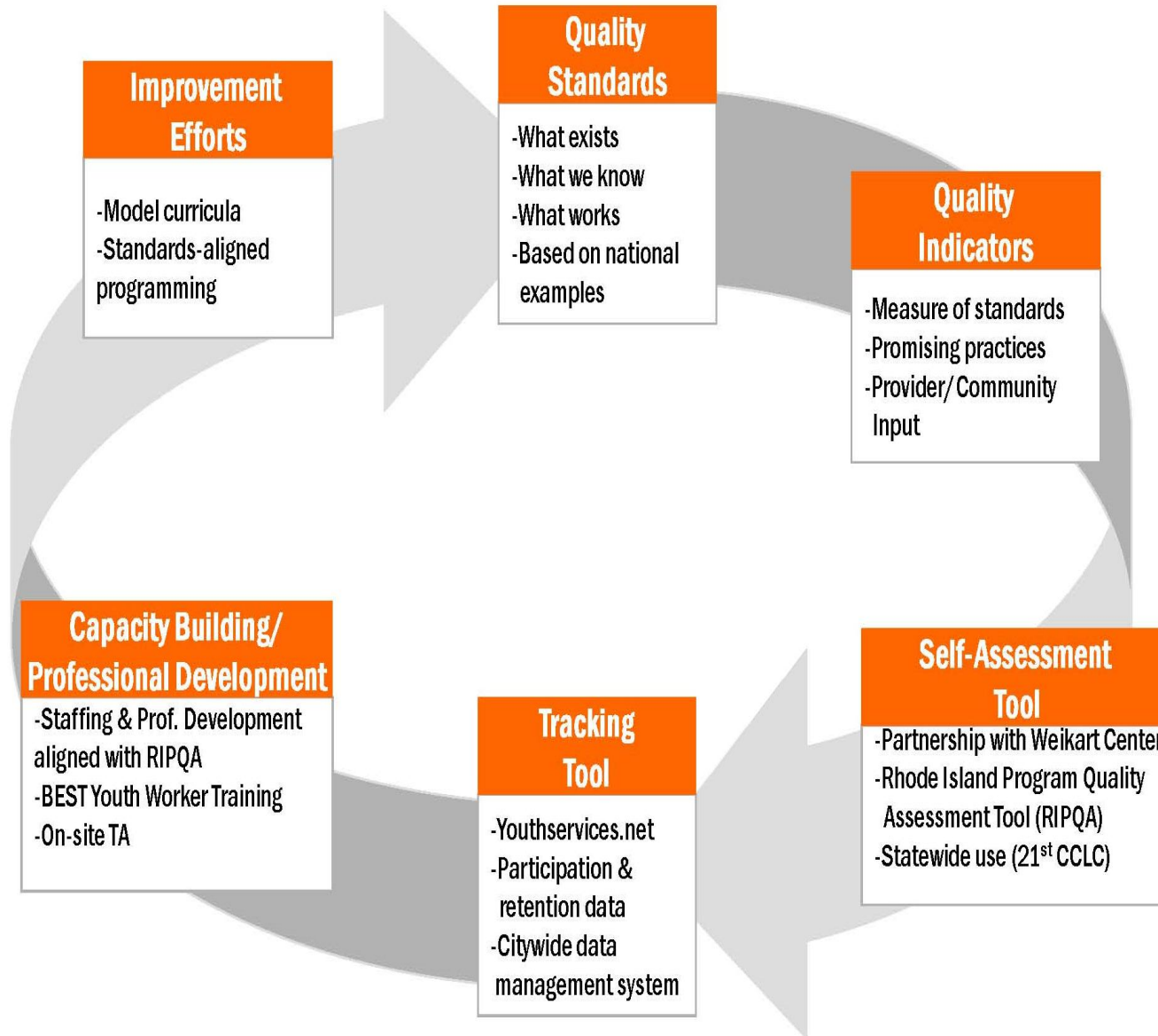
Professional development for staff & partners



High quality programming

Highly trained and committed staff







SUSTAINABILITY: Diversifying Funding

- Local public funds: \$250,000 from City & \$500,000 from School Department
- Federal grants: summer learning, 21st CCLC
- Facility use: schools, rec. centers, parks, museums
- Foundation & corporate grants: national & local
- Individual donors



PASA's Core Principles:

- Communicating after school/expanded learning as essential not extra!!!!
- Achieving results for youth – using and sharing data
- Keeping the youth development promise
- Staying true to collaborative process
- Maximizing limited resources and diversify funding
- Supporting and sharing innovation
- Quality requires support for providers so they have capacity to deliver!
- Strong public private collaborative system committed to youth

Intermediary requires: leadership, management, adaptability and technical expertise





Hillary Salmons

Executive Director

Providence After School Alliance

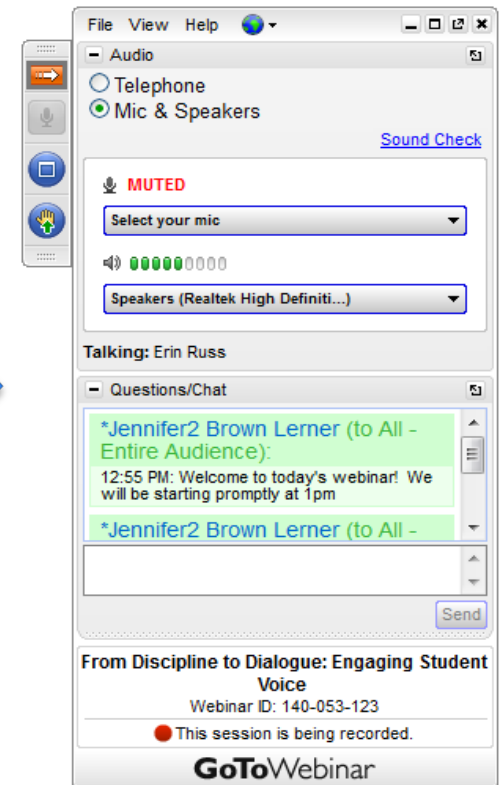
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Audience Q&A

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Prime Time Palm Beach County OST System Overview

Suzette Harvey, Executive Director
Prime Time Palm Beach County



Snapshot of Prime Time Palm Beach County Today

- ❖ Mature nonprofit intermediary organization
- ❖ Serves more than 26,000 youth per year
- ❖ Serves more than 1,700 practitioners annually
- ❖ Reaches more than 200 afterschool and summer programs annually





Leadership

- ❖ The Children's Services Council of Palm Beach County
- ❖ Palm Beach County Youth Services Department



