Helping Youth Succeed Through Out-of-School Time Programs

AMERICAN YOUTH POLICY FORUM

Bridging Youth Policy, Practice, and Research

Mission:

To improve opportunities, services, and life prospects for youth, we provide learning experiences for national, state, and local policymakers and practitioners.

The American Youth Policy Forum (AYPF), a nonprofit, nonpartisan professional development organization based in Washington, DC, provides learning opportunities for policymakers, practitioners, and researchers working on youth and education issues at the national, state, and local levels. AYPF's goal is to enable participants to become more effective in the development, enactment, and implementation of sound policies affecting the nation's young people by providing information, insights, and networks to better understand the development of healthy and successful young people, productive workers, and participating citizens in a democratic society. AYPF does not lobby or advocate for positions on pending legislation. Rather, we believe that greater intellectual and experiential knowledge of youth issues will lead to sounder, more informed policymaking. We strive to generate a climate of constructive action by enhancing communication, understanding, and trust among youth policy professionals.

Founded in 1993, AYPF has interacted with thousands of policymakers by conducting an average of 40 annual events such as lunchtime forums, out-of-town field trips, and foreign study missions. Participants include Congressional staff; federal, state, and local government officials; national nonprofit and advocacy association professionals; and the press corps. At forums, these professionals interact with renowned thinkers, researchers, and practitioners to learn about national and local strategies for formal and informal education, career preparation, and the development of youth as resources through service and skill development activities. Study tour participants visit schools undergoing comprehensive reforms, after-school and community learning sites, and youth employment and training centers, where they learn experientially from the young people and adults in the field.

AYPF focuses on three overlapping themes: Education, Youth Development and Community Involvement, and Preparation for Careers and Workforce Development. AYPF publishes a variety of nationally disseminated youth policy reports and materials. Many of these publications may be found on our website, www.aypf.org.

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Executive Summary

As communities seek to improve the opportunities for young people to develop skills, they are turning to innovative programs offered during nonschool hours or in venues that parallel traditional high school. Out-of-school time (OST) programs and activities occur afterschool, on evenings and weekends, and during the summer. These activities are housed in various locations, both in schools and in the community. They provide youth with an opportunity to develop academic and other skills in a wide range of domains by offering high interest activities.

For the past two years, the American Youth Policy Forum (AYPF) has gathered information on OST programs around the United States by conducting a literature review, visiting communities, and inviting national experts and innovative program leaders to share their knowledge of such programs.

It is clear to us that OST programs are an essential component in any strategy to improve the life chances and outcomes for youth, particularly disadvantaged youth. Out-of-school time programs add productive time to the day and year for young people to develop a myriad of important skills, to supplement academic learning, to connect with caring adults, and to support their healthy development. As high school reform becomes paramount, OST programs must be viewed as a rich resource in the struggle to improve learning for high school-aged youth.

Based on our review of relevant research on OST programs, we would make the following observations:

Evidence suggests a correlation between frequent attendance in OST activities and positive outcomes, including an increase in academic achievement, school attendance, time spent on homework and extracurricular activities, enjoyment and effort in school, and better student behavior. Out-of-school time programs improve engagement in learning by helping young people build stronger relationships with adults, foster better work habits, and increase feelings of personal efficacy and higher educational aspirations. Research also shows that OST programs can increase educational equity by providing socio-economically disadvan-

taged youth with experiences that their more affluent peers access through other sources. They also offer students opportunities for leadership and mentoring, and OST programs can provide situations where young people are subject to high expectations by staff, a feeling students may not encounter during the school day.

High-quality out-of-school time programs are supportive contexts for youth development and offer excellent opportunities for youth to develop skills in supervised, safe, and engaging environments. With standards-based reform, traditional high schools are focusing more on academics and less on the development of other important skills, and some young people have few opportunities to develop and gain skills beyond what they learn in school. Fortunately, many young people are able to acquire new skills and knowledge and develop new interests and talents in the OST hours. Researchers have found that youth who participate in OST programs change positively with regard to behaviors, attitudes, and self-esteem. More specifically, OST programs are most likely to positively impact young people's interpersonal and intrapersonal skills and reduce problem behaviors.

Older youth will participate in OST activities if the programs are designed for their age group, employ effective recruitment strategies, and offer high interest activities. Programs that are designed for elementary and middle school students will not necessarily attract older youth. Programmatic elements and outreach strategies must be geared for the needs and interests of older youth and should not be combined with programs for younger children.

Many funding sources support OST programs, but much work remains if children and youth are to be ensured a continuum of supports and services appropriate to their needs and throughout their development. The OST field is fortunate to have a dedicated federal funding stream like the 21st Century Community Learning Centers of the No Child Left Behind Act. But funding for OST programs is also available from various federal programs for child care, compensatory or remedial education, assistance to families on welfare, and community and workforce development. Other funds come

from local parks and recreation programs and from federal, state, or local agencies that seek to prevent violence, delinquency, drug use, school dropouts, or other negative youth-oriented problems. These public funds are combined in innovative ways and are often supplemented by local private foundations, corporate funding, and in-kind contributions from businesses or individuals. With all of these various sources of funds to negotiate, however, it takes dedicated and innovative program directors to identify the funding sources and combine them to meet the needs of their specific community.

The quality of OST programs depends largely on the quality of the staff and leaders. Program leadership must hire staff that can develop positive relationships with youth, provide challenging and interesting activities, and facilitate youth participation and provide ongoing professional development. Individuals who are committed to and engaged with the program are essential for its success; most youth say they participate because of the caring staff or personal mentoring relationships. However, if the appropriate infrastructure is not in place to support youth workers, they can "burn out," and frequent staff departures can diminish the quality of the program.

In addition to these general findings on OST programs, AYPF has identified a number of program characteristics that seem to be successful in helping young people develop academic, workforce, and life skills, such as:

- Many OST programs are closely linked to the middle or high school that students attend, and activities are designed to reinforce and supplement academic learning. Curriculum at one OST site includes intensive tutoring that connects to academic work covered during the school day to enrich student performance. Students who are not performing at high enough levels also receive academic intervention.
- Some OST programs are designed to compensate for schools that fail to prepare young people to meet high standards. One OST program is intentionally designed to "teach what the day teachers did not teach in core academic areas," as a way to help disadvantaged youth access college.
- Out-of-school time programs focus on the development of workforce and employability skills, supplementing academic learning and giving youth a chance to develop skills they may not

learn during school hours. One program helps students learn how to work with business mentors and write and implement business plans. Several students have been given grants to set up a business account and buy a computer, and a few have turned a profit.
- Out-of-school time programs blend the concept of working and providing service to others. In one OST program, bilingual teen tutors are trained to provide academic and cultural orientation and tutoring to recent immigrant youth at the local high school. The tutors, who are paid the minimum wage, are themselves predominantly immigrant teens that have successfully made the cultural transition to life in the United States. The relationships formed between tutors and the newly-arrived students help bridge the academic and social gaps faced by immigrant youth.
- Numerous OST programs provide more than just one kind of programming. Several programs offer holistic approaches that include educational, recreational, health, and social services. In addition, staff are often available to help youth with major life issues, and one OST staffer joined a teen mother participant at the hospital when her baby was born.

While OST programs are busy helping young people learn new skills and expand their horizons, they are often confronted by serious challenges in terms of daily management and survival. Many OST programs report difficulty in hiring and retaining trained staff and providing or identifying high quality professional development opportunities focused on the needs of youth workers. Funding, as mentioned previously, remains a big concern. Stable funding is needed to ensure ongoing professional development, building the OST infrastructure, and to support research. Another challenge relates to evaluation and accountability of programs. It is difficult for most OST programs to conduct evaluations, as their main focus is on providing direct service to youth. However, when OST programs do conduct evaluations, there is often confusion about the accountability measures: should they be measuring academic improvement solely (as many educators seem to think) or also consider the development of other skills?

From our review of OST programs for older youth, we have developed a number of recommendations aimed at policymakers who support OST programs and practitioners in the field. **Our recommendations for policymakers include:**

- Policymakers need to consider how OST programs can provide various forms of support for adolescents, especially as high school reform gains prominence at the state and national levels.
- Policymakers need to acknowledge that young people must develop skills beyond just academics, and OST programs are an excellent venue for this broader skill development.
- Out-of-school time programs should be held accountable for reasonable outcomes related to academic and social/behavioral growth.
- Policymakers should avoid rigid funding, programmatic, or accountability structures that might inhibit innovation.
- Policymakers should increase support for more and higher quality OST programs for older youth through various funding sources.
- Incentives should be created to encourage 21st Century Community Learning Center programs and Supplemental Education Services providers under the No Child Left Behind Act to increase programming aimed at improving literacy and math levels of middle and high school students.
- Common data and reporting systems, definitions, eligibility criteria, and accountability measurements would encourage more cross-sector collaboration and partnerships.
- Policymakers should acknowledge the important role intermediaries play by recognizing or naming them in legislation as eligible grantees.
- Policymakers should support additional research to determine the impact of OST programs on older youth.

Recommendations for practitioners include:

- Out-of-school time programs for older youth need to look very different than the middle or high schools the young people attend. The foundation for any successful OST program must be positive youth development principles.
- To retain older youth, OST programs must offer a menu of activities, with many high-interest programs.
- Out-of-school time program leaders and staff need to develop strong partnerships with the administrators and teachers of the nearby schools.
- When OST programs employ teachers from the local schools, it is critical that the teaching methods are interactive, youth-led, and relevant, not a continuation of regular academic classes.

- Out-of-school time programs must hire staff who want to work with adolescents.
- Older youth participation in OST programs can be strengthened through parental and family involvement.
- Out-of-school time programs should keep track of the youth in their programs and provide follow-up support after they have left the program.
- Out-of-school time programs should focus on evaluation as a tool of self-improvement, use a range of evaluation tools to collect data, and use a variety of measures to determine effectiveness.

As more attention is focused on the needs of adolescents, policymakers and practitioners need to draw upon the body of knowledge that exists on the benefits of OST programs as well as the practical experience of the OST field.

Background

For over a decade, the American Youth Policy Forum (AYPF) has worked to bridge youth policy, practice, and research as they affect youth through their participation in multiple youth-serving systems. These systems encompass precollege education (both school-based and community-based), postsecondary education, career preparation, civic engagement, out-of-school time learning, national and community service, juvenile justice, foster care, and a myriad of other interventions and opportunities that lead to the healthy development of young people.

Because youth participate in and are served by numerous, often disconnected systems, including those impacting them indirectly through their families and communities, AYPF creates venues where representatives of youth-serving sectors can come together with policymakers and researchers to learn from each other. AYPF believes that, over time, an exchange of knowledge will allow for a more comprehensive and coherent system of supports for youth development. Such a system or set of systems, we hope, will be supported, reinforced, and strengthened by its many parts and embrace common and overlapping expectations and goals for youth. Adult providers and volunteers should have access to a common core of knowledge—theory, research, and promising practices—about how to help young people succeed. Young people should experience a continuum of quality services and opportunities that facilitate their transition to productive adult roles. Out-of-school time (OST) programs and activities are a vital component of this system.

With support from the Charles Stewart Mott Foundation, AYPF was able to focus on the contributions of OST programs and activities to the healthy development and academic preparation of youth. Over the past two years, AYPF reviewed relevant research, gathered information on best practices, made site visits to promising OST programs (Baltimore, New York, Philadelphia, San Francisco, and Long Beach), and invited nationally-renowned researchers, policymakers, and practitioners to share their knowledge on OST programs with the national youth policy community. Funding from the Mott Foundation also allowed AYPF to organize and hold forums on the quality of OST programs; outcomes for youth who participate in OST programs; and the role of states, national youth-serving organizations, and community-based organizations in serving older youth through OST programs.

This paper reviews the current research and literature on OST programs especially with regard to their effectiveness; explores the range of OST programs and activities as employed by the various youth-serving sectors; considers the untapped possibilities of OST programs to meet the needs of young people, including academic enhancement, career and college preparation, leadership development, and civic engagement; and provides policy guidance on how to support and sustain high quality OST programs as part of a system of supports for older youth.

Definition of Out-of-School Time Programs

*The term **Out-of-School Time** (OST) as used in this report encompasses both traditional programs operating during afternoon hours and more comprehensive efforts that respond to the needs of children, youth, and parents during evenings, weekends, summers, and holidays by offering activities that help youth grow, learn, and develop.*

The National Institute on Out-of-School Time (NIOST) defines out-of-school time as encompassing "a wide range of program offerings for young people that take place before school, after school, on weekends, and during the summer and other school breaks" (NIOST, 2000, p. 1). Typically these programs are designed to provide safe places for young people, opportunities for experiencing consistent relationships with peers and adults, and unstructured play and physical recreation. These programs also help young people develop skills and explore interests, enhance life skills and positive character traits, and strengthen academic skills.

The term OST represents a shift from "afterschool," which is often focused more narrowly on providing academic assistance and a safe place for children ages 5-14 in the nonschool hours, typically from 3 to 6 p.m., in school- or community-based settings. Out-of-school-time programming is a more inclusive term that includes efforts to comprehensively and holistically serve young people while contributing to positive youth outcomes.

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Definition of Out-of-School Time Programs
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In addition to the goals mentioned above, OST programs may seek to provide youth with a sense of belonging, to help them develop leadership skills, to provide for their input and decision-making ability in programs, as well as to offer challenging and interesting activities (Gambone & Arbreton, 1997). Some OST programs focus on specific topics such as arts and crafts, tennis or basketball, singing and dancing, or math and science. Others integrate a broad selection of activities including academic enrichment, physical activities, cultural awareness, and community service (Peter, 2002). Still other programs provide youth with opportunities to learn about and prepare for college, earn valuable employment experience through organized internships and work-based learning, work with younger children or seniors, and in some cases earn stipends and wages. OST programs are sponsored by a wide variety of organizations, including schools, community- and faith-based organizations, libraries, museums, municipalities, youth-serving organizations, and volunteer groups.

Introduction

We are the sum of our many experiences. Our experiences at home, at school, at work, and in our leisure time help form and shape our values and beliefs and contribute to the development of the knowledge, skills, and abilities we need to be successful in life. These opportunities to develop and grow are especially critical during adolescence when young people are seeking to make sense of the world and their place in it.

Ideally, when policymakers think of ways to help young people prepare for further learning, civic engagement, and careers, they would consider this wide range of experiences and how to shape or support positive youth outcomes. In reality, however, they most often focus solely on what takes place within a school during school hours. AYPF believes this perspective should be expanded so that policymakers take a larger view of the many opportunities, both in-school and out-of-school, for youth to develop skills.

