

Every Hour Counts

TEN-YEAR CONVENING REPORT

every hour counts
10 YEAR CONVENING



EXECUTIVE SUMMARY

Ten years ago, the national coalition, Every Hour Counts, was formed at a convening of accomplished intermediary leaders and prominent funders in the after-school field. A decade later, funders and practitioners came together once again to reflect on the state of our field and begin to chart a course for its future. This report provides an overview of major developments in the expanded-learning field in the last ten years, and sets forth a vision for the future. The report describes the pressing social issues that impact student learning, including poverty and inequity, and examine the ways in which expanded learning can help remove some of the associated barriers.

Several themes emerged at the convening.

First, participants recognized that for the expanded-learning field to effectively change the education landscape, we need to address issues of inequity related to program quality and quantity. The goal is not for young people in low-income communities to have access to the same number of opportunities as wealthier peers, but to the same, if not more, *high-caliber* and *varied* opportunities. Young people need to participate in a wide array of exceptional learning experiences. We call this disparity the Exposure Gap, and as intermediaries and funders, we want to fix it.

We also explored the rise of social and emotional learning as a credible and desired component of education reform. We questioned deficit-based thinking that students inherently lack social and emotional skills and need to be

taught persistence and self-control. We recognized the potential for social and emotional learning to serve as a force to unify K-12 and the expanded-learning field to facilitate building on each other's best assets.

The group seized summer learning as an opportune time to forge new partnerships with districts and schools. Chris Smith of Boston Beyond asserted that summer is our "5th Quarter," a crucial aspect of a year-round learning continuum.

Karen Webber of Open Society Foundations elevated the conversation with one straight-forward question: "how do we create happy schools, for students and staff?" Webber encouraged us to consider the power of a school climate walk to transform youth experiences and staff practices to make schools a joyful place. With the expanded-learning field's youth development expertise, we have the potential to be the Trojan Horse for improving school climate.

The report describes obstacles expanded learning still face, and outlines a series of next steps for the field to take in order to establish itself an essential, rather than ancillary, component of the U.S. educational landscape.

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From Settlement Houses to Systems-Building

In the last 10 years, after-school programs have continuously evolved from their origins as drop-in recreational activities provided by urban settlement houses in the late 1800s, into more structured school-age programs and clubs offered by a diversity of providers throughout the country during the 20th Century. By the late 1990s, a new approach to after-school learning emerged in the form of citywide intermediaries that, recognizing that the whole is greater than the sum of its parts, began the work of knitting together individual after-school programs and uniting them in a single system of comprehensive, free offerings for young people, creating the expanded-learning field.

In 2005, leading intermediaries—as well as major national funders in the after-school field, including The Wallace Foundation, Open Society Foundations, the C.S. Mott Foundation and others—gathered in Ft. Lauderdale for a convening. Their goal? To chart the future for the after-school field and develop a shared vision and common standard of success for citywide expanded learning intermediaries.

In the face of a traditional education landscape that, at the time, alternately expected expanded-learning programs to achieve outcomes like improved grades and test scores, or trivialized the role their programs played in student success all together, the convening participants worked from the foundational belief that expanded-learning programs, “contribute importantly to young people’s

development, to their ability to confront challenges and fit into society, and ultimately, to their ability to succeed in school”—regardless of their impact on finite measures like test scores. With that in mind, the group agreed that, “whatever goal they might set for themselves, that goal dare not be vague, technical, or trivial.”

One such goal was to find measures that could track the development of the essential, but more nuanced, social and emotional skills that support success in all aspects of a young person’s life, including their academic performance. Skills that the field knew it meaningfully contributed to, but had few ways to demonstrate.

And so in 2006, the convening participants set out to formalize their role in student success by establishing the national coalition of expanded-learning intermediaries called the Collaborative for Building After School Systems—now Every Hour Counts. Every Hour Counts is dedicated to increasing access to quality learning opportunities, particularly for underserved students.

The Expanded Learning (R)evolution

In the ten years since that first momentous convening, Every Hour Counts cities have successfully established replicable models of citywide expanded-learning systems that illustrate developmentally appropriate learning strategies for elementary, middle, and high school youth. Through this collective on-the-ground work, Every Hour Counts has elevated and defined the role of community-based partnerships and relationships in

creating an education system, which has helped to give rise to the somewhat hard-to-digest terms, “intermediary” and “systems,” and has resulted in a number of policy shifts in the last decade that have brought the traditional school day and the after-school field closer together.