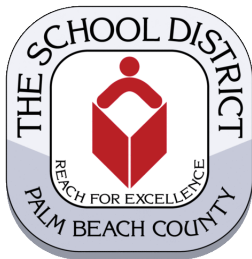


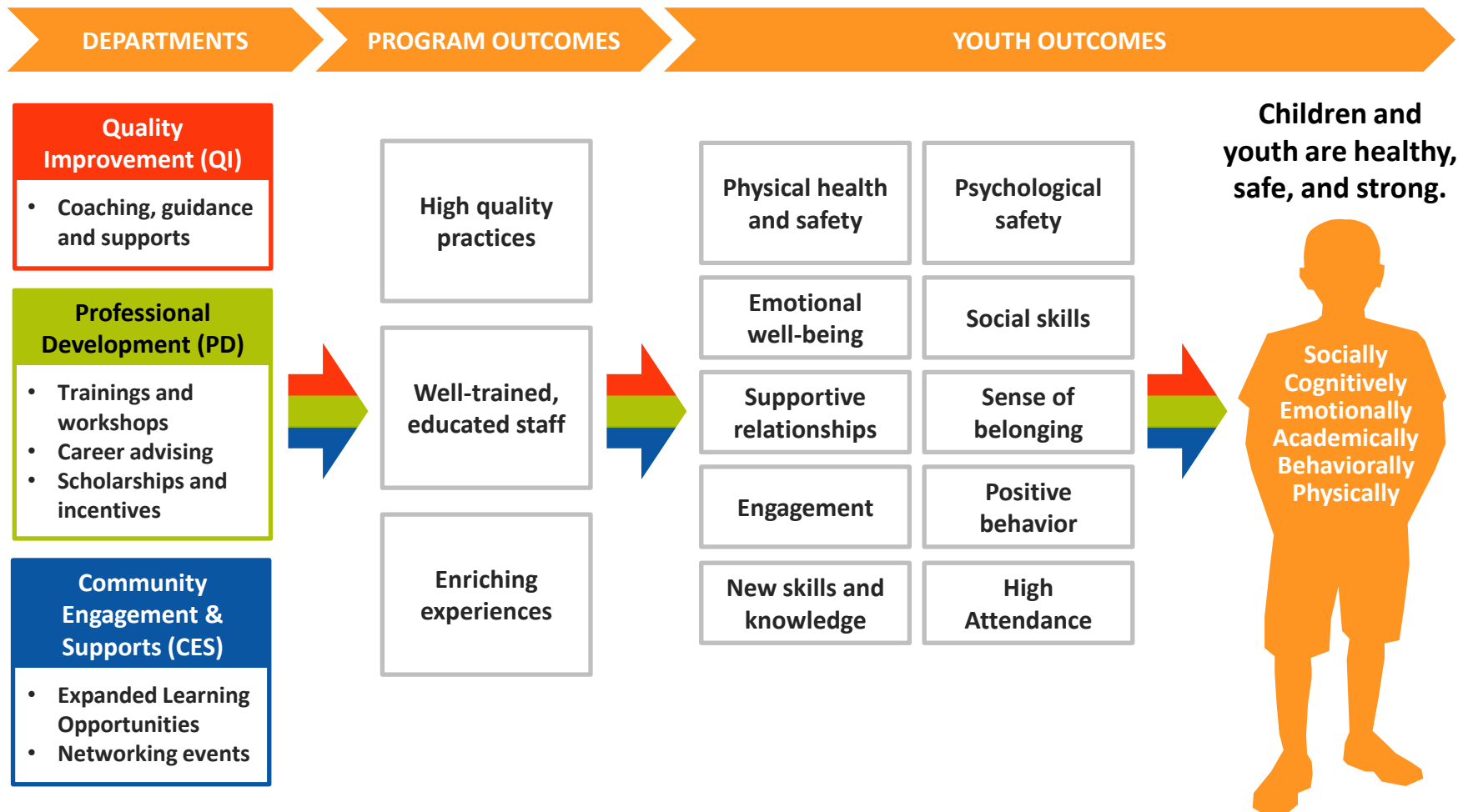
Collaboration



**OUT-OF-SCHOOL
TIME PROGRAMS**

Expert Content Providers





Building A Quality Improvement System

- ❖ Formed a QIS working committee
- ❖ Met over a 18-month period
- ❖ Established countywide quality standards
- ❖ Issued a request for proposals for assessment tool
- ❖ Analyzed stakeholder survey results
- ❖ Incentivized program participation



Continuous Improvement Cycle



Quality Improvement System Levels

Entry

- 12 months
- Introduction to system
- QA supported self-assessment

Intermediate

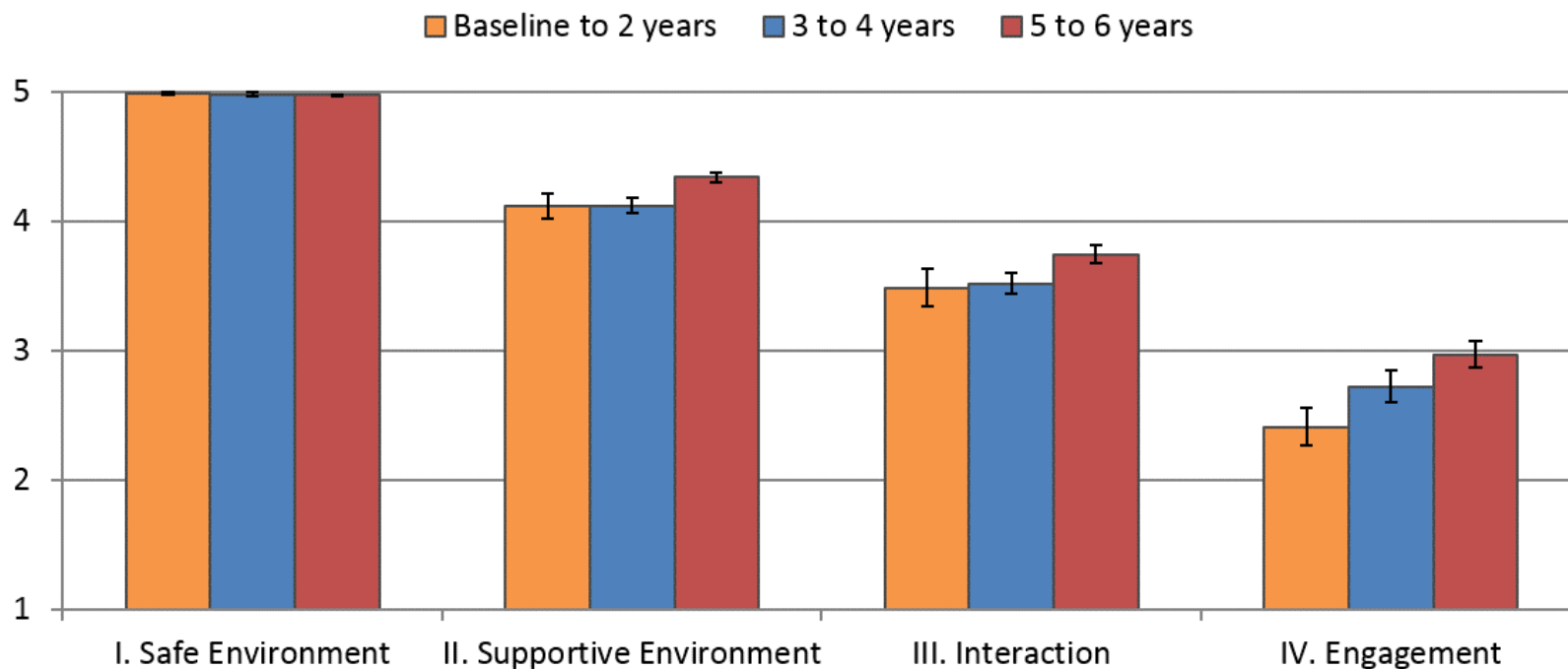
- 12-24 months
- QA preparation of director for maintenance role and requirements