There are several legitimate reasons why many policymakers focus on school hours to the exclusion of what happens outside the school day. Perhaps the most obvious reason for focusing solely on the school day is that we actually know (at least for most students) where they are and what they are doing. We think we know how to make those hours productive (although the high dropout rates and lack of student engagement should be clues that we have a long path to travel to make high schools work for all youth). It is easier, from a policy perspective, to think about how to better structure the in-school hours, simply because there is an existing structure. Students in OST programs and activities are served by multiple providers (community- and faith-based organizations, social and health organizations, youth clubs and organizations, government programs). The lack of a consistent structure for OST activities, compared with the familiar structure of schools, makes policy development much more challenging.

Furthermore, policymakers focus on what happens to youth during the school hours, because there is data to track progress. The amount of data focusing on student performance in school continues to grow. Grades, high school exit exams, state account-ability systems and standardized tests required by the No Child Left Behind Act, national and international report cards on math and science, and more accurate high school dropout rates provide evidence of adolescent performance. Regardless of one's opinion of their value, these kinds of data provide policymakers an evidentiary base to serve as a starting point for conversations on school improvement. But because the data are almost entirely academically-based, the resulting policy conversations are generally limited to what can be done during school hours to improve basic skills like math and reading. They do not extend to the development of more difficult to measure, but critically important, leadership, employability, civic, or social skills. Policy discussions rarely imagine the possibility of extending academic learning to other venues (OST or alternative settings). While there is increasing evidence to demonstrate that OST programs and activities lead to positive youth outcomes, including academic outcomes, many policymakers are unaware of the research. There is also a lack of quality and efficient assessments that measure other important, nonacademic skills, making it more challenging to show the benefits of OST programs to policymakers.

The current emphasis on high school reform, which is sorely needed, is understandably aimed at what happens to young people during the school day and has not yet begun to take into account, in serious ways, the learning and development that occurs out-of-school or in alternative education settings. We feel that any discussion of high school reform must be aimed at improving the learning experiences for high school-aged youth, regardless of where they learn and develop their skills. Since we all say we want youth to be not just academically prepared, but prepared for lifelong learning, high skilled careers, and civic and social engagement, we should look at how to help young people develop these skills—many of which can only be developed in nonschool settings. Clearly, schools cannot and should not be expected to do this job alone. Out-of-school time activities and programs have a great deal to contribute to the high school reform discussion and need to be viewed as a critical resource in helping youth develop academic and nonacademic skills alike.

Research indicates that OST programs do much more than keep young people safe and out of trouble. When implemented well, they can promote greater student engagement in learning and, as a result, higher academic achievement. They do this in a variety of ways: by providing different venues and environments for students to practice academic skills learned in the classroom, by creating enriched contexts for expanding students' knowledge base, by extending opportunities for time and attention devoted to mastering skills, and by accelerating learning.

Out-of-school time programs offer great potential for improving and augmenting the education of disadvantaged students and helping to improve the performance of low-performing schools. OST can be a critical partner in approaching the goal of equitable experiences for youth who live in socioeconomically disadvantaged communities and attend under-resourced schools. OST programs can provide the academic, cultural, and socially enriching experiences that schools either cannot or choose not to provide. OST programs often are able to compensate for low standards and expectations in local schools.

Given this reality, there is little room in the conversation for speculation on whether it is academics or rather youth development that should be the focus of OST programs, as has often been the case. This perceived split between academics and youth development is a false dichotomy. Academic preparation is a key part of youth development and should not be viewed as an activity unrelated to the development of young people. For both school-based learning and OST programs, youth development with strong academics must be the foundation.

As policymakers consider how to improve the learning experience for high school-aged youth, OST programs and activities should be seen as a vital contributor to improving youth skills and outcomes. We hope this publication will help policymakers learn more about research on the effectiveness of OST programs and how they contribute to positive skill development for youth; what some of the more advanced communities around the United States are doing to integrate OST programs into their vision for the healthy development of their youth; and recommendations on what policymakers and practitioners can do to institutionalize high quality out-of-school time programs for youth.

PART I:

Research on Out-of-School Time Programming for Youth: A Literature Review

Several of the observations from the 2003 American Youth Policy Forum report, *Lessons Learned About Effective Policies and Practices for Out-of-School-Time Programming*, acknowledged a lack of scholarly material on out-of-school time (OST) activities for older youth. The growing dialogue on high school reform, however, has raised the profile of OST activities for older youth, and recent scholarly publications have confirmed this connection. This section provides an overview of relevant research on the benefits of OST programs, participation by older youth in OST activities, funding for OST programs, and the importance of well-trained staff.

Benefits of Out-of-School Time Programs

There is evidence to suggest a correlation between frequent attendance in OST activities and positive outcomes (Lauver, Little, & Weiss 2004). Out-of-school time participation is associated with an increase in academic achievement, school attendance, time spent on homework and extracurricular activities, enjoyment and effort in school, and better student behavior (Anderson-Butcher, Newsome, & Ferrari, 2003). Participation is also connected with a stronger self-image, positive social development, and reductions in risk-taking behavior (American Youth Policy Forum, 2003).

Out-of-school time programs improve engagement in learning by helping young people build stronger relationships with adults, foster better work habits, and increase feelings of personal efficacy and higher educational aspirations. Research also shows that OST programs can increase educational equity by providing socio-economically disadvantaged youth with experiences that their more affluent peers access through other sources. They also offer students opportunities for leadership and mentoring. Out-of-school time programs can provide situations where young people are subject to high expectations by staff, a feeling students may not encounter

during the school day. Additionally, OST participants acquire the "new basic skills" such as literacy, numeracy, teamwork, problem solving and analysis, communication, working with diverse people, and technology skills (American Youth Policy Forum, April 20, 2004).

Researchers have found that youth who participate in OST programs change positively in several different ways, such as behaviors, attitudes, academic performance, and self-esteem. More specifically, OST programs are most likely to change young peoples' interpersonal and intrapersonal skills, self-esteem, and problem behaviors. The greatest results are associated with structured OST programs, with these programs producing twice the benefits of unstructured programs (Durlak, J.A., & Weissberg, R.P., 2005).

A 2001 survey commissioned by the YMCA of the USA (2001) found that high school students who participate in OST activities do better in school than students who do not participate. Whereas three in four teens (76%) supervised every day afterschool are A or B students, only 58% of teens left unsupervised four or five days earn such high marks. Teens left unsupervised at any point during the week (9%) are more than four times more likely to be D students compared to students supervised every day (2%). Teens unsupervised four or five days afterschool during an average week (13%) are more than six times more likely to be D students than teens supervised every day (2%).

Out-of-school time programs have other benefits beyond school success. Fight Crime: Invest in Kids, an anti-crime group of over 2,000 police chiefs, sheriffs, prosecutors, victims of violence, youth violence experts, and leaders of police associations, argues that the period from 3 to 6 p.m. is the peak time teens commit crimes, are victims of crime (Fox, 2003), are in or cause a car crash (Rice, 2000), and smoke, drink, or use drugs (Richardson et. al., 1989). "Quality youth development programs can cut crime immediately and transform this prime time for juve-

nile crime into hours of academic enrichment, whole-some fun, and community service. They protect both kids and adults from becoming victims of crime, and cut teen pregnancy, smoking, and drug use while they help youngsters develop the values and skills they need to become contributing citizens" (Fox, Flynn, Newman, & Christeson, 2003).

Adolescents who are unsupervised during the afterschool hours are 37% more likely to become teen parents (US Department of Education, 2002), but the Afterschool Alliance reports that OST programs are a successful way of preventing teen pregnancy. Programs can encourage good decision-making, offer health education, and provide youth with positive role models in a supervised setting during the OST hours. Pregnancy prevention programs encourage youth to make good decisions and aim to raise youth awareness about the risks of sexual involvement through education and discussions regarding their health.

Out-of-school time programs run by the Boys & Girls Clubs of America in select New York City housing projects witnessed significant drops in drug use, presence of crack cocaine, and police reports of drug use. Drug activity decreased by 22%, juvenile arrests dropped by 13%, and vandalism in the public housing developments decreased 12.5%. Concurrently, parental involvement increased, compared to public housing developments not selected to implement the program (Mason-Dixon Polling and Research, 2002).

Studies have also found a correlation between OST programs and community regeneration. A Nellie Mae Education Foundation report found that, "Young people aren't the only ones to benefit. Afterschool programs have been referred to as 'the new neighborhood.' Positive effects extend to families, employers, and communities. Research indicates that investments in afterschool programs for youth are likely to have benefits that far outweigh the costs" (Miller, 2005).

Out-of-School Time Programs and Older Youth

Adolescence is a period with distinct developmental needs that youth strive to meet in their transition from childhood to adulthood. Research has shown that young adolescents need opportunities for physical activity, development of competence and achievement, self-definition, creative expression, positive

social interaction with peers and adults, a sense of structure and clear limits, and meaningful participation in authentic work (Dorman, 1985). With schools increasingly focusing on academic achievement, out-of-school time activities provide essential opportunities for youth to have vital developmental experiences. Researchers and policymakers refer to this as positive youth development: "the ongoing growth process in which all youths endeavor to meet their basic needs for safety, caring relationships, and connections to the larger community while striving to build academic, vocational, personal, and social skills" (Pittman, & Wright, 1991).

Goals for positive youth development span a range of domains including the physical, intellectual, psychological, emotional, and social. It is essential to their psychological and emotional development that youth learn coping skills and positive self-regard; they also need to develop risk management and decision-making skills and the capacity to navigate a variety of cultural contexts. Similarly, there is general agreement among OST researchers and policymakers that positive youth development also includes acquisition of soft skills and attitudes, such as collaboration and tolerance, in addition to the traditional trio of reading, writing, and arithmetic. In order to promote healthy development of youth, there must be a focus on the full range of outcomes, not just cognitive development (American Youth Policy Forum, April 20, 2004).

The Charles Stewart Mott Foundation Committee on Afterschool Research and Practice (2005) found that the most successful OST programs for children combine academic enrichment with cultural and recreational activities to guide learning and engage young people. The out-of-school time needs of older youth, however, vary greatly from those of younger children. Adolescents have greater freedom in how they spend their free time, and it is much more socially acceptable for teens to be unsupervised. This independence requires a wider selection of options from which youth can choose (The Boston Foundation, 2004). Therefore, the same programs that will entice younger children will not necessarily attract adolescents.

There is no one-size-fits-all model for OST programs for older youth. "Some programs are affiliated with national youth-serving organizations; others are sponsored by public institutions or agencies, including parks and recreation departments, librar-

ies, schools, and police. Some are operated by private organizations with broad mandates such as religious groups, museums, and civic organizations, while others are run by freestanding grass roots community-based organizations" (Quinn, 1999). A 2003 Out-of-School Time Evaluation Snapshot by the Harvard Family Research Project (Bouffard & Little, 2003) found that, "The majority of programs reviewed (19 programs, approximately 70%) offer multiple activities, while eight programs (approximately 30%) focus on only one type of activity. Of the single-activity programs, six (75%) focus on academic activities … thus it appears that while most OST programs are multi-component, the single-component programs tend to provide academic enrichment activities." While there is a variety in OST programming, what unifies these various programs is an emphasis on positive youth development.

Programs geared to older youth need to provide activities and services designed for adolescents. Researchers have identified common characteristics of effective programs for teens (Hall, Israel, & Shortt, 2004):

- Youth feel a sense of independence as part of participation in the program, particularly financial independence through earning wages or a stipend.
- Youth voices are listened to and incorporated into decision-making.
- Programs offer employable skills, such as office skills, and include preparation for or direct connection to job training and employment.
- Youth have opportunities to interact with community and business leaders.
- Schools and principals are active partners.
- Participation includes receiving assistance in navigating the post-high school experience.
- Youth are introduced to the world outside their local neighborhood.

More than half of those youth interviewed (52%) in the nationally representative 2001 YMCA of the USA study wished there were more OST programs available, especially activities that allowed them to develop interpersonal relationships with caring adults. Two in three (67%) said they would be likely to participate in OST programs that would help them get better grades, develop leadership skills, and be more involved in their community while having fun with other teens. Sixty-two percent of teens left unsupervised during the week say that they would be likely to participate in OST programs

if they were available. Additionally, 54% of those interviewed commented that they would not watch as much television or play video games if they had alternate afterschool activities available.

Experts also suggest that when it comes to participating in OST programs, teens have three main criteria (Forum for Youth Investment, August 2005):

- **Teens want their time to count.** If adolescents are going to spend their afterschool time in structured activities, they want to feel that they are getting something out of it, rather than just filling their time. According to a study conducted by the National Institute on Out-of-School Time at Wellesley College, internships and apprenticeships, particularly when paid, are highly attractive to many young people and provide practical experience to prepare them for the workforce. School credit for structured OST participation (generally community service) also ranks highly among teens (Hall, Israel, & Shortt, 2004).
- **Teens want opportunities to connect with peers and adults.** Teens participate in OST programs to make new friends, spend time with existing peers, and build sustaining relationships with adults. Staffing in OST programs is an extremely important factor in recruitment and retention. Research by Walker and Arbreton (2001) found that staff should be responsive and connected to youth and engage them early on in the program to support long-term involvement in the program.
- **Teens place a premium on program flexibility.** Most teenagers balance competing interests and responsibilities making program flexibility a necessity. According to the 2004 Public Agenda poll, most teens report being engaged in a mix of activities including school, homework, chores, part-time jobs, and their own combination of extracurricular activities. Instead of participating in one activity afterschool, most young people prefer to participate in several activities/responsibilities over the course of the week (Duffett, & Johnson, 2004). If a program is going to serve adolescents, it needs to be responsive to their desire for scheduling and attendance flexibility.

Adults realize, however, that encouraging adolescents to participate in an OST program does not mean that they will indeed attend. Researchers have identified various barriers that prevent adolescents from participating in OST activities and strategies to stimulate teen involvement (Little, & Lauver, 2005):

■ **Help youth and their families understand the value of participation.** Establishing a connection between frequent participation and a "brighter future" in the minds of youth and their families is a critical first step to recruiting and engaging youth (Wright, 2004). When youth feel that their attendance is valued, they are more likely to come frequently to the program.

■ **Reach out directly to youth and families in their homes and communities.** Outreach through phone calls, visiting youth and families in their homes or communities, having students currently in the program act as recruiters or ambassadors, or hiring street outreach workers to target at-risk youth are all effective strategies to increase adolescent OST participation.

■ **Match the program content and schedule to participant needs.** When OST programs offer a range of activities, especially activities not readily available in the community, participation increases. Out-of-school time schedules should also reflect the needs of participants, such as taking care of siblings and earning money, and have a flexible schedule for participation.

■ **Consider at-risk youth in recruitment efforts.** Low-income and minority families are particularly concerned about negative influences on children in their neighborhoods and want their children productively occupied during nonschool hours. When teens reside in low-income and unsafe communities, it is harder to find affordable, conveniently located, high quality, age appropriate, interesting, and well-staffed programs (Duffett, & Johnson, 2004). Research has also shown that at-risk youth are least likely to register for OST programs and more likely than advantaged students to drop out, yet they are also the most likely group to benefit from OST programs (Herrera, & Arbreton, 2003).