At the same time, the field of education has experienced an evolution of in-school standards—including the Common Core and Next Generation Science Standards—that has created fresh interest in reimagining learning as a process rather than a static outcome. Indeed, the “Habits of Mind” skills identified as crucial in Common Core for academic success are the same social and emotional skills that expanded-learning programs have long-since helped youth develop.

Combined, these important changes have helped contribute to the growing, broad recognition that learning happens everywhere and that it happens *well* when you expose youth to high-quality expanded-learning programs. As a result, schools and districts in cities around the country have become more interested in the type of learning and learning environments that high quality expanded-learning programs create. With this recognition have come increasing efforts to eliminate the in- and after-school dichotomy, moving instead toward a more integrated model of expanded learning.

In the Every Hour Counts cities, this has led to a whole new conversation about after-school program quality that for the first time has teachers and community-based educators working together to identify where traditional education and the expanded-learning field can dovetail with and strengthen one another, setting the stage for a new vision of expanded learning that integrates with K-12 education and creates equity in excellence for all young people.

But even with such progress, the field still struggles to gain a strong foothold in the educational landscape. K-12 and expanded learning remain separate systems, without a comprehensive understanding on the part of K-12 of how expanded learning has the expertise to help traditional education meet its goals. Because of this, expanded-learning systems are still too often viewed as a “nice to have” rather than a “need to have,” leading to a dearth of the kinds of stable funding that charters and K-12 receive. Underlying both issues is a pervasive sense of confusion around what expanded learning is and does on the part of key stakeholders, who as a result don’t view it as an essential part of the U.S. educational strategy.

Essentially, the field must show that expanded learning is a thread that can help bind together a high-quality education system.

Moving Toward a Collective Vision for 2025

As the expanded-learning field stands positioned for this next evolution, Every Hour Counts and leading national and local foundations in education and expanded learning again gathered in December of 2015 to reflect on its first ten years as a coalition, and to take up the challenge of charting a vision for the future.

Through this distinct structure that brought together practitioners, national expanded-learning funders, and local funders that have contributed to city and state efforts, participants organized around a single driving

question: Moving Toward a Collective Vision for 2025:
*How can the expanded-learning field inform K-12
education and young people's lives?*

Specifically, the convening participants set out to answer six strategic questions:

1. What are the pressing social issues connected to young people's learning that expanded learning can help to solve?
2. What are the biggest opportunities for expanded learning?
3. What are the barriers and obstacles that need to be addressed?
4. What are emerging and promising practices?
5. What could Every Hour Counts do to address these ideas?
6. What might we [foundations and practitioners] do together?

To set the stage for the job ahead, The Wallace Foundation's Nancy Devine noted that fifteen years ago when the first, "few pioneering cities started working to coordinate their after-school offerings by relying on local brain- and muscle-power, no one knew if 'systems-building' would really work for the good of young people." Ten years ago Every Hour Counts was born – a sign that a national field was taking shape. Evidence continued to build from RAND and other sources about the value of system-building. Flash forward to two years ago, and, "more than half of the large U.S. cities who responded to a survey [by FHI 360] reported coordinating after-school—that means at least 77 large U.S. cities."

Moving forward, she said, the field would be looking

to Every Hour Counts to continue its pioneering role to provide guidance on evidence-based programs, spearhead research/practice and funder/practitioner conversations, create pathways to incorporate current research knowledge into the field's efforts to measure outcomes, and—critically—to help lead the way in positively responding to the youth-level demographics shifts already underway nationally.

As the group began the work of charting the field's vision for the next decade, they therefore did so with the acknowledgement that they are working in a national context where young people—particularly young people of color—are coming of age during a time of significant income disparity and intensified conversations about how structural racism suffuses educational policy. Such disparity has created what ExpandedED Schools' Lucy Friedman described as, "an exposure gap, especially around exemplary out-of-school experiences and programs," that in turn fuels the academic achievement gap. ExpandedED Schools in New York City tackles this exposure gap by ensuring that programs supported by their model offer a range of high-quality learning experiences. For example, at Thurgood Marshall Academy Lower School in the Bronx, students test hypotheses in science, paint a Harlem streetscape, and learn to dance capoeira, all in one day in an expanded-learning model. Expanding on Friedman's point, Boston After School & Beyond's Chris Smith emphasized that an effective national education strategy goes beyond the visible K-12 system, and that, "There's an invisible system [of high quality opportunities] that too many kids can't access; *that's* a big part of why students are falling behind."