Maintenance

- Ongoing
- Based on benchmark scores and director accomplishments

- ❖ Increases Prime Time's quality improvement capacity
- ❖ Recognizes high quality programs and directors
- ❖ Provides flexible time expectations based on needs

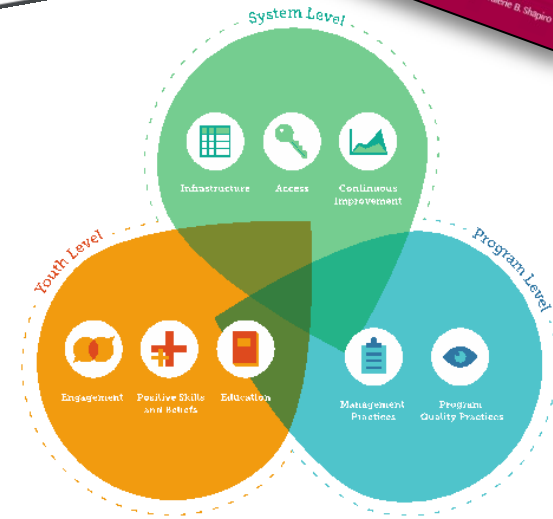
Using Data for Continuous Improvement



Average PBC-PQA scores for each domain on Form A by number of years that the programs have participated in the QIS (as of the 2103014 quality improvement cycle).

Using Data for Impact

- ❖ AIR Study of youth outcomes for the Palm Beach County QIS
- ❖ Initial work in social/emotional learning space
- ❖ Every Hour Counts' Measurement Framework as a guide

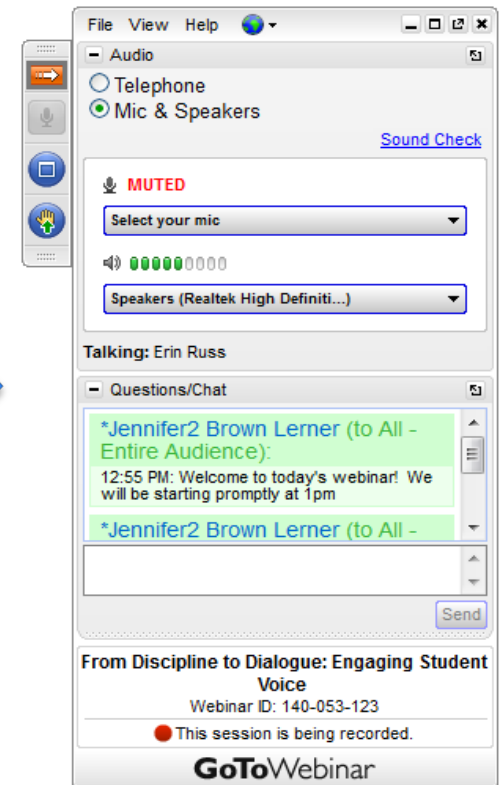


- ❖ Prime Time part of a youth master planning process
- ❖ Expanding services to middle and high school youth
- ❖ Explore a management information system for all partners



Audience Q&A

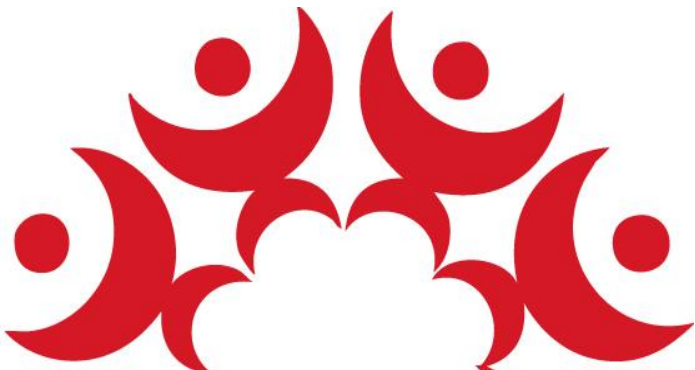
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Youth Development Executives of King County

Working together to advance the youth development field

Seattle, Washington | February 17, 2016



Mission

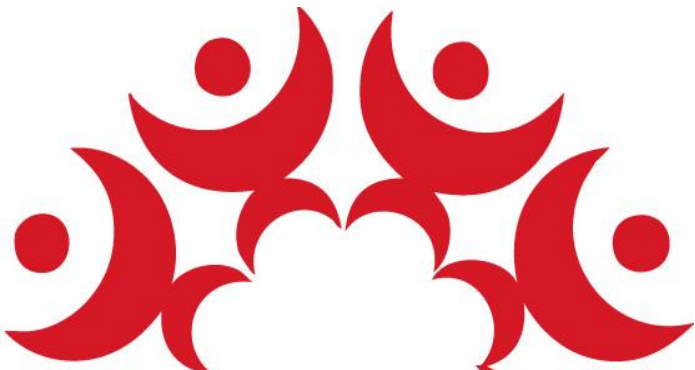
Youth Development Executives of King County builds and unifies the youth development field.

Vision

Every young person has the opportunity and support they need to learn, lead, connect, contribute and thrive.

Who We Are

YDEKC membership is comprised of **Executive Directors, CEOs and other key leaders** of more than **90 non-profit** organizations directly serving youth ages **5 through young adulthood** within King County.