■ **Recruit friends to join together.** Program administrators often overlook friendships as a potential strategy for recruitment and retention, yet it is an extremely effective way to encourage participation. Having friends in an OST program is an important recruitment tool and motivator for regular attendance, according to program evaluations of Boys & Girls Clubs of America and the New York City Beacons Initiative (Warren, Feist, & Nevarez, 2002).

■ **Hire program staff who understand the importance of developing real connections with participants.** Successful programs employ staff who enjoy participating in activities rather than just supervising them and who are representative of the participants' background and ethnicity. It is important that staff have the capacity and skills to establish and maintain relationships with youth participants. Youth are most happy with their OST program when they feel staff members care about them (McLaughlin, 2000).

■ **Offer engaging activities with breadth and depth of experience.** Rather than simply allowing staffing and other limited resources to determine program activities, program administrators should aim to offer students greater freedom and choice of activities than they have during the school day. Academic and student interests can be combined through: sufficient choice of high-interest materials, displayed in an attractive and organized manner; encouraging participation among older youth with reading and writing activities focused on students' individual experiences and their relationships to texts; linking reading activities with related field trips; and including games and group-oriented activities that introduce more socialization and fun into activities (Halpern, 2003).

■ **Give high school youth extra opportunities.** Older youth are more likely to attend OST programs if they are provided experiences that schools do not offer, especially workforce development. Programs that offer job clubs for resume writing, tips on jobs, and practice interviews use successful tactics to increase participation.

Funding

"Not counting the cost of space, the cost of a typical after-school program usually ranges from $10 to $32 per youth per day. Thus, a program operating the average number of days (136), serving the average number of youth per day (63), can expect to spend anywhere from $86,000 to $300,000 per school-year program" (Raley, Grossman, & Walker, 2005). Funding, therefore, can be one of the biggest obstacles for OST programs. Program survival usually relies on creative directors who can put together a patchwork of funding from multiple sources.

Out-of-school programs receive funding from various federal programs such as the Workforce Investment Act (WIA), Community Development Block Grant, and No Child Left Behind Act (NCLB). One of the programs in NCLB is the 21st Century

Community Learning Centers (21st CCLC) program, created to support afterschool programs. According to the US Department of Education, the focus of the 21st CCLC is, "To provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program." In Fiscal Year 2005, Congress appropriated $991.07 million for the 21st CCLC program.

In addition to the 21st CCLC program, OST programs can be funded by other programs in NCLB including Title I (general Title I, School Improve-ment, and Supplemental Educational Services), Safe and Drug-Free Schools and Communities, Comprehensive School Reform, and Innovative Programs (Fortune, Padgette, & Fickel, 2005) as described in the chart below.

Other federal funding sources for OST programs are unrelated to academic outcomes and are used to provide a wide range of services for youth from employment to health and reduction of unsafe behaviors. For example:

- State and local welfare agencies use **Temporary Assistance for Needy Families (TANF)** funds to support programs in the OST that promote positive outcomes for youth in high-poverty communities, such as pregnancy prevention.
- **The Department of Justice** provides grants to schools or community-based organizations for mentoring programs to reduce juvenile delinquency and gang participation.

NCLB Funds to Support Out-of-School Time Programs
(Source: The Council on Chief State School Officers and the Finance Project)

Title I, Part A	Funds can support: ■ Extended day/year and summer programs, parental engagement activities; ■ Program staffing; ■ Professional development for staff; and/or ■ Program equipment, curriculum materials, and supplies.
Title I, School Improvement Funds	Funds can support the same activities/components as Title I, but these must be an explicit part of a school's improvement strategy.
Supplemental Educational Services	Funds can support targeted academic instruction (tutoring) for eligible students attending schools not meeting adequate yearly progress. Tutoring must occur outside the regular school day.
Comprehensive School Reform (Title I, Part F)	Funds can support OST activities incorporated into a broader comprehensive school reform model that is adopted by a school.
Safe and Drug-Free Schools and Communities (Title IV, Part A)	Funds can support character education, mentoring, and drug/violence prevention activities. Program components must address substance abuse and violence concerns in the school where the program is located.
Innovative Programs (Title V, Part A)	Funds can support different program components including: ■ Service-learning; ■ Mentoring and counseling; ■ Parental and community engagement; ■ Homework help; and/or ■ School safety activities.

■ **GEAR UP** (Gaining Early Awareness and Readiness for Undergraduate Programs) funds from the US Department of Education, designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education, have been used successfully in OST activities focused on counseling, mentoring, and college preparation (Padgette, January 2003).

■ **The US Department of Agriculture**, through the Cooperative State Research, Education, and Extension Service, supports a variety of youth education programs (focused on diet, nutrition, agriculture, natural resources, financial management, etc.) delivered in the OST.

■ The **Workforce Investment Act** is a major funding stream for OST learning for older youth ages 14-21 who are low-income and have barriers to employment. A year-round youth program emphasizes attainment of basic skills competencies, enhances opportunities for academic and occupational training, and provides exposure to the job market and employment. Activities, many provided in the OST hours, may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring, and comprehensive guidance and counseling.

Langford (2001), in a study of state legislative investments, found that despite efforts to expand the supply of programs, state legislatures:

■ Provided relatively limited funding for creating infrastructure (e.g., licensure systems; coordination, planning, and evaluation; and technical assistance and training);

■ Expressed relatively limited interest in creating sustainable funding sources;

■ Tended to provide for time-limited versus long-term operating support; and

■ Preferred traditional appropriations processes as opposed to more protected sources of funding in providing supports and services for out-of-school time programs.

Since then, there has been a noticeable increase in state legislative activity resulting in increased funds and supports to expand the supply of local programs and services. According to Martin (2004), more than 200 state statutes shape before- and afterschool programming, including more than 50 that passed in the last five years. Also, state legislatures have frequently selected education agencies to administer afterschool programs and services for school-age children and their families (Langford, 2001).

Statewide afterschool networks also play an important role in funding quality OST programs. The Afterschool Technical Assistance Collaborative (ATAC) supports resource development in the states, creates opportunities to attract stakeholders to support afterschool expansion, and provides consultation for building systems, public will, policy development, and quality improvement strategies. According to ATAC, it is important for organizations to work at the state level when developing networks in order to integrate sources of funding to support OST programming. "State-level activities are especially crucial now that both funding and administration for 21st CCLC occur at this level" (American Youth Policy Forum, October 1, 2004).

A 2003 National League of Cities (NLC) survey of issues affecting children and families in American communities found that few cities spend a substantial portion of municipal funds on afterschool programs (Katz, Hoene, & de Kervor, 2003). Still, afterschool was the third most frequently stated concern mentioned by 22% of respondents (after affordable housing and childcare). The survey also found that nearly one-third (31%) of small (population under 50,000), 56% of medium (population 50,000 to 100,000) and 65% of large (over 100,000) cities provide afterschool programming as a direct service, and 48% of large cities have a staff or department dedicated to afterschool programs. In spite of these advances, the 2003 NLC survey found that compared to a 1995-1996 survey, an increased number of cities have no involvement in afterschool initiatives (up to 35% from 30%). The authors of the study concluded that progress is occurring, but cities still do not meet out-of-school time needs, and that lack of afterschool programs is especially acute in large cities where more than four in 10 officials rate local programs as failing to meet residents' needs (42%). While some mayors and local policymakers have created dedicated revenue sources for OST initiatives, these efforts are the exception, rather than the rule.

Typically funding for OST programs is patched together from various federal programs for childcare development, compensatory or remedial education, assistance to families on welfare, and community and workforce development. Other funds come from local parks and recreation programs and from federal, state, or local agencies that seek to prevent

violence, delinquency, drug use, school dropouts, or other negative youth-oriented problems. These public funds are then combined in innovative ways and/or supplemented by local private foundations, corporate funding, and in-kind contributions from businesses or individuals. Although there is potential inherent in these diverse sources of funds for a rich funding base for OST programming, the youth-serving field has much work to do if children and youth are to be ensured a continuum of supports and services appropriate to their needs and throughout their development.

Workforce and Staffing Issues

Achieving positive results in OST programs is not automatic and mainly depends on the quality of the staff and leaders. Program leadership must intentionally acquire high-quality staff that can develop positive relationships with youth, provide challenging and interesting activities, and facilitate youth participation. Individuals who are committed to and engaged with the program are essential for its success; however, if the appropriate infrastructure is not in place to support their work, they can tire, be subject to "burn-out" and leave, and the quality of the program will suffer. Public/Private Ventures' (P/PV) review of OST research in *Getting It Right* found, "Studies of afterschool programs identify turnover, especially among part-time staff members, as one of the most pervasive challenges for all organizations serving young people. Limited funding for salaries represents the biggest culprit, resulting in low wages and reliance on part-time and temporary positions. Staff eventually find full-time, higher-paying jobs, leaving the youth disappointed and burdening the remaining staff members with heavy workloads that foster burnout" (Raley, Grossman, & Walker, 2005).

Public/Private Ventures (Raley, Grossman, & Walker, 2005) outlined several strategies to help retain staff, besides just paying higher salaries, such as:

- **Hiring the right staff** is key to reducing staff turnover. Staff who have passion, respect, and concrete skills for working with young people are the best fit for OST programs. Young people are more likely to connect with these staff members, and the staff members are more likely to find the work rewarding enough to stay.
- **Aligning staff skills with tasks** enables staff to feel that they are contributing to the program and not in a dead-end job. While career ladders within most afterschool programs are limited, directors

should determine whether staff vacancies present opportunities for internal promotions.

- **Making training substantive and accessible**, especially in the fields of child development, curriculum planning, fundraising, staff management, and partnership development for program directors is vital. To reduce costs of training, programs should look to larger organizations such as schools and partnering agencies to include program staff in training sessions. Setting aside in-service training days for OST staff can also help alleviate the burdens of staff training and development.
- **Day-to-day staff development** through formal mentoring programs, individualized supervision, and personnel evaluations help create strong and effective teams that acknowledge good work, support professional growth, and address weaknesses.
- **Monitoring quality activity** ensures that students, parents, and staff are pleased with the available programming. There are several ways to monitor program quality, but most importantly, methods need to be consistent in order to address the weaknesses uncovered by monitoring.

Programs must also have appropriate evaluation procedures, adequate public engagement, sufficient financial support, staff development opportunities, and supportive community partnerships (American Youth Policy Forum, April 20, 2004). According to Bob Granger, president of the William T. Grant Foundation, "When we want to improve a program, we should focus on changing what program staff do with the youth. Staff behavior is key to improving outcomes, and we should keep this in mind at all times."

The growing body of research on older youth and OST programs illustrates how these programs can contribute to the overall development of healthy young people. Out-of-school time programs can complement what happens during school (enrichment activities that focus on arts, recreation, or technology), supplement what happens during school (tutoring and homework assistance), or compensate for skills not taught in school (intensive remediation) (Forum for Youth Investment, 2003 & 2005). While high school reform has been dominating current education policy discussions with a primary focus on increasing academic achievement, the out-of-school time movement is adding to the dialogue about positive student outcomes and needs to be integrated into the high school reform policy debate.

PART II:

Emerging Practices and Partnerships to Create Quality Out-of-School Time Programs for Older Youth

AYPF looked at leading OST programs in representative urban sites across the nation to provide policymakers, advocates, and practitioners with information about the challenges and solutions involved in creating quality OST programs for older youth. AYPF also held five Capitol Hill forums on OST programs. The forums brought program leaders and researchers to Washington, DC, to explore the effectiveness and supports for quality OST programming. Through forum discussions, representatives from several OST programs provided information about the historical development of their programs, outcomes sought, strategies employed, and challenges and recommendations for policymakers and fellow practitioners to consider.

This section shares emerging themes in OST programming from the forums and site visits to programs in Baltimore, Maryland; Long Beach, California; New York City, New York; Philadelphia, Pennsylvania; and San Francisco, California. While OST programs vary in design and purpose, some common themes noted include career preparation, entrepreneurship, youth leadership, youth voice, and service-learning. Another common element running through these programs is a strong commitment to youth development, realized through a combination of approaches to improving education, employment, and life preparation needs for youth.

One outstanding element found in the programs was the importance of leadership in promoting, supporting, growing, and preserving OST programs and systems. This common element—having a champion at the highest level of city government advocating for OST programs—seems critical to establishing and maintaining programs that provide positive results for youth. Having city leaders involved and advocating "greases the wheels" of funding and attracts the attention of the community. We start with a description of leadership in several cities where OST programs are a high priority.

Origins and Structures of Out-of-School Time Programs

Leading OST initiatives are the product of strong municipal leadership and collaborative partnerships often led by intermediary organizations. The following examples illustrate the importance of collaboration and leadership in forming and sustaining successful OST networks and programs.

Municipal Leadership

Mayors in many of America's most disadvantaged communities have looked to OST initiatives to provide their young people with opportunities for academic and emotional development during the nonschool hours. Mayors find OST to be an attractive policy agenda since it is often under their direct control compared to public education, which varies by locale. Additionally, OST can be an attractive political agenda item as most constituents consider OST programs to be a positive activity for young people and are willing to support such citywide initiatives. Through site visits and conversations, AYPF found that municipal leadership is often the key to legitimizing and funding OST programs.

In Baltimore, Mayor Martin O'Malley and the City Council collaborated to emphasize child-centered programming for the city's neediest children and youth. With an $11 million surplus from a booming housing market, the **Baltimore Out-of-School Time (BOOST) Initiative** began with an investment of $973,000 from the City of Baltimore, a consortium of 15 Baltimore City Public Schools, and committed OST practitioners.

BOOST program sites support Baltimore City Public Schools' academic goals, including a focus on the arts and athletics. BOOST sites are school-based programs that utilize school buildings, transforming them into community centers for youth when the school day ends. Baltimore City Public Schools staff provided input for the BOOST model ensuring a direct link to academic activities occurring during the

school day. BOOST programs, which serve elementary and middle school students, operate 5 days a week, 3 hours a day. BOOST "High" serves high school age students and operates three to five days per week in school building, aiming to meet the developmental needs of older youth through structured programming and flexible hours. The cost of the BOOST programs is approximately $1,500 per child. School contributions include in-kind resources such as space, academic and evaluation oversight, and janitorial and food services. BOOST programs are required to provide a 20% match in funding, which is sought from private foundations and fundraising events.

Philadelphia Mayor John Street's **Children's Investment Strategy (CIS)** initiative uses OST as the main point of entry to "fill children's unstructured time with activities that promote health, well-being, and achievement." Launched in 2001, CIS's goals are to serve children and youth through youth development activities and preventive services to strengthen families, particularly the relationship between parents and children. City leaders encourage coordination of diverse funding streams to support OST programming with the goal of diversifying the funding to sustain the system of programs and services for youth.