For the expanded-learning field to truly make a difference in K-12 and in young people's lives, it will therefore need to address issues of inequity when it comes

to program quality, ensuring that young people in low income communities have access not just to the same number of opportunities that their wealthier peers do, but to the same level, if not more, high-caliber and varied opportunities. As Family League of Baltimore's Jonathon Rondeau pointed out, "Every time [policymakers] talk about resources [they're] potentially saying 'we're giving a less-than product' to kids with fewer resources." He went on to note that equity isn't just about having "slots" available for all kids, it's about making sure that those opportunities are of equal *quality* to fee-based, costly programs that wealthier families access.

And so if expanded learning is to become, "the expectation instead of the exception of a high quality education system," as Smith envisions, it will need to create high-quality learning systems that close the exposure gap by providing equal access to excellent programs and opportunities, that:

- [garner social and emotional learning outcomes](#)
- [integrate with K-12](#)
- [improve school climate](#)

As the group began the task of unpacking these knowledge areas, Prime Time Palm Beach County's Suzette Harvey encouraged everyone to remember that at the heart of this work is the continued belief that, "Young people are treasures, not something to be fixed." Echoing Harvey's sentiment, Hillary Salmons from the Providence After School Alliance encouraged the group to avoid the trap of seeing diversity—in cultures, spoken languages, family income level, etc.—as burdens to be overcome and instead think creatively about how diversity is an asset. "[Education] has to stop operating from a deficit model when it comes to young people," she emphasized.

More than a Numbers Game: Creating Equity in Excellence

It is this passionate, youth-centered approach that excited the participants again and again throughout the convening. And indeed, part of what sets the expanded-learning field apart from K-12 and other traditional education approaches is its dedication to youth development practices that place young people at the center of their own learning. These practices prize and build off of students' individual interests and passions and are being elevated by funders like the Nellie Mae Education Foundation. Like traditional teaching practices, however, youth development practices must be taught, practiced, and then intentionally implemented to garner measurable outcomes. In short, strong youth development practices don't automatically accompany every expanded-learning program—they take time to learn and use well. When done right though, these practices are a key part of the difference between a program, and an excellent program.

But as Friedman pointed out early into the discussion about providing equity in programmatic excellence, "most people don't equate equity with excellence." When they think of equity, they think in numbers—how many programs offered to how many kids. "Finland wasn't about equity," she says, "they were about excellence...as a society, we're still not willing to devote the resources [to excellence]."

With that in mind, the exposure and opportunity gap—and the resulting achievement gap—isn't inherently about lack of access to a particular number of program slots, it's about lack of equal access to high quality programs over a period of time. And that's a major difference.

Imagine, for example, learning about a concept like vertical wind shear in a program where you build a paper plane one afternoon, versus one where you build

and Youth's Jennifer Peck points out that the coalition will need to, "focus on building strategic partnerships with new groups, like civil rights groups, superintendents, teachers groups interested in innovative practice models," and others. Nashville AfterZone Alliance's Candy Markman emphasizes that it will also need to, "expand to include more cities across the country, particularly in the middle of the country."

Some of this outreach is already being done in pockets, but the convening participants propose a coordinated, multi-city effort backed by a comprehensive and strategic communications plan. A key part of the work of taking excellence to scale, the group also agrees, will involve more and better outreach to a broader array of expanded-learning providers—like museums and libraries—that already have a history of providing consistent, high quality programming with a clear youth development focus.

Laying the Foundation: Defining Social and Emotional Learning

In fact, a key development in K-12 education in the last decade has been the increased acknowledgment that building academic skills is largely predicated on a young person's development of a whole suite of essential social and emotional skills that support learning in a diversity of ways. These essential skills, like effective communication, active engagement in learning, critical thinking, and self-confidence, for instance, provide the fertile ground needed for

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a solar-powered go-kart alongside a professional engineer over the course of four weeks, as students in the Providence After School Alliance's AfterZone Summer Scholars Camp do. These are the sorts of gaps in access to quality opportunities that Every Hour Counts is concerned with, and the infrastructure that reinforces K-12 learning often reinforces this lack of access. There's a dearth of consistent year-round physical

environments available for working with young people, categorical funding, and knowledge gaps around how the toxic stress associated with poverty truly impacts young people's learning experience.

With such entrenched obstacles, the question remains: How can Every Hour Counts help the field take equity in excellence to scale nationally? As it turns out, the answer might lie in the field's core model: Partnerships.