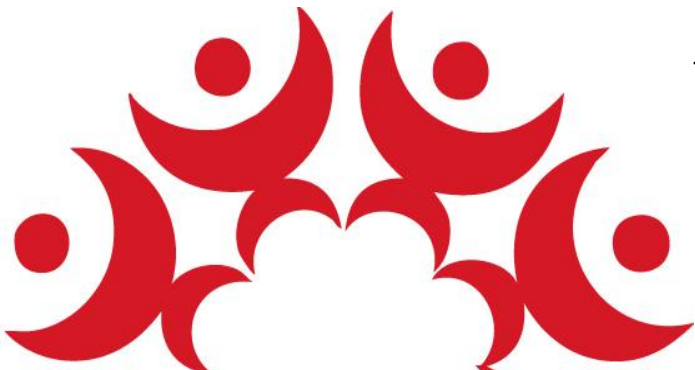
Why Organize? (2010)

- Fragmentation in the field & need to define “the field”
- Build credibility of youth development field vs. seeking credit for our individual organizations
- Need for a more coherent “Voice” for youth development alongside K-12 Education & Gov’t in Collective Impact Efforts

Local Context

- King County population around 2 Million; 20% kids
- Seattle is largest municipality (of 39) with most wealth
- Suburbanization of poverty; huge income inequality

- No afterschool “system” but most of the **DOTS** that need connecting

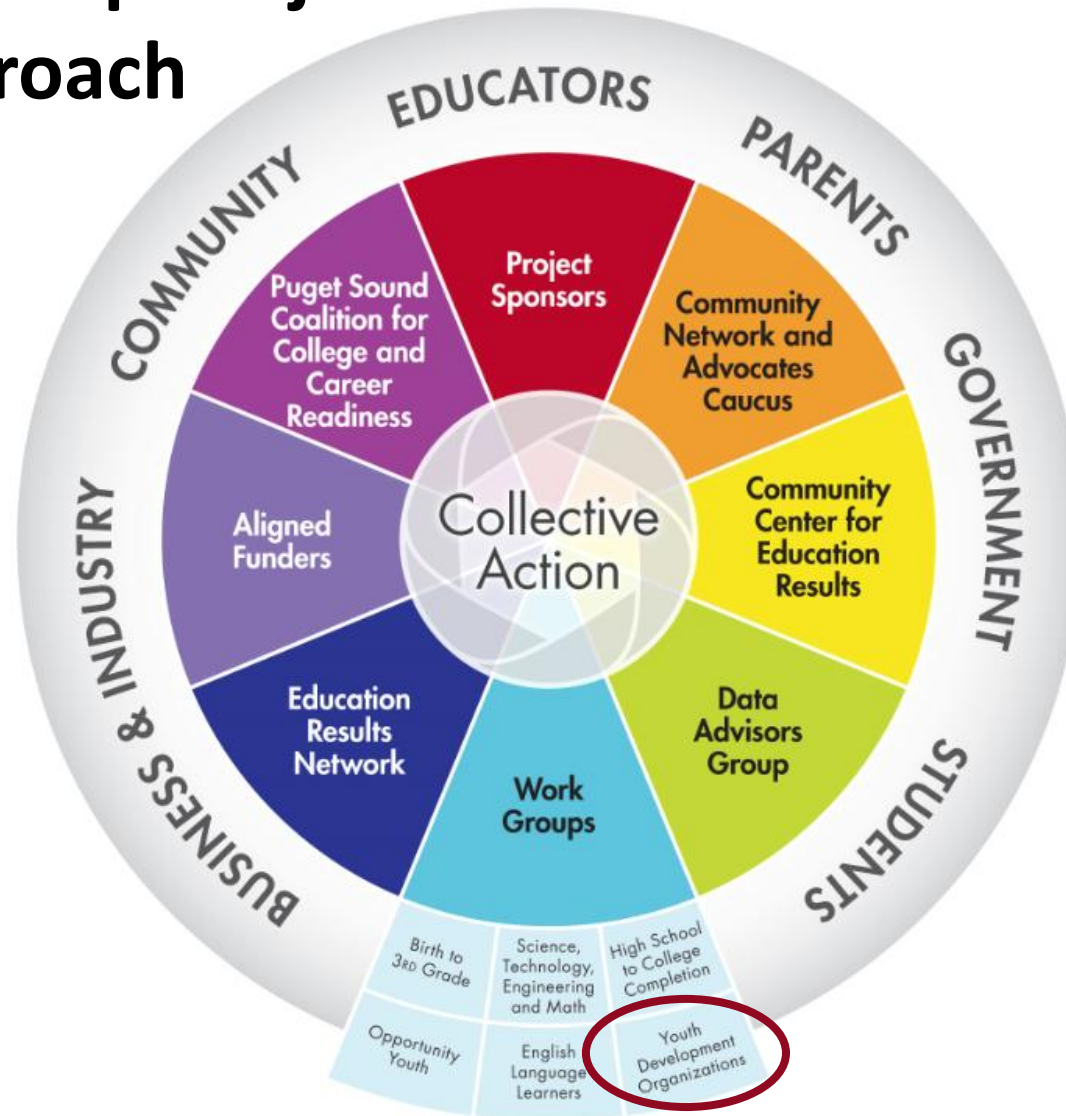


Road Map Project – *our local Cradle to Career Collective Impact Effort*

The Road Map Project goal is to double the number of students in South King County and South Seattle who are **on track** to graduate from college or earn a career credential by 2020. We are committed to nothing less than **closing the unacceptable achievement gaps** for low-income students and children of color and increasing achievement for all students from cradle to college and career.



The Road Map Project Team Approach





ACTION PLAN – UPDATED 1/2016

Goal 1: ENHANCE AND IMPROVE PARTNERSHIP SYSTEMS AT THE COMMUNITY, SCHOOL, DISTRICT & REGIONAL LEVEL THAT SUPPORT STRONG COLLABORATIONS THAT IMPROVE STUDENT OUTCOMES

Strategy 1.1 Shared Leadership & Commitment to Partnerships: Create the conditions for shared leadership between schools and community organizations to improve student success.

Strategy 1.2 Partnership Tool-Kit: Build a tool-kit of practical, accessible resources and steps to help schools and youth serving organizations initiate and cultivate new and growing partnerships to serve more kids with effective programs.

Strategy 1.3 Data Sharing: Develop the technology, policies and practitioner level tools and training to be able to use student and program data to inform student level interventions and supports.