The Children's Investment Strategy provides grants for afterschool/youth development programs and Beacon schools in Philadelphia. The afterschool/youth development grants support the establishment of new or expanded programs in schools identified by the School District of Philadelphia (SDP) as being academically distressed. Programs must be located in public school buildings, provide an academic enrichment program in reading and mathematics for at-risk students using research-based curriculum selected by the SDP, provide activities that encourage physical fitness and health and provide opportunities to develop artistic abilities and social skills for children and youth. CIS was also involved in the Beacon schools initiative. Beacons are school-based community centers that provide a continuum of afterschool and youth development activities. They serve families living in the neighborhood surrounding the host school and the children and youth who attend that and other schools within the defined community. Beacons are a strategy for rebuilding communities and improved academic success for children, youth, and their families in urban neighborhoods. They must be located in public schools and are awarded

$325,000 for a school year's activities (2004).

In New York City, **Mayor Michael Bloomberg and the Commissioner of the Department of Youth and Community Development (DYCD)** launched an OST initiative in October 2005. It is a three-year, $200 million initiative providing a mix of academic, recreational, and cultural activities for young people afterschool, during holidays, and in the summer. The new OST system consists of over 550 programs free of cost to youth throughout neighborhoods in the city. The programs, operated by 200 community-based organizations, are located in schools, community centers, settlement houses, religious centers, cultural organizations, libraries, public housing facilities, and City Parks Department facilities. The OST initiative will serve more than 47,000 elementary, middle, and high school students, and is expected to grow substantially to serve at least 65,000 in September 2006. These programs are the product of reforms designed to make OST better targeted, more comprehensive, more accountable, and better integrated with the overall education reform goals. "Our new Out-of-School Time system will better serve children and working parents by engaging youth at precisely the times of the day when they are likely to be home alone or are most vulnerable," said Mayor Bloomberg. "For these young people, the learning and growing will continue even after the school bell has rung. This reform has been long overdue."

In San Francisco, the **Mayor's Youth Employment and Education Program (MYEEP)** provides subsidized employment opportunities for approximately 1,200 low-income, high school-age youth each year. The goal of the program is to support the positive development of youth in San Francisco by engaging them in meaningful employment, career, leadership, and community involvement opportunities. MYEEP grew from a 1980s coalition of youth-serving organizations working to address the decline in afterschool youth employment opportunities in the city to a municipally-backed subsidized afterschool youth employment program called the Mayor's In School Youth Program (MISYP). In the early 1990s the organization was reborn as MYEEP and moved from the Mayor's Office to the **Japanese Community Youth Council (JCYC)**. MYEEP funding was sustained with the passing of Proposition J and the subsequent creation of the Children's Fund, which allocated a percentage of property tax revenue to services for youth.

Intermediaries

Behind the scenes of most successful OST initiatives are intermediary organizations. Local intermediary organizations engage in convening and supporting critical constituencies, promoting quality standards and accountability, brokering and leveraging resources, and promoting effective policies (Blank, n.d.) In all the site visits and forums AYPF conducted, there were dedicated and hard-working people at various intermediary organizations striving to increase the scope, quality, and availability of OST programs for disadvantaged older youth.

In 1995, 10-year grants were given by the Robert Wood Johnson Foundation's Urban Health Initiative (UHI) to Baltimore, Philadelphia, and several other cities to improve the health and safety of children and youth. These cities are united by a commitment to make the policy and investment decisions that will have a positive impact on children and youth. UHI campaigns serve as intermediaries, not service providers or funders, and are catalysts for change. Each works with partners inside and outside government to improve the systems that serve education, juvenile justice, health, and recreation. With a commitment to be guided by sound data, UHI campaigns have an ambitious goal: to improve the health and safety for children and youth throughout an entire city or metropolitan area.

The **Baltimore Afterschool Strategy** is one of the five priority goals within **Baltimore's UHI Safe and Sound Campaign**. Since 1997, the Baltimore Afterschool Strategy has played a key role in mobilizing $42 million through public and private partnerships to expand and improve OST programs, support research initiatives to drive programming decisions, monitor program progress, and ensure accountability. Funds have been allocated to programs to provide Baltimore's youth with "quality recreational, cultural, and educational experiences in safe places with caring adults and peers during the out-of-school hours." As a result, improved OST opportunities are provided for more than 31,000 youth ages 6-18. Programs participating in the Baltimore Afterschool Strategy are required to use the Strategy's standards to increase the likelihood of equal access to quality OST programming for all.

Baltimore's Safe and Sound Campaign's Afterschool Strategy includes:

- The Afterschool Institute (TASI) which supports professional development and capacity building by disseminating best practices, provides OST staff/volunteer training and technical support as well as networking opportunities for OST service providers, and convenes monthly network meetings for over 300 OST professionals. The Institute's mission is to "build the capacity of afterschool and OST program providers so that they can deliver high quality services in a caring, supportive environment that allows children and youth to develop civic, academic, artistic, and athletic talents and skills."

- The Family League of Baltimore City, Inc., which provides funding and evaluation for OST programs, is charged with the implementation of a local interagency service delivery system for children, youth, and families. The Family League manages and accounts for Baltimore Afterschool Strategy funds, providing contract management and fund allocation oversight, maintains a database on funded programs, and works with outside evaluators who conduct process, outcome, and impact evaluations to assess the effectiveness of the Baltimore Afterschool Strategy.

- Safe and Sound, the organizing entity of Baltimore's After School Strategy, organizes citizens, communities, service providers, faith and government representatives, philanthropists and policymakers to ensure Baltimore's children and youth have access to high quality after school programs. Safe and Sound works with partners to oversee policy decisions on all aspects of the strategy including: (a) ensuring best-practice approaches are identified and implemented; (b) building provider capacity; (c) ensuring accountability; and (d) developing sustainable funding.

Philadelphia Safe and Sound serves as the intermediary for the Children's Investment Strategy. Safe and Sound worked with the city to build and support a network of approximately 200 afterschool, Beacons, and other youth development programs. It is also involved in the implementation of Teen Centers run by the Philadelphia Department of Recreation. Teen Centers are a response to a community need for increased afterschool opportunities for high-risk youth ages 14-24. The centers provide educational and recreational opportunities for youth, in collaboration with Youth Violence Reduction Partnership (YVRP) service providers, and are anticipated to reduce teen involvement with the criminal justice system by increasing their participation in positive

activities.

Philadelphia Safe and Sound is also heavily involved in research activities and produces *The Report Card*, the *Children's Budget*, and *Community Report Cards* to help policymakers craft research-based policy for the city's young people. It assists City Hall in the creation of the annual *Report Card*, the most comprehensive study of children's health and safety indicators ever undertaken in the city. The *Report Card* is a solid foundation upon which city government can base planning decisions. It monitors 26 key indicators of child and youth well-being in Philadelphia and follows the city's progress in those areas to measure development towards five overall "desired results" that represent how all children should live. The five indicators are:

1. Children are born healthy, thrive, and are ready for school.
2. Children and youth live in stable and supportive families.
3. Children and youth are involved in healthy behaviors and do not engage in high-risk behaviors.
4. Children and youth live in safe, supportive communities and environments.
5. Children and youth achieve in school and are prepared for adulthood.

In addition to providing a clear, annual snapshot of the overall well-being of the city's children and youth, the *Report Card* also guides public and private investments and policy decisions to improve the lives of children.

The *Children's Budget* is a companion document to the *Report Card* that measures and analyzes all government spending for children and youth in Philadelphia. The *Children's Budget* presents spending data by funding source, the purpose of the spending, and the type of services being provided and compares spending for children over time. This type of analysis is important for municipal leaders as patterns and trends in investments and results become clearer when viewed over a period of time. This document allows comparison between government spending decisions and the areas of need (as detailed in the *Report Card*).

Beginning in 2005, Philadelphia Safe and Sound provided individualized report cards for 12 Philadelphia neighborhoods. Critical indicators (prenatal care, school dropout rates, juvenile arrests, and youth development opportunities) highlighted

progress and challenges, while mapping technology dramatically pinpointed and displayed specific conditions with measurable impacts on the daily lives of children and youth in their neighborhoods. With this knowledge, decision makers inside and outside of government can target neighborhoods and advocate for the development and growth of effective community-based programs and projects. The *Community Report Cards* are also being used to launch neighborhood-based planning forums throughout the city.

Philadelphia is also home to the **Philadelphia Youth Network (PYN)**, a six-year-old nonprofit youth intermediary dedicated to building a comprehensive and coherent citywide youth workforce development system and helping young people gain access to the city's economic mainstream. PYN plays a vital role in advocating for and funding services to meet the needs of youth in the out-of-school time hours.

As a broker of youth services, PYN's work helps to strengthen the capacity of the city's youth-serving organizations while leveraging resources from many sources to support academic achievement, career success, and responsible citizenship. It oversees youth workforce programs for almost 10,000 young people annually with services provided by more than 40 youth-serving community organizations. It also manages WorkReady Philadelphia (WRP), a citywide youth workforce development system endorsed by the Youth Council and Workforce Investment Board (WIB). The initiative coordinates existing programs and develops new approaches, with an emphasis on employer-paid internships, which are the heart of the campaign.

Through the 2005 WRP program, almost 6,000 students and out-of-school youth were served by several program strands, including:

- **Employer-paid summer internships**, which provide unsubsidized jobs for several hundred youth who receive training and mentoring in work readiness;
- **YouthWorks**, a federally-funded summer and year-round effort serving 4,100 youth in work-experience, community service projects, and college-based programs;
- **Summer Career Exploration Program**, a foundation-funded program providing enhanced summer jobs for 1,100 youth in local businesses; and
- **Summer Development Institute's afternoon work experience**, a program providing paid work

and service experiences in the afternoon for nearly 300 students attending summer school funded by the School District of Philadelphia.

PYN also provides technical assistance, training, and curriculum development to youth-serving organizations and agencies. Its most recent focus is directed at underserved populations, especially court-involved youth and youth aging out of foster care.

Reductions in federal WIA youth funding have catalyzed PYN to leverage additional support for youth programs through accessing funds from:

■ **The Philadelphia Housing Authority**, which offers a Skills for Life program to provide work experiences during the summer and tutoring, career exploration, mentoring, and counseling during the school year for youth living in public housing;

■ **The Philadelphia Department of Human Services**, which supports YouthWorks participants in Freedom Schools, a leadership and empowerment strategy founded by the Children's Defense Fund and overseen locally by Communities in Schools;

■ **The Philadelphia Department of Public Welfare**, which provides state Temporary Assistance for Needy Families funds for low-income youth to augment WIA funds for summer employment-related youth workforce development experiences;

■ **The Education Improvement Tax Credit** from business donations to support innovative education programs;

■ **The School District of Philadelphia** to support as many as 1,000 afterschool employment and service opportunities to students; and

■ **National philanthropies**.

The intermediary plays a critical role in not only improving services, but also in identifying funding to sustain OST efforts.

The Afterschool Corporation (TASC) in New York City is a key player in the city's OST programming. TASC provides support to enhance the availability and quality of OST opportunities for children and youth in New York City and statewide and funds projects in schools serving the most disadvantaged children. Established in 1998 as a nonprofit organization dedicated to making quality afterschool programs universally available and publicly funded, TASC began as a collaboration of 25 programs funded through a $125 million challenge grant from the Open Society Institute (OSI). TASC successfully raised more than $375 million in public and private funds, allowing them to sustain afterschool program-

ming after the end of OSI funding.

In collaboration with the New York City Department of Education and other local school districts, TASC funds programs that are housed in public schools and operated by community-based organizations and other nonprofits. The services are designed to enrich the lives of young people and provide parents with a safe, nurturing place for their children after school. TASC now works with 300 programs serving 55,000 children, with programs operated by 130 different community-based organizations such as the YMCA and Boys & Girls Clubs of America. However, TASC estimates that approximately 400,000 students in New York City still need OST programming

Through the **TASC–Community Works AmeriCorps Program**, 240 part-time AmeriCorps members provide service-learning, tutoring, homework help, educational enrichment, cultural enrichment, recreational activities, sports programming, mentoring, counseling, team building, and coaching for students in grades K-12 at OST programs operated by community-based organizations. Additionally, members design and implement community service projects and recruit and manage volunteers from the communities they serve. Members provide a total of 103,500 hours of service in OST programs over the course of the academic year.

The Community Network for Youth Development (CYND) is an intermediary in San Francisco that is currently working with their first cohort of federal 21st Century Community Learning Center grantees (receiving grants of $75,000 to $250,000) to provide professional and capacity development, systems alignment in policy and fundraising, and technical assistance. CYND emerged from a 1992 study by the Stanford University Center for the Study of Families, Children, and Youth that highlighted the needs of youth-serving organizations, particularly the need to provide professional development opportunities for staff. A group of local leaders used the study as a guide to establish CYND and sought to provide youth development support for youth in the Bay Area.

CYND strengthens the youth development field through community capacity building and policy alignment. It provides direct training and professional development opportunities for staff in large and small community-based organizations that work with young people. CYND organizes peer exchange

opportunities through speaker's forums, conferences, and training workshops and focuses on creating unique and effective approaches to provide development opportunities for professionals working with youth. Interactive group workshops are then coupled with follow-up support strategies to ensure that new learning is effectively utilized.

These examples illustrate the importance of intermediaries in creating OST systems for older youth. While the names of these organizations may not always be known by youth and parents, the services and technical assistance they provide, largely behind the scenes, greatly contribute to the scale and quality of OST programs.

Purpose and Goals of Out-of-School Time Programs

Across cities visited, a number of common themes emerged regarding the purpose and goals of OST programs. Such themes include making connections to academics and the school day; connections to college and employment; connections to the arts and community; strengthening families and communities; fostering youth leadership and voice through service-learning; and using OST programs as part of a holistic approach to youth development and preparation for life. A number of programs are described in each section, and several longer profiles are included to provide greater detail on certain aspects of OST programming.

Connections to Academics and the School Day

Increasingly, there is a marriage between what happens during the school day and OST programs. The Baltimore City Public Schools are working with **BOOST** programs to serve as instructional partners, provide student assessment, academic prescriptions and evaluation, assist in student recruitment, and provide facilities and facilities support. Full-time BOOST site coordinators recruit students, work with parents and volunteers, coordinate program delivery, and communicate regularly with the day-school principal. Classroom teachers participate in the program to deliver the instructional components of the program. Additional OST program staff are trained to provide quality enrichment programs for youth. BOOST programs recruit families and community members to participate, and as a prerequisite for their child's participation, families must agree to a minimum level of involvement (See Little, &

Lauver, 2005).

Curriculum in a BOOST site includes academic support that connects to and supports academic work covered during the school day to enrich student academic performance. Students who are not up to standard in academic performance receive academic intervention. These interventions must meet research-based criteria and, where possible, utilize supplemental services provisions as listed in the No Child Left Behind Act. Time is provided for extra support in completing homework. Along with opportunities to master art, athletic, and civic engagement activities, older youth have the opportunity to learn about careers and exposure to higher education opportunities. A structured, safe, and nurturing environment is expected, transportation is arranged, and all students receive a healthy snack each day.