Every Hour Counts is well-poised to take on excellence, but to begin to tackle the scale issue, Partnership for Children

academic skills to grow and take root. And they're all an extension of the positive youth development practices inherent to expanded learning.

Too often though, conversations about the achievement gap revolve around how low income youth must *develop* essential social and emotional skills, like “grit” and “resilience,” in order to succeed academically. But as the New York Life Foundation’s Marlyn Torres pointed out, “Kids living in poverty already *have* grit because in certain circumstances, you have to have grit and perseverance to survive.” Echoing Salmons’ earlier point about not operating from a deficit mindset with regard to youth, Torres emphasized that young people come to the table with a whole array of social and emotional strengths that don’t need to be built from scratch, but that the adults in their lives need to understand how to help them channel their existing strengths in a positive way and continue to nurture and build on these skills.

But, “if we acknowledge that kids need to develop academic and social and emotional skills to be successful grownups,” Devine pointed out, “then the problem...is that we’ve separated the two systems through which each is developed: School for academic learning and afterschool for social and emotional learning.” She sees the issue of adults working in silos as one that might be solved if academics are infused with social and emotional learning. An expanded-learning approach can serve as a bridge to help systematize the process.

However infusing the school day with social and emotional learning isn’t a simple task. Unlike memorizing dates or a math equation for a test, social and emotional learning is a cumulative process that takes place over the course of many years and is informed by a young person’s holistic experience of and in the world.

Further, there are significant knowledge gaps around creating developmentally appropriate social and emotional learning strategies, and underpinning these gaps is a lack of universal definition

about what, exactly, “critical thinking” means and looks like. Meaning that adults working in both K-12 and the expanded-learning field will need a shared understanding

of these skills and the processes through which they are consistently nurtured and supported. That requires more and better training that focuses on continuous practice improvement. Critically, adults themselves need more opportunities for social and emotional learning, as well as spaces that allow them to model social and emotional skills for young people—it’s difficult, after all, to encourage a skill like creative problem solving in young people if you yourself have few opportunities to flex your own creative problem solving muscles.

For that to happen, The Boston Foundation’s Elizabeth Pauley noted that, “There needs to be a way for the K-12 and expanded-learning fields to try to accomplish the same things and to come together to maximize one another’s efforts.” Because social and emotional learning is an approach, not a curriculum, it needs to suffuse all aspects of a young person’s life in order to be effective in the long-term, and that requires a unified understanding of the practices and skills among all educational stakeholders.

In the last two years Every Hour Counts has been working toward that goal by developing an expanded-learning Youth Outcomes Measurement Framework, which works to show

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how high quality expanded-learning opportunities yield essential social and emotional learning outcomes that in turn influence school success. Importantly, this framework recognizes that youth outcomes are tied to positive adult practices that are nurtured by a combination of growth-based assessments and ongoing professional development. If expanded-learning and K-12 educators use the Outcomes Framework as a tool to build a shared understanding and assessment of social and emotional skill building, then there is a strong potential for meaningfully bridging the two systems.

Better Together: Integrating with K-12

With K-12's time constraints associated with testing and implementing new state standards, how can the two fields begin to work together effectively? In near unison, the convening participants all proposed seizing summer as a prime opportunity, not only to build new partnerships that will help the field take equity in excellence to scale, but as a way to bridge K-12 and expanded learning.

There is broad agreement among traditional and community educators that young people have learning needs that the K-12 system simply can't address in its current form. Standardized testing still dominates the national education strategy, but with Next Generation Science and Common Core standards drawing more attention to the direct role that complex, long-term essential skills like communication, teamwork, and problem solving play in creating the successful "21st Century learner," K-12 is facing a crisis of time. Summer though, is both the

time where K-12 still has some wiggle room, and when expanded learning shines particularly brightly.

Shedding the deficit mindset of summer school, many of the Every Hour Counts cities have seized the summer learning gap as an opportunity to try new models of summer learning that intentionally depart from remediation models that came before. Instead, in places like Boston, Providence, Nashville, and the Bay Area, students sign up for camp-like programs that more closely mirror the summer experiences that middle class students get—trips to the beach, cycling excursions, sailing lessons, and urban gardening. These programs appeal to young people, but also provide real-world context for their school year lessons. Because beneath this fun facade lies months of professional development for program providers—including, in some cases, classroom teachers—around positive youth development practices, integrating Common Core math and Next Generation Science concepts, nurturing the Habits of Mind skills, also known as 21st Century Skills, and more.