Goal 2: ADVANCE EFFORTS TO MEASURE & IMPROVE STUDENT SUCCESS SKILLS & DISPOSITIONS (i.e. Engagement, Motivation, Social Emotional, Non-cognitive Skills)

Strategy 2.1 Shift adult practices to increase student success skills including youth engagement, motivation, and social emotional learning by supporting professional development, elevating promising practices and using student perception data (where possible) to inform decision making.

Goal 3: More & Better Expanded Learning Opportunities during the summer and throughout the school year.

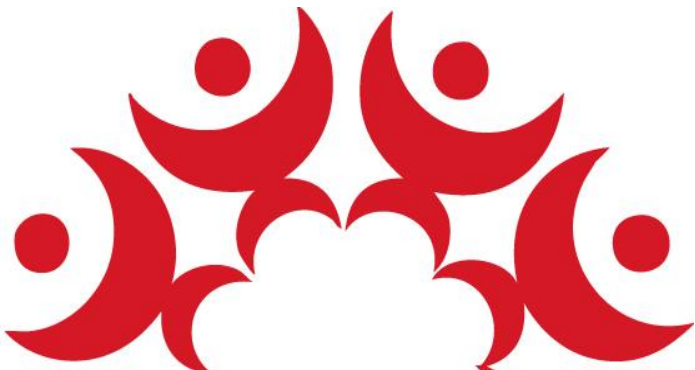
Strategy 3.1 Funding & Public Will: Identify and create consistent, stable funding streams for afterschool and expanded learning opportunities including public commitment to afterschool and expanded learning opportunities.

Strategy 3.2 High Quality Programs: Support the adoption of the Quality Standards for Afterschool and Youth Development Programs and provide professional development and other capacity building supports for organizations of all sizes to be able to meet standards.

Strategy 3.3: Focus on Summer: Ensure more young people (Pre-K through High School) have the supports they need to be healthy, safe and actively engaged in the summer time and prevent summer learning loss.

QUALITY DOTS – Quality Standards & YPQA

School's Out Washington leads the Youth Program Quality Intervention & led the development of our State's Standards in 2012



DATA DOTS – Our Theory of Change

Youth Development Executives of King County
Working together to advance the youth development field



Youth Development Collective Theory of Change
Our beliefs about how system- and program-level strategies drive changes in outcomes for youth and young adults in King County

System Level Strategies	Program Level Strategies	Youth Skills & Dispositions	Youth Outcomes	Community Level Outcomes
<p><i>Funding</i> is adequate, stable, and directed toward results</p> <p><i>Advocacy</i> efforts are focused on youth and families</p> <p>Intermediary organizations provide <i>training and technical assistance</i> to organizations</p> <p>Intermediaries promote <i>program quality</i> by supporting continuous improvement efforts</p> <p><i>Research</i> on effective practices informs strategy</p> <p><i>Data</i> is consistent, collected, coordinated, and shared as appropriate</p> <p><i>Professional pathways</i> support strength and stability in the youth development field</p> <p><i>Youth are connected</i> to appropriate services (intake, referral)</p> <p><i>Families</i> are partners in youth success</p>	<p>Youth build skills through <i>sustained participation</i> in youth development programs</p> <p>Programs use the <i>Washington State Youth Program Quality Standards</i> to continuously improve practice:</p> <ul style="list-style-type: none"> Cultural Competence Physically & Emotionally Safe Environments Supportive Environments Positive Interactions between and among youth and adults Youth Voice, Choice, and Leadership Authentic Family Engagement <hr/> <p>Activities and strategies including (but not limited to):</p> <ul style="list-style-type: none"> Basic Needs & Housing Counseling Case Management Chemical Dependency Treatment Mental Health Treatment Skill Development programs Expanded Learning Opportunities Content-specific Programs (STEM, Arts, etc.) Recreation, Sports, Wilderness Workforce Readiness Civic Engagement, Service, and Leadership Mentoring Social justice and advocacy 	<p>Youth develop skills and dispositions for school, work, and life success:</p> <p>Motivation and Engagement:</p> <p><i>Future Orientation:</i> Hold positive beliefs about the future; Set goals and monitor progress</p> <p><i>Mindsets:</i> Believe that effort will bring success, and in own capacity to succeed</p> <p><i>Belonging:</i> Perceive acceptance and support in schools, programs, and community</p> <p>21st Century Skills:</p> <p><i>Interpersonal Skills:</i> Effectively communicate; work with individuals representing diverse points of view; appreciate diversity; take the perspective of others</p> <p><i>Creativity:</i> Think creatively; restructure ideas to make a new contribution; take productive risks</p> <p><i>Critical Thinking:</i> Apply prior skills and knowledge to new circumstances; reflect; problem solve</p> <p>Youth Development:</p> <p><i>Self-Management:</i> Assess and regulate feelings, emotions, and behaviors</p> <p><i>Social and Civic Values:</i> Believe in the value of contributing to the community</p> <p><i>Health Motivation and Awareness:</i> Motivation and requisite knowledge to make healthy choices</p>	<p>Youth are academically and vocationally prepared:</p> <ul style="list-style-type: none"> Attend school Make satisfactory academic progress Avoid disciplinary action Graduate from high school college- and career-ready Earn a postsecondary degree or credential Connect to the workforce <p>Youth are socially and civically connected:</p> <ul style="list-style-type: none"> Participate in extracurricular activities Achieve meaningful connection to community Maintain healthy relationships Participate in public life Practice inclusion <p>Youth are healthy and safe:</p> <ul style="list-style-type: none"> Experience physical, mental and emotional wellbeing Abstain from risky behaviors (violence, gangs, substance abuse) Achieve financial independence Access stable housing 	<p>Increases in:</p> <ul style="list-style-type: none"> Educational attainment Employment Economic prosperity Family stability Housing access Community safety Public health Volunteerism Civic Participation <p>Decreases in:</p> <ul style="list-style-type: none"> Racial disparity High school dropout Unemployment Poverty Homelessness Violence Poor health

Our youth are healthy & safe, socially & civically connected, academically proficient, and prepared for living wage jobs.

