Greenville Out-of-School Time Leadership Forum

Thursday, May 24, 2018
8:30am - 12:15pm

#OSTGVL

 Wifi Network: Kroc Center Wireless
 No Password Required
Welcome

Dr. Ansel Sanders
President and CEO
Public Education Partners
Opening Remarks

Meghan Barp
President and CEO
United Way of Greenville County

Jil Littlejohn
Mayor Pro Tem, City of Greenville;
President and CEO, Urban League of the Upstate

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Presentation: Growing Together, Learning Together

Betsy Brand
Executive Director
American Youth Policy Forum

Betsy Brand

American Youth Policy Forum
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.
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**

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

**LEADERSHIP**
There is no substitute for a committed mayor or superintendent, but for a system to thrive long term, all the major players need to “own” the effort to some degree.

**COORDINATION**
A system can be coordinated by a single public agency, multiple agencies working together, a nonprofit intermediary or a network of partners, depending on local needs.

**DATA**
Gathering and sharing data on a large scale takes both technology to track and organize information and a skilled staff to interpret and act on it.

**QUALITY**
Cities must decide what quality means to them, how “high stakes” to make their assessments and how to support continuous improvement of programs.

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

Knowledge Center
Explore the topics below to learn about Wallace’s strategies for promoting change, discover research reports and practical tools, and find information about our grantees.

PRIMARY TOPICS
School Leadership • After School • Arts Education • Summer and Expanded Learning • Audience Development for the Arts • Advancing Philanthropy •

OTHER TOPICS
Adult Literacy • Libraries • School Counseling • Teacher Recruitment • Urban Parks •

School Leadership
Principals are key to turning around city schools. Districts, universities and states all play major roles in helping them succeed.
Learn more about School Leadership •

After School
Coordinating the work of nonprofits, schools, parks and other groups can strengthen learning and enrichment for kids beyond the school day.
Learn more about After School •

Arts Education
School districts can work with cultural organizations and other groups to provide more and better arts education to all kids.
Learn more about Arts Education •

Summer and Expanded Learning
School districts and nonprofits can  “think outside the clock” to give kids more time for learning during summer and the school year.
Learn more about Summer and Expanded Learning •

Free reports, toolkits, videos & more

wallacefoundation.org
Panel: National Voices

Suzette L. Harvey
President/CEO
Prime Time Palm Beach County, Inc.

Terry Peterson
National Board Chair, Afterschool Alliance; Senior Fellow at the Riley Institute and College of Charleston

Bela Shah Spooner
Manager, Expanded Learning National League of Cities

Dr. Ansel Sanders
President and CEO
Public Education Partners (Moderator)

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Overview of Prime Time Palm Beach County
Suzette L. Harvey, President/CEO

Greenville Out-of-School Time (OST)
Leadership Forum
May 24, 2018
About Prime Time

Well-established system-builder founded 2000
Serves more than 20,000 youth annually (K through 8th grade)
Serves more than 1,900 practitioners with professional development opportunities and events
Serves more than 200 OST programs annually
Palm Beach County OST System

Out-of-school Time Programs

Expert Content Providers
The more youth participate in high quality OST programs, the greater they benefit. Greater attendance and stronger participation are linked to positive academic, social and behavioral outcomes.

(Durlak, Weissberg, and Pachan, 2010)
• Participation in the Quality Improvement System (QIS) is linked to higher quality.
• Longer-term QIS programs demonstrate higher quality than programs that are newer to the system.
• Quality of programs improved when specific areas of focus were chosen.
Benefits For Youth

• Youth at higher quality programs in the QIS are more likely to move to the next grade on time (AIR, 2014).
• Expanding Learning Opportunities are highly engaging, foster positive relationships and help build social and emotional skills.
• Youth at higher quality programs in Palm Beach County show increased growth in social and emotional skills.
Mission

To strengthen and promote cities as centers of opportunity, leadership and governance

Working in partnership with 49 state municipal leagues and serves as resource to and advocate for >19,000 cities, villages and towns
Helping city leaders take action on behalf of the children, youth and families in their communities

Institute for Youth, Education, and Families

Early Childhood Success  Health & Wellness  Economic Opportunity & Financial Empowerment  Education & Expanded Learning  Youth & Young Adult Connections
The Ten C’s of Mayoral Leadership

- Catalyst
- Champion
- Commander in Chief
- Convener/Community organizer
- Coordinator
- Common ground setter
- Collaborator
- Conviner
- Commits resources
- Creates visibility
- Offers Carrots - incentives
Municipal Engagement in Afterschool Makes Sense

- Park and Recreation Departments
- Police Departments/Juvenile Courts
- Libraries
- Mayor’s Youth Councils
- Arts Commissions
- Museums
- Community Policing/ Police Athletic Leagues
- Fire, Public Works, Health and Environment Departments
- Workforce Investment Boards
City-level Action Steps to Promote a Citywide Afterschool System

- Broaden access
- Assess local resources
- Improve quality
- Align in-school with afterschool learning
- Develop governance structures
- Align city resources
- Finance citywide systems
- Encourage family and youth engagement
- Map afterschool landscape
- Identify gaps and build public will
Economic Development has been the #1 priority for mayors four years in a row.

NLC State of the Cities 2017 Report

Economic Development has been the #1 priority for mayors four years in a row.
Skills Employers Want

Specialized Skills
Software Skills
Foundational Skills

Source: Georgetown Center on Education and the Workforce
Working families depend on their communities’ *afterschool and summer program infrastructure* to develop young people’s skills to strengthen our nation’s economy.
Bela Shah Spooner
Manager, Expanded Learning
Institute for Youth, Education, and Families
National League of Cities
202-626-3057
spooner@nlc.org
Break
Panel: Local and Regional Partners

Whitney Hanna
Coordinator of Community Collaboration & Institutional Advancement
Greenville County Schools

Catherine "Cathy" Hendrix
Vice President, Senior HR Manager
Metro Mid South
TD Bank

Dr. Charlotte McDavid
Executive Director for Academic Innovation and Technology
Greenville County Schools

Susi Smith
Executive Director
Communities in Schools of Greenville

Cathy Stevens
Program Director, White-Riley-Peterson Afterschool Policy Fellowship
Center for Education Policy and Leadership, The Richard W. Riley Institute at Furman

Zelda Waymer
Executive Director
South Carolina Afterschool Alliance
Next Steps
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