According to David Mack, a site supervisor for **Civic Works'** BOOST Afterschool Program at School #426, the advantage of being a school-based program is that Civic Works staff can coordinate programming with school teachers. (Civic Works is a nonprofit youth development and community service organization that provides academic enrichment and opportunities for paid employment for youth who serve as corpmembers working on community service projects). For example, in the school where the program resides, Mack has coordinated a mutually beneficial relationship with the science and reading teachers as well as participated on the School Improvement Team (SIT) meetings. The ability to communicate directly with school administration, faculty, and staff allows for greater coordination between the program and school as well as allowing Civic Works staff to be more responsive to student and school needs. Furthermore, by working within the school, Civic Works is able to coordinate with other afterschool programs. Civic Works corpsmembers provide extra staff support for the OST program and extend its range of interesting and engaging OST options.

Surveys conducted by program staff show marked improvement by the Civic Works students who participate in Civic Works. They indicated that 50% showed academic improvement while 52% improved their classroom behavior. Most impressive were the reported changes in the students' social interactions, with 71% showing increased attachment to the school, 76% showing improved social interaction with peers, and 81% showing an increased attachment to caring adults.

Another BOOST site in Baltimore, **Creative Minds**, uses informal strategies to embed academics into programming activities, using Baltimore City Public School System's academic outcomes to influence planning. They also coordinate OST programming with daily lesson plans. This coordinated and cooperative effort helps to reinforce and enrich academic work done during the day (See Halpern, 2003). For example:

- Student work in neighborhood gardens is purposefully reinforced by concepts that students learn in biology class (e.g. photosynthesis);
- In cooking sessions, teachers integrate the use of adding and subtracting fractions, because those topics are covered in math class;
- Math concepts are intentionally reinforced by having students work with budgets and calculate profits for entrepreneurship projects; and
- Through their journals, students practice different types of writing to document their work on projects. For a mural project, students drafted and practiced interview questions, researched and wrote summaries, wrote book reviews, explored expository writing, and engaged in creative writing.

In Philadelphia, each **Beacon** program is mandated to provide academic instruction to 50 to 75 students in an extended day program, using research-based curriculum in addition to enrichment activities. Many afterschool programs have adopted Princeton Review Services and Voyager Expanded Learning curriculum as it aligns with the school program. From Monday through Thursday, programming consists of 70 minutes of academic instruction with two days devoted to math curricula and two days for the reading/literature curricula. No academic focus is required in the Beacon evening program, which continues until 8:30 p.m.

According to Beacon director Natalie Jones, "The challenge is to become involved in the work of the school so that the principal uses the Beacon as a resource." Currently, the Vare Beacon jointly sponsors workshops with the day program around parental involvement and conflict resolution. Jones noted that relations between Beacons and the day program tend to vary greatly with some Beacon directors involved in the day school (e.g. with governance committees) and others struggling for recognition by the day program. Another challenge is to maintain stability and continuity when and if there are changes in school leadership.

The **South Brooklyn Community High School** is a small, model public school in New York City for 150 students with a history of truancy or who have dropped out of school. Its design includes extra learning time beyond the regular school day. Implemented in September 2002 with funding from the New York City New Century High Schools Initiative, the school models itself after Good Shepherd Services' (GSS) successful South Brooklyn Community Academy Program for high school truants and dropouts, which GSS developed and has operated for over 20 years.

Typically, students enter with between 8 and 20 credits (40 credits are required for a Regents Endorsed Diploma). About 56% read at 10th grade level or below, and roughly half have not taken the Regents Exams required for graduation. Of the 24 students that graduated in the first year of the school, 16 enrolled in postsecondary education, five work full or part time, and one is in the military.

Extended learning opportunities are included in the design of the year-round school. Teachers tutor afterschool in their discipline areas and work beyond the traditional school day to contribute to the life of the broader school community. Students are involved in other activities to improve the community. Some students are involved in the Community Neighborhood Board and have participated in mapping community resources that support youth and help them achieve.

Students have opportunities to apply their skills and contribute meaningfully to the community during out-of-school time. They are encouraged to work with a counselor to build a school program with involvement in community advocacy, the arts, and internships. Students can participate in an Afterschool Reading Buddies Program where they are trained to work with elementary students in need of reading acceleration. Students may also participate in STOP (Students Teaching on Prevention), a voluntary, credit-bearing peer education project that trains students on issues of substance abuse and violence prevention.

The **Young Adult Borough Center** in New York City provides support services to assist students over 18 who require five or more years to earn their high school diplomas. Fernando Tinio, program director, serves as an advocate for the youth who attend the Center and seeks to ensure that every youth attend-

ing earns a high school diploma. The Center has a full-time staff of five, and two to five part-time tutors that work one-on-one to help prepare their students for the Regents Exam and Regents Competency Tests (See Raley, Grossman, & Walker, 2005).

The Center, which serves 180 students per year, differs from other schools in New York City as classes are offered after regular school hours. The school is open from 3:30 to 9:20 p.m. Monday through Thursday. From 3:30 to 4:15 p.m., youth participate in leadership groups with a counselor and staff, and students work on social development issues and building relationships. This leadership component allows staff to introduce youth development principles into the curriculum. From 4:15 to 5:45 p.m., six academic courses are offered, such as English, physics, and math. Classes are restricted to 15 students. From 5:45 to 6:15 p.m., dinner is served. Following dinner, more academic courses run until 9:20 p.m., and students can also participate in college search activities and meet with career counselors.

To participate at the Center, students must have at least 20 credits out of the 40 to 44 needed to graduate and must be at least 16 years of age, and most have been in high school for more than five years. The focus of the program is on the upper-level courses that students need for graduation. The program is a good fit for students who have completed all their coursework for graduation but have not passed the requisite exams.

The Center provides a personal experience with small classes, taking students out of the traditional high school environment and providing them with greater attention and a curriculum tailored to their needs. The school serves students from 23 different high schools. Students earn their credits at the Center, but their diploma is awarded by their home high school.

Also in New York City, the **Community School** serves as an OST program at the **Manhattan Center for Science and Mathematics**, a program of the Children's Aid Society. Located in East Harlem and established in 1982, the OST program offers an intensive college preparatory curriculum in mathematics and science coupled with a broad base of liberal arts for students who attend the Manhattan Center for Science and Mathematics. Many graduates attend selective four-year colleges.

The extended day component of the Community School, operating from 2:40 to 5:40 p.m., is an essential part of the school experience, offering a rigorous enrichment program aligned with the mission of the school and the needs of the students. The Community School operates in collaboration with the Children's Aid Society and with strategic partners from the community such as Mt. Sinai Medical Center, General Electric, New York University, Columbia University, and ASPIRA, a nonprofit dedicated to the education and leadership development of Latino youth. These collaborations serve to extend options and opportunities for students by providing mentoring, special academic programs, work-based learning experiences, and a range of extracurricular activities.

The budget for the Community School is $550,000 a year with half coming from The After School Corporation (TASC) and a match from the Children's Aid Society representing a mixture of funding sources such as the Department of Employment and private foundations.

Kimberly Hensley, site director for the Community School, participates in the school-wide leadership team and is a member of the principal's cabinet. Through this partnership, she is able to develop the best complement of offerings in the out-of-school time. For example, she gets a roster of the most-often failed courses for which students do not have space in their school schedule to make up and is able to make these offerings available to students during out-of-school time. Hensley's goal is to have at least 450 of the school's approximately 1,700 students participate in the program every day.

Programs offered in the OST component include a yearlong, credit-bearing freshman seminar orientation to high school covering time management, conflict resolution, and effective study skills, debate club, and peer and teacher tutoring in subject areas (See Little, & Lauver, 2005). The extended hours mean that students have access to the school's library, computer lab, and college office as well. Social and career programs are available to assist students in developing resumes and identifying volunteer and internship opportunities, as well as recreational and cultural offerings.

Over spring break last year, the Community School contracted with *College Coach*, a private counseling service that provides advice about developing personal essays in preparation for college applications, financial aid, and preparing for college-entrance exams. During this time, students list potential colleges of interest and with the help of guidance

counselors, complete a common application for college including personal essays and federal financial aid forms. Hensley views this as an important leg up for students going into their senior year.

At the AYPF forum, "The Role of Community-based Organizations: Serving Youth in the Out-of-School Time" (February 18, 2005), **PROJECT 2000** was showcased. The OST program, established in Washington, DC in 1994, provides educational mentoring and academic support services to inner-city African American youth, particularly males, from Grades 1-12. Executive director and founder of PROJECT 2000, Spencer Holland, discussed the impetus for the program and the rational behind its components. Because African American boys are the most underserved population in US education, his focus has been on addressing the failure rate of urban African American males through an OST curriculum focused on reading, writing, and algebra. Holland notes that there are thousands of African American males in prisons today who read at the 4th grade level. Holland said he has no problem with the traditional school curriculum, "If they would just do it, but when the schools do not, then community programs must do it." He has hired a staff of professionals, "Who teach what the day teachers did not teach in core academic areas." Students are invited to join the program and are referred to as scholars.

PROJECT 2000 program components include a required study hall from 3:30 to 6 p.m. Monday through Friday with adult and peer tutors available to assist scholars with homework assignments. Students receive mentoring on test taking, skills development, and other academic supports. A Saturday Academy from 9 a.m. to 3 p.m. provides math and reading tutorials, scholar forum activities, field trips, SAT Prep workshops, and other activities. Staff offer continuous monitoring of the scholars' academic progress, check attendance, and encourage civic engagement through school- and community-based activities. Students receive personal development seminars on topics like behavioral health and interpersonal skills development, which focus on issues relevant to African American inner-city adolescents living in high-risk environments, leadership development, a six-week summer session for all new 7th grade students designed to bridge the transition to junior high school, and community service. Program staff strategically channel students to the best secondary school environments, including citywide

high schools, academy programs, charter, or private schools.

Participation in the program is strict. Parents must sign a contract committing their children to participate in all components of the program and attend regularly, establish homework study hours for scholars at home, and permit the school to share student progress data with program staff. Scholars must maintain a minimum 2.5 grade point average, a citizenship grade of C+ in school (citizenship ratings are also determined by how student scholars adhere to the standards of conduct set by PROJECT 2000), and have no unexcused absences, tardiness from school, or expulsions. Program staffers visit scholars' homes and their schools, maintaining continuous communication with the caring adults involved in the scholars' lives. To date, PROJECT 2000 has graduated 25 scholars who have stayed throughout the full six-year program. The program now has a full girls' component, but the boys and girls attend programming separately.

PROJECT 2000 receives funding from a variety of sources, including the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) program, DC Children and Youth Trust Investment Corporation, and private donors. The DC Housing Authority provides space for the program.

At "Outcomes for Children and Youth in the Out-of-School Time: What the Evidence Says," a forum on April 30, 2004, Davon Russell, youth services director, **Women's Housing & Economic Development Corporation (WHEDCO)**, described her community-based organization, which provides year-round comprehensive multidisciplinary school-based programs in the New York City area. The OST provider believes there are important natural connections between the arts and academics and offers OST programming mainly focused on the arts. Russell said, "As children experience enjoyment in the arts programs, they build confidence that carries over to and supports academic engagement and success."

However, over time, WHEDCO learned that not all of the youth participating in the arts program had the academic foundations necessary to be successful in high school and beyond. As a result, WHEDCO has shifted to incorporate a more direct emphasis on academics. The organization hosts a high school fair to help middle school students make informed decisions about which high schools they

PROFILE
Intergenerational and Peer Relationships: YouthCares

Another benefit of OST programming for older teens is the opportunity to create a connection with caring adults and the community and a sense of meaning and place in the immediate world around them. Some OST providers find that youth often lack meaningful social connections, and, as a result, have few social skills or graces to help them build important relationships. Through OST programming, many youth connect for the first time with a caring adult who can help them build and apply their knowledge and find ways to contribute to the community.

YouthCares was founded in 1997 to address the increasing needs of San Francisco's immigrant youth community. Through school- and community-based sites, YouthCares provides youth with leadership, job skills, and relationship building with seniors and peers, with an emphasis on community service and intergenerational and peer tutoring.

YouthCares program participants come from public high schools in the city as a result of classroom presentations, networks with other youth agencies, and online applications. Youth complete the application, provide a recommendation, and interview with staff and current program participants. The goals for the youth include development of job and cross-cultural skills, alleviation of social isolation for seniors, and translation services. Youth participants are primarily immigrants: mostly Chinese, with some Southeast Asian, Russian, and Latin American youth. Most are low income, and 50% are extremely low income. The program grew out of a needs assessment conducted in the Asian neighborhoods, which found that there were no jobs for youth and also that many seniors had unaddressed needs.

One of the strengths of the program is the strong one-on-one relationships built between youth and adults. Teens work with neighborhood senior citizens, primarily Chinese immigrants, though increasingly the immigrant populations are becoming more diverse. During OST time, youth provide tutoring in computer use, English acquisition, skills needed to pass citizenship exams, assistance with daily chores, and companionship. Among the companion activities, teens assist the elderly in trilingual bingo, bonsai gardening, cooking, arts and crafts, and holiday parities. The young people in the YouthCares program at Washington High School in the Richmond District of San Francisco run the Richmond Food Bank and are responsible for tasks from taking the food off trucks, distributing it, and helping

seniors home. Without the young people, these services that help nearly 100 seniors would not be available.

The YouthCares program at Newcomer High School focuses on peer tutoring. Bilingual teen tutors, trained by YouthCares, provide academic and cultural orientation to approximately 125 recent immigrant youth at the high school annually. The tutors are predominantly immigrant teens that have successfully made the cultural transition to life in the United States. The relationships formed between tutors and other Newcomer students act to bridge the academic and social gaps faced by immigrant youth.

A YouthCares program coordinator oversees the tutoring program, which includes one hour of homework help and study skills in one-on-one or small groups. The second hour focuses on cultural orientation and evolves around themes, such as a two-week unit on family roles or traditional and pop music. Focus is placed on important decisions the Newcomer teens will face and knowledge for success, such as which high school to attend, high school graduation requirements, SAT preparation, and getting around San Francisco. Cultural activities include trips to the beach, museums, colleges, etc. Newcomer students get a significant amount of reading and writing skills covered in school, and much of the focus in YouthCares programming is on developing speaking skills and team building.