DATA DOTS – Our Theory of Change

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Youth Development Collective Theory of Change
Our beliefs about how system- and program-level strategies drive changes in outcomes for youth and young adults in King County

System Level Strategies	Program Level Strategies	Youth Skills & Dispositions	Youth Outcomes	Community Level Outcomes
<p><i>Funding</i> is adequate, stable, and directed toward results</p> <p><i>Advocacy</i> efforts are focused on youth and families</p> <p>Intermediary organizations provide <i>training and technical assistance</i> to organizations</p> <p>Intermediaries promote <i>program quality</i> by supporting continuous improvement efforts</p> <p><i>Research</i> on effective practices informs strategy</p> <p><i>Data</i> is consistent, collected, coordinated, and shared as appropriate</p> <p><i>Professional pathways</i> support strength and stability in the youth development field</p> <p><i>Youth are connected</i> to appropriate services (intake, referral)</p> <p><i>Families</i> are partners in youth success</p>	<p>Youth build skills through <i>sustained participation</i> in youth development programs</p> <p>Programs use the <i>Washington State Youth Program Quality Standards</i> to continuously improve practice:</p> <ul style="list-style-type: none"> Cultural Competence Physically & Emotionally Safe Environments Supportive Environments Positive Interactions between and among youth and adults Youth Voice, Choice, and Leadership Authentic Family Engagement <hr/> <p>Activities and strategies including (but not limited to):</p> <ul style="list-style-type: none"> Basic Needs & Housing Counseling Case Management Chemical Dependency Treatment Mental Health Treatment Skill Development programs Expanded Learning Opportunities Content-specific Programs (STEM, Arts, etc.) Recreation, Sports, Wilderness Workforce Readiness Civic Engagement, Service, and Leadership Mentoring Social justice and advocacy 	<p>Youth develop skills and dispositions for school, work, and life success:</p> <p>Motivation and Engagement:</p> <p><i>Future Orientation:</i> Hold positive beliefs about the future; Set goals and monitor progress</p> <p><i>Mindsets:</i> Believe that effort will bring success, and in own capacity to succeed</p> <p><i>Belonging:</i> Perceive acceptance and support in schools, programs, and community</p> <p>21st Century Skills:</p> <p><i>Interpersonal Skills:</i> Effectively communicate; work with individuals representing diverse points of view; appreciate diversity; take the perspective of others</p> <p><i>Creativity:</i> Think creatively; restructure ideas to make a new contribution; take productive risks</p> <p><i>Critical Thinking:</i> Apply prior skills and knowledge to new circumstances; reflect; problem solve</p> <p>Youth Development:</p> <p><i>Self-Management:</i> Assess and regulate feelings, emotions, and behaviors</p> <p><i>Social and Civic Values:</i> Believe in the value of contributing to the community</p> <p><i>Health Motivation and Awareness:</i> Motivation and requisite knowledge to make healthy choices</p>	<p>Youth are academically and vocationally prepared:</p> <ul style="list-style-type: none"> Attend school Make satisfactory academic progress Avoid disciplinary action Graduate from high school college- and career-ready Earn a postsecondary degree or credential Connect to the workforce <p>Youth are socially and civically connected:</p> <ul style="list-style-type: none"> Participate in extracurricular activities Achieve meaningful connection to community Maintain healthy relationships Participate in public life Practice inclusion <p>Youth are healthy and safe:</p> <ul style="list-style-type: none"> Experience physical, mental and emotional wellbeing Abstain from risky behaviors (violence, gangs, substance abuse) Achieve financial independence Access stable housing 	<p>Increases in:</p> <ul style="list-style-type: none"> Educational attainment Employment Economic prosperity Family stability Housing access Community safety Public health Volunteerism Civic Participation <p>Decreases in:</p> <ul style="list-style-type: none"> Racial disparity High school dropout Unemployment Poverty Homelessness Violence Poor health

Our youth are healthy & safe, socially & civically connected, academically proficient, and prepared for living wage jobs.

DATA DOTS – Youth Skills & Beliefs

SKILLS & DISPOSITIONS THAT SUPPORT YOUTH SUCCESS IN SCHOOL

	OUTCOME DOMAINS	SKILLS & DISPOSITIONS
Motivation & Engagement	FUTURE ORIENTATION	<ul style="list-style-type: none"> Goal management: Setting short- and long-term goals and monitoring progress toward their achievement Hope and optimism: Positive beliefs regarding one's future potential, goals and choices
	SELF MANAGEMENT	<ul style="list-style-type: none"> Emotional regulation: Assessing and regulating one's feelings and emotions Self-discipline: Ability to focus on a task in spite of distractions
	PERSEVERANCE / GRIT	<ul style="list-style-type: none"> Perseverance: Tendency to persist in spite of obstacles or setbacks Goal orientation: Commitment to the achievement of goals over time
	SELF EFFICACY & MINDSETS	<ul style="list-style-type: none"> Self-Efficacy: Belief in one's own capabilities and capacity to learn and succeed Growth mindset: Belief that intelligence and ability can increase through effort Mastery orientation: Enjoyment of learning and desire to master new skills; willingness to try new things Relevance: Belief that work done in school is related to personal aspirations
	BELONGING & IDENTITY	<ul style="list-style-type: none"> Sense of belonging: Perception of acceptance and support in a learning community Relationship building: Establishing and maintaining positive relationships with adults and peers in school setting Personal identity: Understanding and valuing one's own culture and beliefs Social capital: Recognizing and using family, school, and community resources; asking for help when needed
21 st Century Skills	INTERPERSONAL SKILLS	<ul style="list-style-type: none"> Collaboration: Negotiating and compromising when working in groups or pairs Communication: Communicating effectively for a variety of purposes and audiences Cultural competence: Ability to work effectively with people from different backgrounds; appreciation of diversity Conflict resolution: Preventing, managing, and resolving interpersonal conflict Compassion: Taking the perspective of and empathizing with others
	CREATIVITY	<ul style="list-style-type: none"> Ideation: Using a wide range of idea creation techniques Imagination: Using intellectual inventiveness to generate, discover, and restructure ideas or imagine alternatives Innovation implementation: Acting on creative ideas to make a new contribution
	CRITICAL THINKING	<ul style="list-style-type: none"> Metacognition: Ability to reflect on one's assumptions and thinking for the purposes of deeper understanding and self-evaluation. Problem solving: Generating and selecting from alternatives based on desired outcomes Analytical thinking: Separating problems or issues into their component parts

DATA DOTS – Secure Academic Data Sharing

THE PROCESS OF DATA COLLECTION AND SHARING

Student data—information like attendance and academic growth—is regularly collected from school districts to support student success. The right data, used the right way provides information to better understand what's working in classrooms and youth programs and how to adjust supports for every student as needed.

Here is the process of how the data is collected and used to help school districts and community organizations support students to stay in school, graduate and get into college. Throughout the process parental approval is required and data is protected.

HOW DATA IS COLLECTED



IN THE CLASSROOM

Teachers collect data from grades, tests and observations to help better understand what's working in the classroom and how to adjust supports for students who need extra help.