In several Every Hour Counts communities, school day teachers are already partnering with expanded-learning program providers to co-design and co-deliver a STEM-focused summer learning program designed to stave off summer learning loss, but also to prepare students for their fall math and science classes. The students, most of the time, are none the wiser—they're too busy having fun. But the City's community of teachers and community-based educators have had an "aha" moment about what an integrated K-12 expanded-learning system could potentially accomplish. Because of STEM's natural fit with hands-on learning activities, the Noyce Foundation's Ron Ottinger noted that, "linking in-school STEM [learning] with out-of-school environments is a very natural connection," and one

where expanded learning can make a real difference.

Accordingly, as Every Hour Counts cities have increasingly focused on intentionally garnering the social and emotional outcomes that emerge from positive youth development practices, and as they have continued to improve the measures and assessments that give them more data about these outcomes, summer has emerged as the prime time for testing new theories and tools, and for “going deep” with promising practices. Now, the group believes, it is the right time to take the field’s successes and “seize summer,” using it as a time to forge new partnerships with districts and schools by being clear about how expanded learning can help them meet their school year goals through the development of social and emotional skills that support academic learning.

But taking this strategy to scale necessitates the development of strong messages about the field’s value-add that resonate with traditional education leaders. To do that, Every Hour Counts will need to marry messaging and outreach, uniting both with sound data that points to the field’s ability to produce measurable outcomes. And that takes time. Ottinger, with agreement from the other funders, suggested a potential solution in the meantime.

As a first step toward K-12 integration, Every Hour Counts cities could work together with their district superintendents on a communications-focused nine-city summer demonstration effort designed to flesh out joint practices, highlight common goals, and also clearly demonstrate how the field’s expertise undeniably complements K-12. Rather than emphasizing deficit-focused messaging like “summer learning loss,” this effort would be poised as a way for the field to “flip the script” as it were, clearly emphasizing that summer is what Boston Beyond’s Chris Smith calls “the 5th quarter”—a crucial aspect of a year-round learning continuum.

Brighter Horizons: Improving School Climate

Every Hour Counts has long believed that positive youth development practices have the power to transform a school where other practices cannot. When done well, youth development practices build off of and nurture a young person’s own strengths and interests. They help build social and emotional skills in healthy ways, and support the acquisition of new skills. This youth-centered approach to learning doesn’t just benefit students, though.

As Open Society Foundations’ Karen Webber, who previously worked as the Executive Director of Baltimore City Public Schools’ Office of Student Support and Safety, pointed out, “the current school climate [uses] a very deficit-based, punitive model”—for both students and educators. When Webber was a school principal, she said, she strove to improve school climate by starting with a very simple question: “How do we create happy schools; for students and staff?”

And that’s where the expanded-learning field’s youth development expertise comes in. Positive youth development practices improve student behavior in- and out-of-the-classroom, facilitate healthy, trusting relationships between adults and young people, and allow educators themselves to deepen their craft and develop rewarding new practices.

As a result, Webber sees youth development as, “the Trojan horse for improving school climate,” but first,

schools have to realize that their local expanded-learning intermediary is their greatest asset when it comes to meeting their climate goals. Webber believes, too, that schools would take better advantage of expanded-learning intermediaries if everyone spoke the same language. For example, “If a principal is being judged on their ability to reduce suspension rates,” she says, “then [the intermediary] should use that language” when discussing how training teachers on youth development practices could help motivate and engage youth, and provide positive strategies for conflict resolution that prevent suspension.

The Rhode Island Foundation’s Toby Shepherd also recommended that the expanded-learning field, “Engage local funders to help open doors between intermediaries and superintendents,” given that many local foundations already have longstanding relationships with both their districts and their local intermediaries.

With that in mind, the convening participants carved out another strategic focal point around piloting school climate walks with district administrators and faculty that would demonstrate what the field does well when it comes to creating a positive, safe, and supportive school climate after the bell rings. And while salsa lessons might not fit into English class, these climate walks would highlight the basic practices expanded learning employs to transform school climate, outlining how the same methods could be brought in the school day through joint professional development. Similarly, schools and intermediaries should define what positive school climate means together, especially when it comes to what she identifies as the key elements: Relationships, teaching and learning, environment, and safety. Taking it a step further, Webber said that she wants to see the Every Hour Counts Outcomes

Framework in schools as an alternative assessment strategy.

But where integrating social and emotional learning into the school day might be a long-term goal requiring additional data, extensive training, and a concerted communications effort, the field’s contributions to school climate are immediately visible to principals and are poised to serve as a solid in-road when it comes to demonstrating expanded learning’s relevance to K-12.

