How OST Systems Support Saturation

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Agenda

• Brief overview of what an OST system is and does

• Learn about how three different OST systems approach quality improvement

• Reflect on and refine your approach to program quality improvement
City Afterschool Systems
Bringing Together Community Resources to Improve Youth Outcomes

What does it do?

- Creates a vision for afterschool programming, how it contributes to community goals for youth, and lays out strategies for achieving it.
- Defines what a high-quality program is, helps programs assess and understand quality, and facilitates training for program staff.
- Addresses barriers to program participation and targets resources to expand options in underserved communities.
- Collects and analyzes data from programs and schools to improve program quality and youth outcomes. Uses data to inform decision making and communications.
- Advocates for resources and policy change to expand and enhance programs, and promotes public support for programs.
- 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
An OST system can help with saturation

Where and When Learning Happens
Expanding our understanding of all the places and times young people grow and learn

National Commission on Social, Emotional and Academic Development
Youth Development Work Group
Building Partnerships Issue Brief
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.
Denver Afterschool Alliance

DAA’s Mission: To develop a sustainable, citywide system to increase access to and participation in quality afterschool programs to keep Denver’s youth safe, inspire them to learn and prepare them for the future

Denver Afterschool Alliance Board
Co-chair Model
• Executive Director, Office of Children’s Affairs
• Chief of Staff, Denver Public Schools

Shared Staffing
• 3 Core staff members
• 6 Support staff
Denver Afterschool Alliance

How do we support Program Quality?

Tools:
- Youth Program Quality Assessment (YPQA)
- Survey of Academic and Youth Outcomes (SAYO)
- DESSA
- Content-Specific Provider Youth Survey
- DAA Pillars
- Community Partnership System

Supports:
- Professional Learning Communities
- Planning with Data
- DAA coaching
- Professional Development opportunities
  - Denver Quality Afterschool Connection (DQUAC)
  - Weikart and other
Denver Afterschool Alliance

Comprehensive vs. Content-Provider Makeup
Denver After School Alliance’s Membership Levels

**TRAILBLAZE**
Providers at this level are deeply engaged with DAA and the Continuous Quality Improvement (CQI) system. They receive the greatest benefits, with opportunities to showcase leadership in the field.

**VENTURE**
At this level, organizations are accessing valuable tools and supports to drive program quality and have integrated the CQI system into their organization.

**EXPLORE**
This level is for organizations just beginning their journey with the CQI system of supports.
The Youth Development Resource Center (YDRC) supports a network of Detroit area youth development providers to strengthen their individual and collective impact on youth through shared measurement, continuous quality improvement, professional development, and advocacy.

We accomplish this through efforts to:

- MEASURE
- IMPROVE
- CONNECT
- ADVOCATE
**Mission:** To improve the quality of Detroit-area youth-serving organizations to maximize their impact on youth and to advocate for accessible high-quality youth development opportunities.

**Vision:** To connect all Detroit-area youth to high-quality youth development opportunities that grow their capacities to thrive in school and life.

**YDRC Advisory Board**
- 2 Providers
- 3 Funders
- 1 Communications Strategist
- 2 Forum/Weikert reps

**Staffing**
- 4 Core staff members
- 2 Core contractors – Senior Quality Coach and Operations and Data Assistant
- 15 external assessors, 6 coaches, 2 youth Work Methods trainers
YDRC supports Detroit area youth development providers through efforts to:

**MEASURE**

Strengthen the ability of youth development organizations to use standardized data and best practices that allow quality and impact to increase.

**IMPROVE**

Offer and connect youth development professionals to learning that strengthens their skills to implement high-quality youth programming that is safe, supportive, engaging, and skill-building.

**CONNECT**

Convene networking and peer learning opportunities for professionals to build relationships and partnerships, connect to local resources and national best practices, and share lessons learned.

**ADVOCATE**

Champion quality and equity so that more children across the Detroit area can access high-quality youth development opportunities.
How does YDRC work with youth development providers?