SCHOOL DISTRICTS AND THE PUGET SOUND EDUCATIONAL SERVICE DISTRICT

School districts collect the data from schools to help inform them on how to improve the individual schools and the district as a whole. The Puget Sound Educational Service District (PSESD) supports local school districts to improve the effectiveness of educational programs, including using data to support student success.

A PARTNERSHIP IS FORMED



YOUTH—SERVING ORGANIZATIONS

Research shows that by providing access to secure data and comprehensive training to educators and youth-serving providers on how to use data, student outcomes improve. Youth-service providers have close relationships with families and can increase supports that are already happening in the classroom.



THE STUDENT SUCCESS DATA PARTNERSHIP

The Student Success Data Partnership is comprised of the Puget Sound Educational Service District and its partners. It's committed to using data to better understand which tools and techniques are improving student achievement and then taking the actions needed to ensure student success. And it is being done in the most secure way possible. The Student Success Link is purposeful, protected and approved. Parental consent is always required.

HOW DATA IS SHARED



1 APPROVAL

The PSESD and the local school district approves a community organization in the Student Success Data Partnership to access high-quality data through the Student Success Link.



2 AGREEMENT

The community organization and the school district sign a data sharing agreement that states the expectations and stipulations for accessing and using data.



3 TRAINING

The approved community organization completes data use and privacy training.



4 CONSENT

The approved community organization gets parent/guardian consent to access student data.



IF STEPS 1-4 ARE COMPLETED, THE PROCESS MOVES FORWARD.



5 ACCESS

The community organization now has access to a student's current academic data through the secure and safe Student Success Link.



6 STUDENT SUPPORT

Through the Student Success Link, community organizations and schools will see basic summary data of their students that will help match students with the right supports at the right time.

Student Privacy and Data Security—a Top Priority

The federal Family Educational Rights and Privacy Act (FERPA) protects student data by providing legal limits on what's permissible when sharing student information. The Student Success Link's policies go above and beyond FERPA and follow national best practices to ensure student data and privacy is secure.

HOW DATA SUPPORTS STUDENTS

Data brings community organizations and schools together to best support students



HELPS CLOSE OPPORTUNITY GAPS

Data driven education approaches improve the odds of closing gaps, helping all students achieve.



TAILORED SERVICES SUPPORT ALL STUDENTS

Individual data gives community organizations and schools the opportunity to develop personalized approaches.



INFORMED DECISION MAKING

Data helps teachers, tutors, coaches, and mentors make informed decisions about kids' readiness for a new challenge or need for more focused help.



KEEPS KIDS FROM FALLING THROUGH THE CRACKS

Adults working with kids will be able to share information on early warning indicators to address issues before it's too late.

Safe and Secure Storage

Both sets of data are stored in a data warehouse, which strips out student identifiable information, preventing the long-term storage of student data.

COORDINATION DOTS – Program Directory



PROGRAM CATEGORY

All

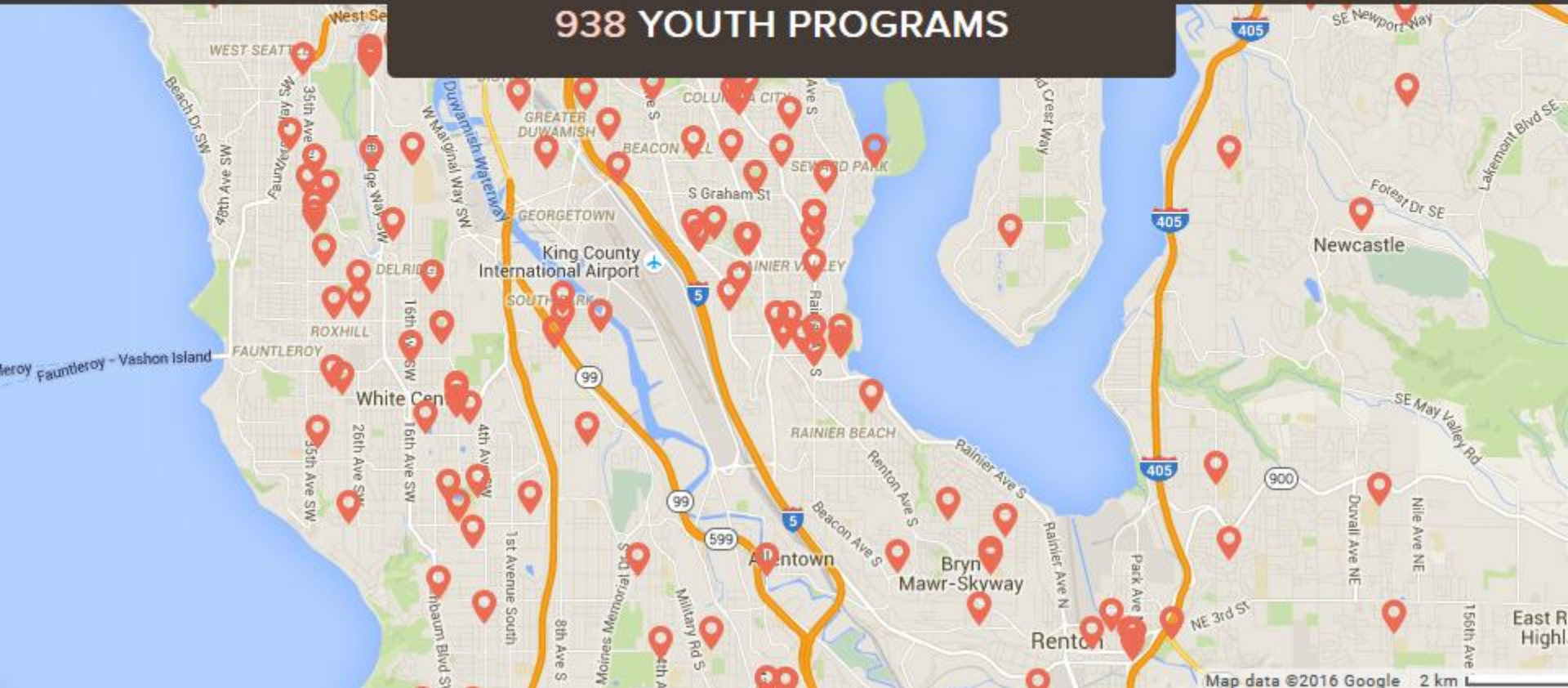
KEY WORD

ZIP CODE

DISTANCE

SEARCH

USE THE MAP TO BROWSE KING COUNTY'S
938 YOUTH PROGRAMS



COORDINATION DOTS – Partnership Ecosystem Toolkit

School at the Center: A Community School Strategy

The key features of an effective partnership ecosystem at the school site level include shared leadership, aligned, responsive implementation, and shared accountability for success.

