Detroit Out-of-School Time Leadership Forum

Friday, March 9, 2018
8:30am - 2:00pm

#313TeamKids
Welcome and Purpose of Event

Terry Whitfield
Program Officer
The Skillman Foundation

Sara Plachta Elliott
Executive Director
Youth Development Resource Center
Opening Remarks

Tonya Allen
President and CEO
The Skillman Foundation
Presentation: Growing Together, Learning Together

Priscilla M. Little
Consultant
Forum for Youth Investment

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Growing Together, Learning Together: 
4 Key Elements of Out-of-School Time Systems

Priscilla M. Little
The Forum for Youth Investment
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
Harvard University's PEAR Holistic Student Assessment is aligned with the ACT Framework.

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<th>Achieve</th>
<th>Connect</th>
<th>Thrive</th>
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<td>Academic Motivation</td>
<td>Relationships with Peers</td>
<td>Perseverance</td>
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<td>Learning interest</td>
<td>Relationships with Adults</td>
<td>Optimism</td>
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<td>School Bonding</td>
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<td>Trying Hard in Math, Reading &amp; Writing</td>
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<td>Action Orientation</td>
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<td>School Attendance</td>
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<td>Emotion Control</td>
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<td>Expect to Graduate High School</td>
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<td>Assertiveness</td>
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Youth Outcomes Survey
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.”

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

“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?

More than half of cities surveyed are coordinating afterschool: 59-77 percent

Number of agencies, organizations involved in coordination: median of 20
Conditions for a Sustainable System

Ongoing strategic planning to respond to community needs
Support and professionalize the afterschool workforce
Commitment to data-driven decision-making
Youth and family voice in everything we do

Embrace a shared definition of quality
A commitment to equity and diversity
Use data for continuous improvement
Partnerships are essential to our success
The four elements of afterschool system building success

Strong leadership
Coordination that fits local context
Governance Structures for City Afterschool Systems: Three Models

**Public Agency**
- Led by mayor, superintendent or other city agency lead
- Organizational home is mayor’s office, school district or other city agency (e.g. libraries or parks and recreation)
- City examples: Nashville, New York City, Philadelphia, Grand Rapids, Oakland

**Network**
- Organizations designate single lead or leadership team
- No single organizational home; several organizations share management and oversight
- City examples: Denver, Louisville, Omaha, Saint Paul

**Nonprofit**
- Led by non-profit board of directors or someone designated by the board
- Organizational home is a single purpose or multiservice non-profit
- City examples: Baltimore, Jacksonville, Boston, Fort Worth, Providence, Palm Beach County

**Considerations:**
- There’s no “right” governance model. Choose the best one for your local context.
- Be clear on who’s responsible for leadership, oversight, and day-to-day operations.
- Don’t expect your model to look the same 10 years from now.
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

Free reports, toolkits, videos & more

wallacefoundation.org
Small Group Discussions
Share-Outs
Break
Panel: National Voices

Karen Pittman
President and CEO
Forum for Youth Investment

Chris Smith
President and Executive Director
Boston After School and Beyond

Mary Ellen Caron
CEO
After School Matters
Chicago, Illinois

Jessica Donner
Director
Every Hour Counts
(Moderator)

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The Path to Improved Outcomes Starts with Providing Education, Enrichment and Employment Opportunities powerful enough to literally Change the Odds for disengaged youth.

Commitments to equality, access and completion are important steps that can help youth move along the path.

More specific commitments to ensure equity, quality and readiness are needed to change the odds.
Beating the Odds vs. Changing the Odds

Supporting individuals

Strengthening systems
Effectiveness
Scale
Sustainability
Equity
The Journey from Inequality to Equity
It’s important to acknowledge and reduce all of the barriers to learning.

**Is Reducing Barriers Enough?**

We have to make sure we’re providing kids the opportunities they need to really be ready to play in the game. We have to talk about quality, and quantity and sustainability.
From Structures and Plans to Sustainable Solutions

- Coordinating Structure
- Comprehensive Plan

SUSTAINABLE FUNDING?

FIND

ALIGN

GENERATE

EVALUATE
The **Insulated** Education Pipeline

- Afterschool and Community Programs are a critical part of a complex set of supports
Panel: National Voices

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Director
Every Hour Counts
(Moderator)

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Luncheon Keynote Presentation

Dr. Nikolai Vitti
General Superintendent
Detroit Public Schools Community District

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Context and Background of OST System Building in Detroit

Terry Whitfield  
Program Officer  
The Skillman Foundation

Sara Plachta Elliott  
Executive Director  
Youth Development Resource Center

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Breakout Sessions

- Presidents Conference Center (2 groups)
- Escort Room, Room #331
- Navigator Room, Room #333
Breakout Session Share-Outs

Presidents Conference Center

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Closing Reflections

David McGhee
Program Director
Skillman Foundation

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**Please complete and submit the yellow feedback form that can be found in your folder**

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