All YouthCares sites provide weekly training and leadership development for youth participants. Past workshops include career assessment, teaching techniques, public speaking, resume writing, and interviewing skills. Youth train on how to work with seniors, on ESL strategies, and how to be a trainer-of-trainers. A program coordinator at each program site manages curriculum development work for youth and tailors the programming and training based on the needs of the teens and the seniors they serve. Young people are required to work two days and participate in training one day. Youth participants typically work six hours per week, usually from 2 to 4 p.m. during the school year. Some students are paid from WIA funds or city and private foundation funds, which account for about 70%; the remainder volunteer. The stipend is important to the young people since many are supporting their families. Friday is drop-in day, during which students do job searches online and get one-on-one attention, as well as a performance review.

want to attend and provides assistance to prepare students to get into the high school of their choice. Important program characteristics include a diverse staff with a teacher-to-student ratio of 1:10, strong parental involvement, a full-time coordinator whose sole responsibility is to manage the program, a safe environment, and positive attitudes among all staff involved with youth.

Out-of-school time programs are motivated to adapt to the academic needs of older youth for the simple reason that they are not required to attend them. Older youth vote with their feet, and OST programs are challenged to demonstrate the value they add in the quest to graduate high school and obtain employment. Some OST programs have met the challenge with smaller classes, individualized assistance or tutoring, tailored curriculum, credit-bearing classes, and coordinated paperwork and curriculum planning with the day school. Still, other programs provide special services such as a college coach to prepare students for higher education. As OST programs evolve, it is becoming evident that demand for academic programming will continue to grow in importance.

Connections to College and Employment

OST programs excel in providing youth dual opportunities to prepare for college and employment by starting with a pathway of civic engagement and entrepreneurship. By introducing real world issues or problems to older youth to solve, OST programs provide an opportunity to engage them in learning about the world. OST programs that focus on civic engagement help youth hone work-related skills that ease their entry to college and employment. The skill-building and exposure to work help young people think about their futures, and, as a result of their participation in OST activities, many realize that college is within their reach.

ACES (Achievement through Community Service, Education, and Skill Building), a program of the Please Touch Museum, is a work-based learning, enrichment, and mentoring OST program for teens offered at four Philadelphia public high schools. ACES is acknowledged by the Institute of Museum and Library Services as an exemplary, holistic education program that exposes young people to learning opportunities in the arts, sciences, and humanities. The Philadelphia Youth Network (PYN)

supports the ACES mentor program by paying for student wages and program administrative costs with WIA.

Each year, 25 youth participants spend one day per week and one weekend per month at the Please Touch Museum where they work on group projects, taking on various roles (designer, researcher, and implementer) and learning the value of group endeavors. The museum staff works to ensure that student activities reinforce and augment what they are learning in school. PYN helps to ensure that ACES curriculum fits standards required to receive school credit, including senior project credit.

At the museum, students enjoy a rich learning environment that involves work-based assignments in various departments of the museum (e.g., community services or advertising) for which they are paid. Here, young people work under the supervision of a museum mentor. They participate in real work and help mentors carry out their jobs. Mentors serve as resources to students in conceptualizing and implementing yearlong projects.

The ACES curriculum includes field trips and opportunities to learn important life skills on a variety of topics. Last year the group studied human and worker rights, visited New York City, the Pocono Mountains, local historical towns, and a coal mine. Students also participate in recreational activities, such as mini-golf and horseback riding. According to Youth Program manager Jennifer Arnold, "The enrichment, education, and work-based activities provide opportunities for every youth in the program to excel, see how an organization is run, and to think about issues that kids usually do not get to work on like HIV/AIDS and civil rights."

To ensure quality and consistency in programming, Arnold conducts mentor training for staff and has developed a training manual for the orientation of ACES mentors. The goal of the training is to ensure that mentors are knowledgeable about youth development, including the Search Institute's 40 Developmental Assets.[1] The training helps mentors understand the design and development of a project plan, identify and incorporate skills for student mastery, and set high standards for work beyond what families and school may typically expect.

In Philadelphia, **YES at the Enterprise Center (Youth + Entrepreneurship = Success)** is a Philadelphia Safe & Sound funded program offered after-school and during holidays and summer. YES is an

entrepreneurial education program serving mostly African American high school students. The mission of the Enterprise Center is to nurture entrepreneurs and support the growth of new companies in urban settings. The Center was not originally founded to work with youth; however, when youth began reaching out to use the Center's services, the Center recognized the importance of investing in its "future market" and added a youth component. The initial work with youth started with the addition of a drop-in computer lab.

The organization's work with youth focuses on nurturing their entrepreneurial spirit and preparing them for success in the business world. From 3 to 6 p.m. on weekdays, young people are immersed in a professional environment that allows them to explore entrepreneurship with an eye toward operating their own businesses in the future. Because the youth program is located at the Center, the young people are connected, not isolated, from the business people they hope to become one day. Here they can see role models and work in a professional business setting, using business tools like PowerPoint and engaging in stock market simulations. The program also helps youth see the connection between the skills they have already learned in school and the skills needed in business. Coming to see this connection helps students master academic curriculum, because they see a future where these skills will be needed.

Students in the first year of the program, approximately 30 individuals, learn how to write a business plan. Approximately 12 go on to the second year, during which they implement a business plan and work with business mentors. Of these students, several have been given $500 grants to set up a business account and get a computer. They may also participate in the executive business incubator.

In addition to the afterschool component, YES offers Business Camps (during school holidays and the summer), at which CEOs and other speakers expose youth to a range of careers. Over 200 youth participated in the 2004 summer camp, and 100 attended the 2004 spring break camp. Saturday programs target young people who live outside of West Philadelphia and cannot participate in the weekday program. Focus groups of youth meet after every session to assess the effectiveness of the effort (See Hall, Israel, & Shortt, 2004).

In New York City, **The Employment and Training Center** provides neighborhood adults and youth with skills necessary in today's job market. The Center provides employment training, computer classes, and opportunities for internships and apprenticeships. Youth and adults use the Center to assist them in job search, housing assistance, resume writing, homework, and faxing job applications. The Center's Resource Room is open to the community from 9 a.m. to 9 p.m., Monday through Friday and from 9 a.m. to 4 p.m. on Saturday. From 4 to 6 p.m., youth ages 14-18 can participate in an OST program called SMART, a formal program that includes homework help in the first hour and academic skills development through competitive games, such as science and math jeopardy, and other activities.

At the Center, on average, 34 adolescents participate in SMART for work readiness skills and academic assistance. The goal is to have participants improve by one-half grade level in 6 months and one grade level in one year. As youth work through computer and academic skills, they receive points to trade in for items such as VCRs, computer games, and bicycles. Work readiness activities include preparing a resume and holding and keeping a job. The program has a 90% attendance rate, and program directors have learned that incentives improve attendance. Each youth receives a stipend of $150 every two weeks based on report cards, grades, punctuality, and attendance at SAT prep and other Saturday workshops.

SMART participants go on college tours and field trips to meet with private sector employers and participate in summer employment programs (funded through WIA). College counselors on the SMART staff make visits to the local high schools to check on their youth participants' grades at the end of each report card period. There is also a "drop off help" program where SMART youth can stay from 6 to 7 p.m. to receive help from college student tutors.

Admission to the program is first-come, first-served, and there is typically a waiting list. Potential participants must meet income guidelines and submit a written report on a specific topic. Youth learn about the program through flyers, word-of-mouth, staff outreach, and on-line advertisements. There is a one-year follow up with the young people as they move into jobs and postsecondary education.

San Francisco's **YouthWorks** is a citywide work experience program that provides high school students with pre-employment training and an internship in one of more than 40 city government depart-

ments where they receive ongoing monitoring and support. The initiative also offers leadership training, job search training, as well as academic tutoring and college application workshops.

YouthWorks was an outcome of a citywide Children and Youth Summit held by Mayor Willie Brown, Jr. in 1996 where youth voiced the need for meaningful workplace opportunities (Hall, Israel, & Shortt, 2004). YouthWorks incorporates young people into city government on a programmatic basis by placing 10th and 11th grade students in city departments. Placements are determined based on the needs of the youth and the work sites.

Through the program, youth develop basic job skills, including computer skills. For many, it is their first introduction to success in the workplace and offers positive links to caring and knowledgeable adults. The program exposes youth to careers, creates opportunities for them to work with career mentors, and provides support and pay at the minimum wage.

Participants represent a wide range of ethnicities and include recent immigrants, youth in the foster care system, teen parents, and high achieving youth. Like the SMART program, youth join the program on a first-come, first-served basis, and recruitment is done mostly through the public schools. The program has access to other community-based organizations that act as recruiters as well as extended support (e.g., with youth case management needs). The program serves 400 youth in three sessions per year.

The expectation is that young people will participate for one session each and during that period they will gain necessary skills, build up their resumes, and develop strategies for accessing their next and better jobs. The main outcome of the program is to give youth a chance to work with a mentor in a field of interest and develop critical soft skills (communication, punctuality and time management, goal setting), necessary for success in the work place.

The Mayor's *Youth Employment and Education Program (MYEEP)* in San Francisco is a collaborative of 12 community-based youth serving organizations and is the largest afterschool youth employment program. Each year 1,200 youth participate in the program for an average of one year. The program also provides summer and school year programming. It came into existence through community efforts to maintain a citywide work experience program for youth despite federal funding cuts in the 1980s.

According to Alvin Woo, program director, while the city's funding level has fluctuated, the strong commitment to continuing the program exists. Growing the program would be helpful as the waiting list to enter the program is greater than the number of youth served.

MYEEP targets youth ages 14-18 who are attending school and are work eligible but have barriers (age, language, academic achievement, lack of work experience, involvement in the juvenile justice system, parenthood) that limit their employability. After 10 to 15 hours of preemployment training, participants meet at a subsidized afterschool job at nonprofit and public sector organizations for up to 10 hours per week during the school year and up to 20 hours in the summer. All participants collaborate with a trained worksite supervisor at their job who provides one-on-one instruction and adult role modeling. Participants receive $6.75 per hour for their work. Participants also attend mandatory training at least once every two weeks on topics related to employment, education, and the community. Youth complete a career portfolio and participate in other activities designed to help them successfully navigate life. A job developer assists youth ready to transition out of the program into an unsubsidized job.

MYEEP works with participants to monitor their academic progress. Youth who are identified as being academically at-risk attend tutorial sessions, at which specific areas of need are identified, and a plan is developed for improving grades. Field trips and workshops expose youth to their training and college options after high school and guide them in setting short- and long-term educational goals.

Both YouthWorks and MYEEP receive funding from the City and County (San Francisco General Fund, the Department of Children, Youth, and Their Families, and the Mayor's Criminal Justice Council) and the Workforce Investment Act.

From these examples, the reader can begin to see the rich resources OST programs provide youth to develop work and entrepreneurial skills, expose them to possible careers, college, and the wider community, and match them with caring adult mentors.

Connections to the Arts and Community
East Palo Alto Mural Art Project (MAP) in San Francisco is an arts-based, youth development project whose mission is to educate, empower, and inspire youth through the arts. Founded in 2001,

PROFILE
Youth As Entrepreneurs: Baltimore Algebra Project

In 1980, Robert P. Moses, a civil rights activist and Harvard-educated math teacher, founded the Algebra Project to integrate the concept of student-led math instruction with civic engagement through community involvement. Moses developed curricular materials and professional development tools to help educators teach students mathematical skills required for college and highly skilled work, ultimately to gain access to worlds that had been traditionally closed to minorities. Trained youth then serve as tutors to other middle and high school students in the community. Beyond the goal of improving the math skills of clients, the program seeks to sustain and grow a student-run business that is economically viable.

Since 1995, the innovative mathematics literacy effort has been thriving in the Baltimore Public School system under the guidance of Jay Gillen, director. The Baltimore Algebra Project operates at the Stadium School and six other sites throughout the city. The Stadium School serves lower to middle class families, of which approximately 70% receive free and reduced lunch. The school accepts students from around the city. The Baltimore Algebra Project is part of the City's BOOST After School Alliance, and half of its funding comes from the Baltimore school system with the other half coming from private foundations.

The Math Literacy Workers' project, established in School Year 2001-2002, employs high school students skilled in math to tutor other high school and middle school students, called clients. Tutors assist clients with problems encountered in math classes or in homework and coach them in test preparation. Math Literacy Workers seek to develop in their clients a conceptual understanding of the math problems at hand, infusing a sense of empowerment and a duty to help others in a similar fashion. "We're trying to create a culture that says math is lucrative and cool," said Moses.

In SY 2002-2003, the Baltimore City Public School System awarded program funding to expand Math Literacy Worker services to another school in the district, the Robert Poole Middle School. The student-run nonprofit evolved into a youth advocacy group in 2003, fighting for greater funding for education and programming benefiting all youth in Baltimore.

In SY 2003-2004, the program continued to grow, and Math Literacy Workers qualified as SES (Supplemental Education Services) providers under NCLB. According to program director Gillen, "The Maryland State Department of Education certified Algebra Project high school students as 'highly qualified instructors' under No Child Left Behind. With this designation, Algebra Project high school students are eligible to be chosen by parents as Supplemental Educational Service providers under Title I." (See Fortune, Padgette, & Fickel, 2005).

The student-run organization approached the Baltimore City Public School system to bid on an $80,000 service contract and won it for two years in a row. The young entrepreneurs, who have successfully completed the contract and wish to expand the program to help more students in need, approached the city with a $160,000 proposal. In SY 2004-2005, the Baltimore City Public School system renewed their contract with the Baltimore Algebra Project, stipulating that larger middle schools will be considered for SY 2005-2006. "Baltimore City Public Schools and the Family League of Baltimore City have contracted directly with the students for two years to provide afterschool tutoring services worth $300,000. To our knowledge, this is one of the first, if not the only, student-directed, student-staffed organizations to contract professionally with a public school system in the country. Approximately 80% of this money goes directly into the pockets of the high school students as wages for tutoring," said Gillen.

In the same year, the Fund for Educational Excellence, a local organization that partners directly with the Baltimore school system to bring best practices in school reform to all schools in the city, allocated $50,000 for the Project's tutors to work in approved schools. To date, the Baltimore Algebra Project has received $570,000 in private grants won for services to Baltimore students.

Tutors and site leaders earn $10 and $11 per hour, respectively. Site leaders host weekly meetings to assess progress made by tutors and to suggest adjustments based on client feedback. They are responsible for ensuring tutoring begins and ends promptly, snacks are distributed, staff meetings begin promptly, and important information is covered during the staff meeting. Site leaders complete biweekly reports and communicate regularly with the human resource manager, a youth selected to be responsible for four sites, making visits and writing reports on each site's progress. Tutors meet in a classroom at a school to work with

(continued)

clients during out-of-school-time. Under the watchful eye of the site leaders, tutors stay on task during the tutoring session, fill out tracking forms for their client to measure growth and progress, and make sure the client gets the afternoon snack.

Students running the program are kept on their toes and left to their own resources and each other to solve problems; even the tough mathematical, personal, and professional ones. The students have developed a handbook to assist in replicating the program in other sites. The handbook includes details on the tutoring program's mission, goals, dress code, rules of etiquette for working with clients, general rules for tutors and site leader, reasons for suspension and removal from the program, governance, description of qualifications needed to fill offices of president, secretary, tutor, and pay scale.