**FIRST:** COMMIT TO QUALITY YOUTH DEVELOPMENT PRACTICE

- Understand and adopt the Quality Standards for Youth Development Programs
- Connect to state-level standards and credentials

**NEXT:** MEASURE AND DEMONSTRATE QUALITY AND IMPACT

- Data-informed continuous quality improvement

**FINALLY:** DEEPEN YOUTH AND ADULT SKILLS

- Invitation-cohorts: SEL practices and College Success currently
Providence After School Alliance

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 help close persistent opportunity gaps by expanding and improving quality after school, summer and other expanded learning opportunities for all the youth of Providence by organizing a sustainable public-private partnership that contributes to student success and serves as a national model.

In a City of 24,000 public school students PASA’s public private partnership serves 1,800 middle and high school youth each year. In 14 years PASA has served over 15,000 youth.
Quality Improvement System

- Shared definition of quality
- Research-backed practices
- Data management
- Program assessment & evaluation with validated tools
- Professional development & quality coaching

High quality programming
- Highly trained and committed staff

- Meeting the needs of families and youth
- National recognition
PROVIDENCE AFTER SCHOOL ALLIANCE STRATEGIC FRAMEWORK February 2019

Vision: All youth experience a range of quality after-school, summer, and other out-of-school time (OST) that promote their intellectual, creative, and healthy development.

Mission: To help close persistent opportunity gaps by expanding and improving quality after school, summer and other OST learning opportunities for all 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

Provide Providence youth with a continuous pathway of high-quality after-school summer learning experiences from 8th grade through 12th grade, to support the development of essential skills and competencies that will equip them for success in school, work, and life.

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 gradeprofile core skills.

Sustain PASA as an effective, innovative intermediary that operates an exemplary public-private OST system, with impact in Providence and as a national leader.

Strategic Priorities

Program Priorities
- Sustain and deepen AfterZone as a 4-season strategy for middle school
- Refine and deepen the high school model to expand to more high schools
- Develop an 8th to 9th grade transition strategy that acknowledges the AfterZone as a foundation and a bridge

Capacity Building and Operations Priorities
- Refocus efforts to build the capacity of staff and providers to deliver impactful quality MS programming
- Refine and strengthen internal data capacity
- Develop a sound operations plan to guide the work

Systems and Partnership Priorities
- Strengthen connections with key stakeholders including workforce and district leadership
- Create annual communications plans to promote shared understanding of the value of OST and PASA's system with all of its partners, families, and youth
- Contribute to national, regional and local field-building efforts

Program-level Outcomes
- Middle school students have year-round access to OST programs
- A clear and intentional pathway exists that bridges 8th to 9th grade OST programming
- A high school model exists to support career pathways in more high schools
- Program providers understand and are trained to use data for decision-making and to improve instructional quality

System-level Outcomes
- Public understands and values OST and that PASA is critical driver of student success
- A HS badge system is recognized by key stakeholders as a credible way to talk about and demonstrate skills and competencies of youth
- PASA has a sound operations plan to guide its work, including an adequate staffing plan
- Diverse public-private funding, with a larger individual donor base
- PASA is a leader, field-builder, and innovator
- A more diverse set of advisors is tapped to help PASA with core strategies as needed

Long-Term Youth Impacts

Short-Term Youth Outcomes
- Increased participation and retention in quality AfterZone, high schools, and summer learning opportunities.
- Improved levels of engagement in learning.
- Improved student attendance
- More youth graduating on time.

PASA's believes that strong programs, supported by an effective city-wide system, are necessary to effect meaningful student change. Its dedication to youth is driven by these core values:
- A commitment to authentic youth voice
- Shared and distributive leadership
- Public-private partnerships, including the City and the District
- Keeping youth at the center of everything we do
- Getting and using data for accountability, transparency, and continuous improvement
- Cultivating a stable, well-trained youth workforce
PASA’s Outcomes Framework

SYSTEM LEVEL
- YouthServices.net: Real time data management tool
- RIPQA: 21st Century Community Learning Center Programs
- Quality Department

PROGRAM LEVEL
- Program Observations: Youth Program Quality Assessment (YPQA)
- Informal Program Checklists
- Professional Development & Training Cycle: Includes planning hours & curricular feedback
- Educator Focus Groups & Learning Communities
- RFP & Review: Three times per year

YOUTH LEVEL
- Youth Assessments: Survey of Academic & Youth Outcomes (SAYO) & Holistic Student Assessment (HSA)
- Youth Focus Groups & Educator Surveys
- Badges
- Rubrics

Mixed methods approach to capture multiple “voices” or perspectives

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Aligning Expectations
Discussion
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