Moving Toward a Courageous Vision for 2025

As the two-day convening drew to a close, it became clear that to truly take its place at the national education table, expanded learning will need a strategy that asserts its distinct expertise and boldly expounds its benefits, successes, as well as identifies where and how it can move the nation’s educational goals forward. Again and again the group returned to the notion that the success of each of their interrelated imperatives—whether integrating with K-12, defining social and emotional learning, or taking equity in excellence to scale—hinged on the field’s ability to not only communicate its relevance, but to drive home the essential educational role it plays when it comes to youth success. Because, as Youthprise’s Wokie Weah noted, “You could design the best system, but it won’t work if young people aren’t at the center of your efforts.”

Looking toward the next ten years, Every Hour Counts and its partners and allies set their sights on the bold goal of creating a national standard for a seamless, full day of high quality learning for all youth. To accomplish this, they are determined to make youth development practices an essential element of the education reform landscape. As Every Hour Counts' Jessica Donner asserted, "We don't want to inform learning, we want to expand learning. We want to be the standard for what education looks like."

To be successful in this, the expanded-learning field will no doubt have to recruit new, key allies—in the form of school officials, civil rights activists, and others—who can help craft effective language and affect policy reform. Critically, Webber pointed out that Every Hour Counts will need to, "be willing to name hard things like race, gender, and class inequity that are at the root of what the field [seeks to] address, and then be courageous about proposing solutions."

In keeping with Karen Webber's advice, a set of concrete next steps naturally emerged at the conclusion of the event:

1. **Embolden our communications language to be explicit about our work to address inequities, and not shy away from reflective conversations about race and injustice.**
2. **On the policy front, continue our constant drumbeat to make expanded learning the norm, not the exception and to integrate the practices that we've developed in after-school hours into the school day. We will also advocate for a steady flow of funding that is guaranteed per student.**
3. **Bolster K-12 connections by working together with district superintendents to**

develop a multi-city bold summer effort that clearly demonstrates how the field's expertise undeniably complements K-12.

4. **Explore the intersection of school reform and expanded learning by piloting school climate walks led by youth development organizations and principals.**
5. **Continue nurturing practitioner and funder thought partner conversations to maximize our impact and potential in the next ten years.**

Crucially, for expanded learning to become the same household name that K-12 and charter schools are, it will have to create a clear visual for what it looks like, which also means creating a bold vision for what it does and does not stand for. In doing so, it will find the strategic new allies and stable funding streams that will help the field move into its 2025 vision of expanded learning as the norm, not the exception. Because all kids deserve to experience joy at school.

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Every Hour Counts: Expanding Learning, Expanding Opportunity

Every Hour Counts is a leading voice in promoting the work of building expanded-learning systems.

Every Hour Counts:

- Supports a community of practice by sharing promising practices and engaging in knowledge-sharing activities.
- Leads demonstration projects that test the feasibility of policy and practice concepts, and disseminates findings and tools for replication.
- Developed a Measurement Framework that describes common measures for outcomes at the youth, program and system levels. This framework provides a blueprint for coordinated accountability and improvement, so quality practices lead to measureable, improved outcomes for students.
- Catalyzes city-wide STEM initiatives in seven cities in partnership with the Noyce Foundation and STEM Next. These efforts shift a cultural mindset to make STEM an expectation in expanded-learning and bridge the informal and formal sectors through collaborative teaching.
- Advocates for policy change. We partnered with Congressional leaders to develop the “Community Partnerships in Education Act,” introduced by Congressman David Cicilline (RI) and Senator Sheldon Whitehouse (RI). This legislation resulted in a priority on partnerships and intermediaries in the Every Student Succeeds Act (ESSA).
- Convenes stakeholders to share knowledge and ideas. We host an annual national system-building institute that has attracted teams from more than 30 communities around the country.
- Provides local, customized technical assistance.

The Every Hour Counts coalition represents longstanding partnerships with more than 1,400 schools, districts, and community based-organizations that provide quality after-school and summer programming. Every Hour Counts partners support initiatives that reach more than 240,000 students each year.

Every Hour Counts partner organizations are:

- After School Matters, Chicago**
- Boston After School & Beyond**
- ExpandedED Schools, New York City**
- Family League of Baltimore**
- Nashville After Zone Alliance**
- Partnership for Children and Youth, Bay Area**
- Prime Time Palm Beach County**
- Providence After School Alliance**
- Youthprise, Twin Cities, MN**

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