The Baltimore Algebra Project makes an impact on the students it employs and serves. According to Gillen, testing and grades have improved among those being served versus those who received no tutoring assistance and attended the same math classes. Teachers and principals from participating schools report that the program has made a difference for their students and have requested additional services. Students and parents have also voiced their support for the program and, currently, request for services outpaces the supply of tutors.

In an evaluation conducted by the Family League of Baltimore as part of its management and accountability oversight, the Algebra Project ranked very highly, at 98%, compared to an average for Baltimore afterschool programs of 77%. The Program also received perfect scores from the League in youth interaction, youth engagement, and mastery. Baltimore Algebra Project students have been locally recognized for their advocacy for educational equity. Students appeared on local radio and television shows and have been featured in news stories that highlight student advocates for education.

MAP, originally a summer program, generates positive youth outcomes through connections with public art to show that teens are a positive resource in their community. MAP has expanded its programming, offering OST programming for teens year-round.

According to Sonya Clark-Herrera, Co-Founder of MAP, teens in East Palo Alto face a variety of difficult challenges. Many of the local public and private institutions have failed the youth in their community, offering few resources to help them gain skills, education, and jobs. Despite its proximity to Stanford University, East Palo Alto Public Schools has an astonishing 70% dropout rate. The community has high welfare dependency and high rates of early child bearing, and there are large numbers of children and youth in foster care.

The MAP mural program provides employment opportunities for 25 disadvantaged teens for 14 weeks to research, design, and install murals. Participants learn, strengthen, and apply reading, writing, mathematics, presentation, drawing, painting, and video production skills. Youth develop job skills while earning $9 per hour for working in the program three days per week; many contribute financially to their families. "Recruitment is easy when you offer employment," Clark-Herrera said. Partici-pation provides a measure of financial independence, and because teens receive remuneration, parents are more willing to support their children's involvement in OST activities. This is critical to offset the competing outdated expectations many parents have for their girls to remain at home to take care of younger siblings and for boys to work. Clark-Herrera noted that through participation in the program, many youth participants have the funds to purchase needed school supplies. To date, over 200 teens have served the community in summer and afterschool programs by painting the murals and turning what was once a bleak building wall into an artful image of cultural icons.

New MAP programs include History Through Art (HTA), an expanded spoken-word poetry component, and History through Hip Hop (HHH). The HTA program improves academic performance for 7th and 8th grade participants by employing an interdisciplinary thematic teaching curriculum to reinforce various California State Board of Education Standards. Older teens work with junior high school students facilitating art classes and teaching community history, and local college-based artists and art educators serve as role models. HHH uses the genre of hip-hop to help low-performing at-risk students

in Grades 9-12 learn about and bring history alive. Both programs run for twelve weeks twice each year afterschool.

Strengthening Families and Communities
Many OST programs aimed at older youth offer supplemental activities and services for parents and guardians as a way to build bridges between youth and their families. As these programs work with children, youth, and their families, they lend themselves to overall community improvement (See Little, & Lauver, 2005).

In New York City, the **Harlem Children's Zone, Inc. (HCZ)**, a family and child services agency that serves 8,600 low-income children and youth in a 60-block radius, is now in its fourth decade. HCZ has expanded into a comprehensive multiservice agency featuring parenting classes, all-day preschool, a budding K-12 charter school, tutoring and mentoring, antiviolence initiatives, OST programs, and more. The Harlem Children's Zone mission, guided by its founder Geoffrey Canada, is to contribute to the regeneration of some of the city's most devastated communities. Most of HCZ's programs are privately funded, though some are supported with public dollars through the New York City Department of Education.

HCZ has undertaken a community building initiative to revitalize Central Harlem, addressing issues of housing, community organizing, employment, technology, public safety, community parks and playgrounds, afterschool and summer programs, feeding programs for young and elderly individuals in need, and other issues that directly involve youth and families. The program provides a full network of services to a needy neighborhood, combining education, social, and medical services, and covering participants from infancy to college graduation.

Specific strategies for strengthening families and the community include placing HCZ services inside two Beacon Schools in the city and teaming schools with preventive programs so families may gain access to child and youth development programs and counseling. HCZ also offers The Baby College, which provides services to young expectant parents and those with children ages 3 and younger, Harlem Gems, a prekindergarten program that prepares four-year-olds with the skills necessary to enter kindergarten, and a Family Support Center which serves as a walk-in center for families in crisis.

Good Shepherd Services in South Brooklyn provides an integrated approach to youth, family, and community development. This social services and youth development agency provides residential and foster care services across the city and has increasingly taken on a range of prevention services for families in stress and at-risk children and youth.

Good Shepherd Services provides an integrated approach to youth, families, and community development and works in close partnership with members of the community. Among their many initiatives are residential programs or "crash pads" for adolescents in crisis, work readiness for mature women who are heads of households and need to enter the job market, and a family reception center, providing family, group, and individual counseling, advocacy, and links to other services for families with children and youth at risk of abuse and/or neglect.

The Red Hook Beacon Community Center at P.S. 15, one of the ten original New York City Beacon school-based community centers established in 1991, serves as a focal point for the Red Hook community. The Center provides a range of educational, family support, job and career readiness, and recreational activities for approximately 1,500 children, teenagers, adults, and families annually. Because 25% of families in the community are below the poverty line, and the community is situated in the western edge of Brooklyn, separated from the rest of the city, the Center serves a critical need for providing a meeting space for family and youth activities.

Fostering Youth Leadership and Voice Through Service-Learning
Some OST programs use a teaching methodology called service-learning to help provide opportunities for youth to find their voice and flex their leadership muscles. Service-learning combines academics with civic engagement or community service. A key component of service-learning is youth voice and an integration of the interests of youth in the lesson or project at hand. Once youth identify a community need, they are encouraged to meet that need and engage others to help meet the need. To do this, youth must pull on the academic knowledge they have amassed or seek it out. Both academic and job-related skills are acquired by youth as they engage in service-learning.

Civic Works is a national, urban service corps born out of the Civilian Conservation Corps and

Peace Corps. It mobilizes teams of youth and workforce development programs that focus on a variety of unmet community needs including urban revitalization, afterschool and summer tutoring, mentoring, enrichment for elementary, middle, and high school students, disaster preparedness and public health outreach, environmental improvements, and housing rehabilitation.

Collaborating with national and community service programs, the program works to engage Baltimore's at-risk youth in intensive and challenging projects in neighborhoods close to home, including creating community gardens from abandoned lots and rehabilitating homes and parks for low-income families. By working in neighborhoods close to home, youth see firsthand the meaning and purpose behind their efforts. An important component of the program is its dedication to fostering youth empowerment and leadership.

Civic Works' Afterschool Works! provides an extended-day learning program that focuses on academics, enrichment activities, service-learning projects, individual and family development, career/college exploration, and job readiness through hands-on training and workshops. The program is focused on improving basic literacy skills with an emphasis on reading and environmental science, enrichment through computers and the Internet, developing positive behaviors and citizenship through giving back to communities in need, and learning job readiness skills and college preparation tools.

Afterschool Works! is offered four days each week (Monday through Thursday) from 3:30 to 6:30 p.m., serving roughly 25 9th and 10th grade students. The program offers frequent outings to implement community service projects, explore colleges, visit local employers, and show the many possibilities for civic engagement throughout the greater Baltimore area.

Creative Minds in Baltimore uses service-learning and entrepreneurship as a way to engage and teach youth skills that will help them in the real world. Service-learning projects are an incentive to get students to complete their homework from day school. If homework is not completed, program participants may not engage in the Creative Minds service-learning project.

Work on service-learning projects starts at 4 p.m. "Right now, our work is the mural project. Last semester, it involved running a community haunted house and participating in the Mayor's Christmas party," said program staffer Marianne Reynolds. As further incentive, students earn $7 per day for one hour of work for a maximum of $28 per week. Creative Minds staff guides the work, but students are ultimately responsible for creating and managing a budget for the project, buying supplies, and keeping records of the funds.

Community murals have a role in promoting the history of Hampden, a bedroom community of Baltimore. Students have interviewed retirees who worked in the Hampden mills years ago. They have learned technical drawing skills needed to create drawings and incorporate details of a typical day at the mill into their mural design. The staff of Creative Minds is in contact with their youth participants' day school, so that they can coordinate school work into the OST programming. For example, if students are studying fractions during the day, Creative Minds has them use fractions to decide how to transfer what they have sketched on their paper to the wall of a building to get the mural started.

A Creative Minds service-learning project serves as a job experience for youth, and in some cases, the beginnings of a career. "We say to students, 'We have employed you, and if we have a problem with your performance, we will work with you to fix your performance, but if that doesn't improve, you may be fired,'" said Judy Friedman, Program Director. This puts locus of control with the students, leaving the decision on their shoulders on whether to stay engaged and active with the program or leave. "We do not have to waste time arguing with students about our policy because we have clear expectations on behaviors," said Friedman. "When projects are not accomplished, their pay is docked."

Other service-learning activities include oral history projects. This type of project, as in other service-learning projects, links academics learned in the classroom to a relevant community improvement project. In this case, oral history projects require students to interview community residents and take their stories, then edit and produce them for public consumption. "We have students maintain a journal. Before they interview people, we have them brainstorm on the types of questions to ask. Everything is connected back to academics, which are embedded into our activities and linked to standards," said Reynolds.

Service-learning continues to be a strong at-

PROFILE
Youth As Entrepreneurs: Baltimore Algebra Project

During a typical afternoon in Long Beach, California, inner-city, high school-age youth from around the city take the bus, walk, or get a ride to the **YMCA Youth Institute** to participate in an intensive year-round technology-based program that enhances academic and life skills, provides viable career skills, and builds relationships. The Youth Institute bases itself on a foundation of youth development programming with a focus on safety, relationship building, youth participation, community involvement, and skill building. Five pillars (technology skill building, academic support, leadership development, project-based learning, and service-learning) support this foundation and help the Institute offer youth a program that increases academic potential, self confidence, self efficacy, and career skills.

The Youth Institute is a year-round, OST program for high school-age youth. The Institute kicks off its programming with an intensive summer program that runs 35 hours per week. The program uses project-based learning and service-learning to help youth develop leadership skills as they acquire technology skills. Youth have access to the latest technologies in the Institute's digital arts computer lab, receive academic assistance and emotional support from qualified staff, work on paid projects, and are involved in community service year-round. Youth Institute staff help students prepare for SAT exams, gain leadership skills, complete college applications, and apply for financial aid.

Program staff work strategically to recruit students to the program from a variety of ethnic cultures found in communities around Long Beach. Program leaders believe a mixed group helps to build social skills, particularly in team work, that prepare youth to be more tolerant of the cultural diversity that awaits them in college and careers. The Youth Institute provides a "ladder of opportunity" where older youth learn skills and then pass them on to younger children enrolled in YMCA programs.

The YMCA Youth Initiative is based on the following principles:

1. Every YMCA community will incorporate a Youth Institute to engage high school students.

2. The Institute will begin with an intensive summer program and continue throughout the year on a regular basis.

3. The Institute must have an academic focus, including a project-based learning approach. Academic goals are clearly stated for all activities.

4. Technology training must be an integral aspect of the Institute and all necessary equipment provided to participating students.

5. Participants must be entering 9th to12th grade and are chosen through a competitive application process.

6. Institute graduates are expected to perform community service (e.g. tutoring, mentoring, and technology) at local YMCA sites throughout the year.

7. Students receive a stipend for their participation and compensation for the time they devote to YMCA sites throughout the year.

8. Staff-to-student ratios must be appropriate so that each young person can develop a meaningful relationship with a caring adult.

9. The initial summer program is evaluated against a clearly defined set of desired outcomes related to changes in skills, attitudes, and behaviors of participants.

One key aspect of the YMCA Youth Institute is the year-round approach to learning. Each spring, the Youth Institute recruits forty new students from five nearby high schools. Ten Youth Institute Alumni are recruited at this time to assist in teaching the new class of students. Keeping alumni involved helps to sustain the spirit and history of the program as well as initiating the new class. Alumni serve as teen instructors and engage in peer-to-peer tutoring/mentoring and recruit new participants to the program yearly by handing out applications to their friends.

Space is limited in the program, and there are hurdles to jump before new participants are formally accepted. A parent meeting is held in March where staff review planned activities and expectations for participants and answer parents' questions. A second meeting is held in April where new participant's keyboarding and writing skills are assessed. A third meeting is held in May to focus on planning the upcoming Team Building Wilderness Retreat at a local national park. The pre-meetings give students and parents a chance to assess the program and see if it is a good match, and the Youth Institute staff can assess new students' and their parents' commitment to the Institute. If one of the first three meetings is missed, that participant's space is given to another teen on the waiting list.

The Wilderness Retreat introduces new participants to team building and diversity training. Students work in teams to set up camp, cook, climb, hike, and engage in map and compass orientation activities. Staff introduce youth to topics in natural sciences such as the ecosystem of an evergreen forest, wildlife, geology, healthy water tables, plant life, and native peoples who inhabited the region. Geometry and geography weave throughout the learning experiences. This culminates with students working in teams to negotiate a two-mile course by reading a compass and using skills taught during the orientation.

Framed by the overarching theme "Creative Digital Arts and Literacy," the intensive summer institute opens in June and runs to the beginning of August. Activities are based on project-based learning methodology. Students join project teams and carry out assignments with the goal of creating a short film and a Teen Story Magazine. Students create a short film by learning to script, storyboard, do pre-production, production, and post-production editing. Youth learn the concepts of lighting, sound, special effects, working with a variety of locations, and set design. Because projects are done with the real world in mind, 21st Century literacy skills are honed as are critical thinking and cooperative learning skills.

Academic subjects inform the projects that students work on. Students see firsthand why math skills are important and how changing equations correlate to depth and rendering of images for animation. Geometry and algebra are explored through digital 3D editing software. Students use writing and editing skills to produce their page in their Teen Story Magazine. Staff guide students to improve their stories through research, creative writing, word recognition, phonemic awareness, editing, and real world context. To develop comprehension, oral presentation, reading, writing, and vocabulary skills, students complete two read-ing assignments and perform an oral storytelling presentation based on the stories they have read throughout the summer.

Service-learning flows throughout the program. Students select a service-learning project, develop goals and objectives, work with staff to connect these goals to state standards, plan their project, develop pre- and post-reflection activities, develop an assessment, and plan a celebration for the ending of the project.

Alumni also produce technology projects for other nonprofit agencies, which provide them with important hands-on learning experiences. As many as 20 student alumni per month go to CORAL (Communities Organizing Resources to Advance Learning) elementary afterschool sites and teach basic computer and graphic arts skills to younger children through project-based, service-learning activities. The teens also manage an annual CORAL Family Picnic for 900 elementary-age students and their parents and run a haunted house in the fall. Alumni are also involved with teaching high school classes how to do digital storytelling, helping teachers use digital media, and training staff and teens in the national YMCA Film Makers Voice project to develop digital media programming.