Shared Vision and Leadership

- Shared vision
- Common goals and outcomes
- Collaborative decision-making

Aligned, Responsive Implementation

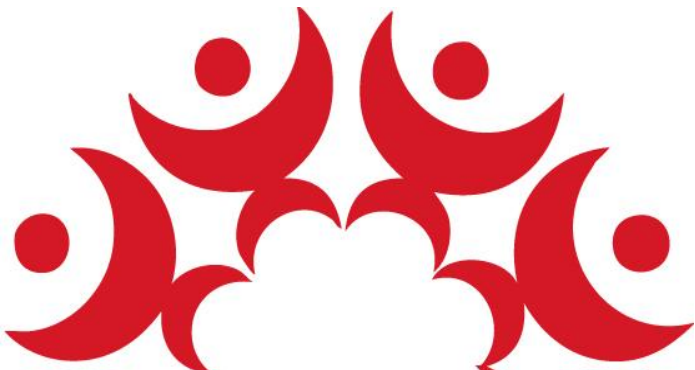
- Services aligned with needs
- Efficient use of existing assets
- Incorporation of new partners when needed
- Trust and strong relationships

Shared Accountability for Success

- Build evaluation in your program for continuous improvement
- Aligned strategies and funding

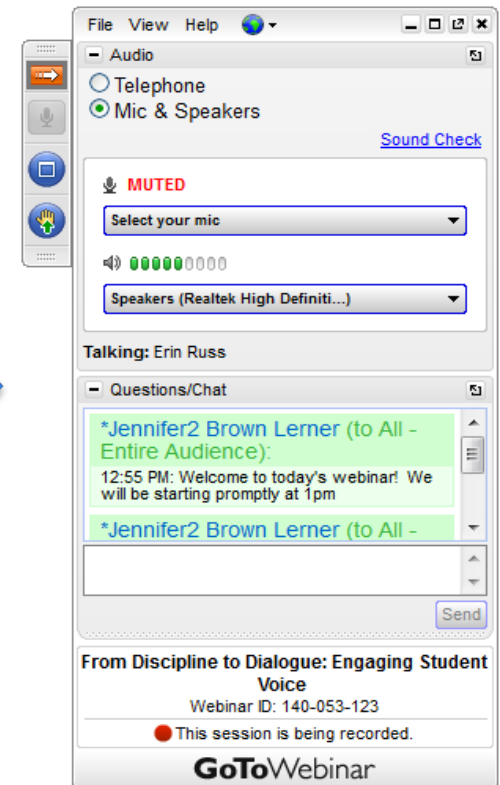
Opportunities to connect the DOTS ahead:

- New \$65 Million/year voter-approved levy called Best Starts for Kids (Quality, Data, Coordination?)
- Increased afterschool system building in Seattle Public Schools and other local districts
- Student Success Link Data Portal
- Finding more essential champions for afterschool



Audience Q&A

- To submit live questions, please use the “Questions” box on the control panel



Emerging Issues Affecting Afterschool System Building

Betsy Brand
Executive Director, AYPF
February 17, 2016



American Youth
Policy Forum

 [@aypf_tweets](https://twitter.com/aypf_tweets)
[#aypfevents](https://twitter.com/aypf_tweets)

1. Partnerships

- * Look for new partners
- * Keep existing partners
- * Develop supporters throughout an organization, not just at the top
- * Youth Development Executives of King County partners

2. Funding

- * Lots of diverse pots of funds – a challenge to put them all together for afterschool
- * Advocate not just for afterschool but for all programs that support children, youth, and families
- * Providence After School Alliance has blended and braided funds

3. Provider Capacity

- * Afterschool systems are complex, so staff need more skills – financial, research-based programming, use of data for continuous improvement
- * High staff turnover
- * Wallace Foundation's Strengthening Financial Management Initiative
- * Prime Time Palm Beach County provides scholarships and incentives to practitioners

4. Data

- * Data analysis for multiple purposes: quality improvement, equity and access, performance outcomes, fiscal management and cost
- * MIS and technology is important, but staff expertise is equally important
- * Sprockets in St. Paul, MN trained 40 afterschool program supervisors in use of data

5. Social and Emotional Learning (SEL)

- * Increasing recognition of the importance of SEL
- * But, not sure how to talk about or measure SEL
- * Every Student Succeeds Act
- * Some experiments to measure and quantify SEL with badges, certificates
- * Providence After School Alliance

Connect AS to Larger Context

- * Connect afterschool to:
 - * College and career readiness
 - * STEM preparation
 - * Economic and workforce development

Equitable Access

- * Significant gaps in access to high quality programs
 - * Low-income communities
 - * Rural communities
 - * Students with disabilities
 - * English learners
- * Resource maps at both state and local level

Time for State Policy Frameworks?

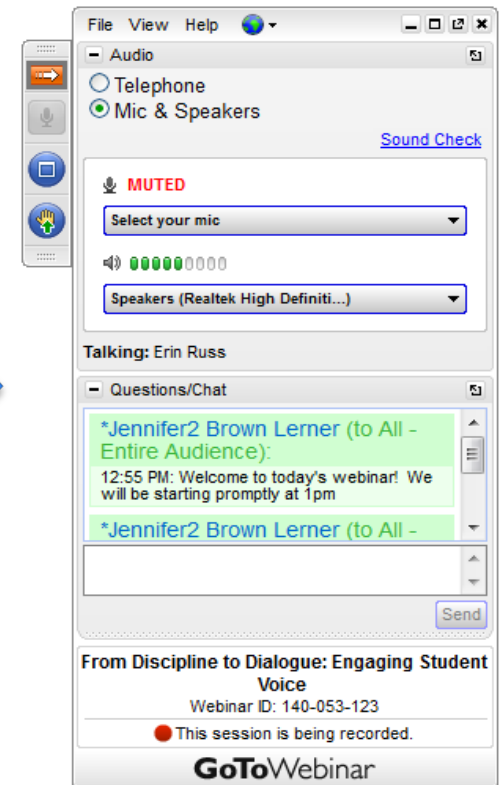
- * Help address variations in quality and equity across the state
- * Expand afterschool into communities where it doesn't exist
- * Framework would need to be flexible and recognize local context

Support for Intermediaries

- * Financial support
- * Regulatory support
- * Acknowledgement as critical player in system building

Audience Q&A

- To submit live questions, please use the “Questions” box on the control panel



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Thank YOU for Attending!

- * Please fill out the survey upon exiting the webinar
- * Materials and recording will be posted online at www.aypf.org