California State University Department of Social Work conducted an evaluation of the YMCA Youth Institute program in Long Beach, CA. Both qualitative and quantitative data showed that students have demonstrated gains in social and leadership skills, technology skills, written and oral communication, and improved grades because of participation in the Youth Institute. The data also suggest that the youth themselves have seen improvement in their grades and attitudes towards school, family, community, and their futures.

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traction to young people who have a desire to "give something back" to their community, and many OST programs have been successful in using service-learning to recruit and retain older youth.

A Holistic Approach to Youth Development and Preparing for Life

Many OST programs integrate academic, career, and college preparation, civic engagement and relationship building into their programs. Building on a strong commitment to youth development, these OST programs provide a wide variety of services, supports and opportunities for youth, and some OST programs actively promote themselves as a holistic approach to preparing older teens for life.

Bayview Safe Haven in San Francisco is a holistic, OST program that provides educational, recreational, health, and social services to 50 at-risk youth, ages 12-21 from the Bayview Hunters Point community. Youth typically attend three days of programming. On Tuesdays, this involves basketball for boys, tutorials, and college prep/SAT workshops. On Wednesdays, there are activities for the girls group. On Thursdays, there are opportunities for youth

to be involved in a music program at the Booker T. Washington Recreation Center, described as a friction-free environment. Friday nights are devoted to a variety of fun activities. Youth work in the music studio or on the newsletter.

Among the offerings is a music program to draw teens off the street. The program uses the pervasive pull of hip-hop as leverage (See Little, & Lauver, 2005). What started as a music studio has developed into entrepreneurship opportunities for the young participants. The youth move from rapping to learning the music business, including marketing and promotion and have produced two CDs and several small films.

According to program director Troy Pope, activities focused on physical activity are absent from the San Francisco schools, but young people need outlets for venting their aggression. His goal is to get all the young people into a sports activity. The program is adding dance, track, and basketball programs. Other programming aspects include cooking classes, tutoring, and a boys group, which includes psychological therapy, group discussion, etc.

The program functions as an extension of family. By way of example, Pope shared that one young woman was in labor and called the program staff who ultimately participated in the birth. The program also functions as advocates for the young people involved with the courts.

Food is an important part of the program. The program is open between 3:30 and 10:00 p.m. and provides nutritious snacks. For many, this is their only source of food. The San Francisco food bank helps with the afterschool snacks and supplies food for the cooking classes. The program also encompasses eating out at restaurants to encourage acceptable public behavior and to allow youth to see other parts of the city (See Hall, Israel, & Shortt, 2004).

GIRLS 2000, also in San Francisco, founded in 1998 by Lena Miller, a resident and native of Bayview Hunters Point, is a place for young women to get support and services to help them avoid the pitfalls of living in poverty. GIRLS 2000 is a holistic, youth development program designed specifically to meet the needs of girls and their families who live in the Bayview Hunters Point housing developments. The program provides comprehensive services to 50 girls ages 10-18 and is located in a former housing authority office, in the Hunters Point housing development. The site is comfortable and easy for

girls and their families to access. GIRLS 2000 has since served as the incubator/clearinghouse for other programs, helping with proposal writing, identifying funding opportunities, developing curriculum, providing fiscal sponsors, and helping create the program infrastructure necessary for successful operations.

Out-of-School Time System Design Issues

This section considers issues that many OST programs wrestle with in terms of quality and sustainability. Staffing and professional development, funding, and evaluation of OST programs surfaced as areas of common concern to programs.

Staffing and Professional Development

Working with older youth in OST programs requires skilled and caring practitioners. Finding and retaining employees who feel comfortable with teens and providing them with professional development to improve their skills continues to be a challenge even among leading OST programs. Because OST programs are increasingly being asked to create curricula, produce academic outcomes, and work with a wide diversity of young people, program staff need more sophisticated training. Staff also need to be prepared to deal with serious issues of teen pregnancy, drugs, violence, and abuse. OST programs universally request greater funding for professional development, recognizing it as one of their greatest needs.

Some concerns about the implications of NCLB for OST programs were voiced at the April 30, 2004, AYPF forum on "Outcomes for Children and Youth in Out-of-School Time: What the Evidence Says." Robert Granger, president, William T. Grant Foundation, argued that it might not be helpful to create policies that put in place strict certification requirements for hiring program staff. Those who are passionate about their work with youth, argued Granger, often make the difference in outcomes produced, and they should not be blocked from entry into the field. Other practitioners said that OST programs should coordinate to create a core group of program directors who develop their leadership skills together. Another suggestion was to tap into a source of knowledgeable city or district employees or private citizens who can provide professional development free of charge.

Panelists also addressed how they would choose

to invest additional resources in OST programs if these resources were to become available and said investments in staff would be a priority. OST program staff need to feel that they are part of a profession, and investment in profession-related activities would be very helpful, said panelists. An investment in staff, hiring quality professionals, and offering sufficient staff development would be an effective way to leverage improvements in OST programs.

Focus groups sponsored by **The After-School Institute** of Baltimore revealed program staff, particularly those from faith-based programs, are not always comfortable with or prepared to speak to young people about issues of sexuality and substance abuse. "Some faith-based providers have a hard time separating their faith values from just offering a support system as a youth program provider," said director Rebkha Atnafou. In response to this and other challenges identified by the staff of their member programs, the Institute organized a peer-to-peer mentoring and networking support group. "We would like to obtain funding for a learning center to help youth workers in the city go through formal youth development training. One-day orientation and regional training costs $350 per person and runs for seven weeks, one night per week, a challenge with limited funds," said Atnafou.

In San Francisco, Youth Cares receives many applications for employment with experience in direct service but not in program management. Frequent turnover is also a concern. Staff typically work two to three years before moving onto graduate school or other work, and because upward mobility in the field is limited, staff leave to find other higher-paying jobs.

Funding
From "Outcomes for Children and Youth in the Out-of-School Time: What the Evidence Says," an AYPF forum on April 30, 2004, OST practitioners responded to questions about challenges related to sustainability, underscoring how problematic funding issues are. Program directors must constantly engage in a "hustle" to acquire and sustain resources, and they sometimes do not know how much money they will have from month to month.

In Baltimore, **Civic Works** sustains its programs using a diverse range of single- and multiyear private, city, state, and federal funds. AmeriCorps provides a significant grant to pay for stipends for the Civic Works corpsmembers while they are in the program.

Other funding comes from a community development block grant, the YouthBuild program from the US Department of Housing and Urban Development, contract work from the City of Baltimore, the United Way, and corporate and foundation sponsors.

In San Francisco, the East Palo Alto **Mural Art Project (MAP)** currently does not receive direct government funding. Twenty-first CCLC funding provided by the local school district funds approximately 8% of MAP programming. MAP relies on community organizations for in-kind support and collaborates with organizations like the Boys & Girls Club of America to provide staff and in-kind facilities, local law firms to provide space for board meetings and access to office equipment/operations, and the Ravenswood City School District in East Palo Alto to allow the Mural Project to paint school buildings. MAP also receives funding from the John W. Gardner Center for Youth & Their Communities at Stanford University, School of Education to provide program assessment and staff development support.

The **YMCA CORAL Youth Institute** receives a majority of its funding from The James Irvine Foundation. Other foundations that fund the Youth Institute are The Community Technology Foundation of California, the Knight Foundation, and The California Consumer Protection Foundation. The program receives no federal, state, or local government funding at this time. "Our main corporate business partner is Strategic Business Resources which donates money directly to the Youth Institute and sets up internships for youth. The program also is the only nonprofit in the United States to receive the academic discount from Apple Computers," said Bob Cabeza, executive director.

Many OST programs are very creative in seeking funding from various sources. But given the few reliable and targeted funding streams for OST, program directors are always in search of additional long-term funding, a challenge that will exist for the near future. An excellent resource for OST program directors is The Finance Project, a nonprofit research and technical assistance organization that has written extensively on finding funding for OST and education programs (Padgette, 2003).

Evaluation
Few OST programs conduct regular or longitudinal evaluations of their activities. This is partly due to

limited dollars or restricted funds that cannot be used to cover the costs of evaluation. It is also due to the fact that most OST programs have small and limited staff resources and are not able to carry out the data collection activities; that evaluation is not always viewed as a mission-critical function; and that the priority of most staff is to spend as much time as possible working directly with youth. Also, many programs are not sure how they should evaluate youth outcomes and whether academic progress alone or a combination of measures should be used.

The **Baltimore After-School Institute** uses student, teacher, and parent satisfaction surveys as part of their evaluation. Rebkha Atnafou, director, said "Many programs don't evaluate their efforts because they don't have the funds to do it. But some are able to have it done pro-bono or at a reduced rate from university graduate students." The After-School Institute also encourages OST programs to consider evaluation as a key aspect of the program and to include an evaluation plan at the early stages of implementation.

In the AYPF forum, "Outcomes for Children and Youth in the Out-of-School Time: What the Evidence Says," held on April 30, 2004, OST practitioners stated that it is important to avoid an overly narrow interpretation of evaluation. Evaluation should not focus solely on holding OST programs or staff accountable; rather, it should provide information to help staff determine how to improve the program. This view of using evaluation as a formative tool was also underscored during site visits.

YouthCares in San Francisco sets four goals for its program: community involvement, relationship building, building communication, job, and financial literacy skills, and leadership development. Jennifer Berger, program director, evaluates the program based on these four goals, and youth in the program do likewise. Youth are given a survey at the end of every semester, and questions are linked to one of the four goals. YouthCares also evaluates day-to-day and program cycle outcomes. At the end of every workday, program coordinators meet with youth to evaluate the work they did and to ask what the youth liked and what was learned. The program coordinator also meets with each youth at the end of the program cycle to evaluate their performance during the cycle. All of this information informs the program improvement process at YouthCares.

Bob Cabesa, executive director of **YMCA**

CORAL, Long Beach, said many OST practitioners are concerned that as OST programs become more school-like, they will be graded like other activities in school, with a specific focus on academics. Out-of-school time programs should not be held accountable for improving test scores for schools, said Cabesa. Rather, OST programs should be evaluated on a range of criteria, such as positive youth development activities, opportunities for quality adult-youth relationships, provision of a safe place for children, youth involvement in the decision-making process, social skill and job skill development, and crime prevention. Because of the multi-faceted design of OST programs, they need to have a multi-faced evaluation.

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[1]   Search Institute's developmental framework is categorized into two groups of 20 assets. (1)External assets are the positive experiences young people receive from the world around them and are about supporting and empowering young people, setting boundaries and expectations, and positive and constructive use of young people's time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development. (2) Internal assets are characteristics and behaviors that reflect positive internal growth and development of young people, such as positive values and identities, social competencies, and commitment to learning. The internal developmental assets help young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence. (Search Institute, 2004)

PART III:

Recommendations

In this section, we provide recommendations for policymakers who provide funding and a framework for OST programs and for practitioners who operate OST programs.

Recommendations for Policymakers

As this report illustrates, policymakers, particularly at the local level, are showing a growing interest in OST programs for older youth. Mayors and other municipal leaders realize that OST programs and activities can have a positive impact on the health and well-being of youth in their communities. While local policymakers have a large stake in the prevalence and quality of OST programs, policymakers at all levels should see OST programs and activities as an integral piece of a larger system aimed at providing healthy developmental opportunities and supports for young people.

Policymakers need to consider how OST programs can provide various forms of support for adolescents, especially as high school reform gains prominence at the state and national levels. OST programs can support high school reform efforts by complementing, expanding, and extending learning opportunities, demonstrating how to apply academic learning in nonschool settings, enriching school-based learning by providing greater time for the arts, dance, music, and media, and providing individualized college and career counseling. As high school learning opportunities are redesigned to increase low student performance and graduation rates, OST programs and activities should be viewed by policymakers as resources to help students succeed. OST programs also bring into the high school reform discussion the important perspective of youth development, an element that is often missing in school policy debates.

Policymakers need to acknowledge that young people must develop skills beyond just academics and that OST programs are an excellent venue for this broader skill development. Success requires a portfolio of skills in various domains (e.g., civic, social, and employability skills), and many of these skills cannot be taught or are not being learned in school due to the academic structure of learning.

OST programs and activities allow young people the chance to experience various learning environments by participating in community or volunteer service or paid work, working in teams with peers and adults, or serving as a youth leaders for projects. As the school day continues to focus on academic fundamentals, OST programs provide a valuable opportunity and resource to help youth gain diverse skills.

Out-of-school time programs should be held accountable for reasonable outcomes related to academic and social/behavioral growth. OST programs are frequently judged on multiple outcomes, such as academic performance (usually perceived to be most important), school attendance, reduction of negative or high risk behaviors, or youth participation. The focus on academic performance is understandable, but some OST and youth programs are not designed with a focus on academics, and, as a result, they consider it unfair that they are judged on something they do not offer. Clear policy guidance would be helpful so that program managers know the expectations of public supporters and policymakers, and multiple outcomes, not just academic performance, should be considered.

Policymakers should avoid rigid funding, programmatic, or accountability structures that might inhibit innovation. OST program design varies tremendously. Not only do programs vary by activity and focus, but OST providers range from libraries to Boys & Girls Clubs of America to alternative schools and faith-based organizations. In addition, intermediaries sometimes serve as the grant recipient, which then allocates money throughout the community.

Policymakers should increase support for more and higher quality OST programs for older youth through various funding sources. The availability of OST programs, particularly for older youth and youth from low-income families, is limited. Where programs exist, most are small, intentionally so as to provide strong adult to youth relationships, but this means fewer slots for needy youth. Increased funding is also needed to support the infrastructure of OST programs, such as professional development, capacity building, intermediaries, development of curriculum, tools and engaging activities, improved evalua-

tion, and more research.

Stable sources of funding will help OST programs hire high quality staff, provide ongoing staff development, and support continuity among staff. The OST field needs a stable workforce of professionals who understand youth development, have positive relationships with youth, and can deal capably with youth-oriented issues like sex and drugs. To allow for upward mobility and staff growth, stable sources of funding are needed.

Incentives should be created to encourage 21st Century Community Learning Centers programs and Supplemental Education Service providers under the No Child Left Behind Act to increase programming aimed at improving literacy and math levels of middle and high school students. Policymakers have provided leadership in integrating OST with goals for school improvement by supporting linkages between 21st Century Community Learning Centers and NCLB, but a stronger focus can be placed on helping older students master core competencies.

Policymakers should be aware of which funding streams are being used to support OST programs. When programs are reauthorized, there is little awareness by policymakers of how they are supporting the growing legion of OST programs to provide supportive and enriching experiences for youth. WIA funds can be used for summer and afterschool employment, work-based learning, and employment-related experiences. Funds from the Temporary Assistance for Needy Families (TANF) have been used to support OST programs, but changes in TANF that would reduce support for employment and training could affect the availability of funding for OST programs. The federal TRIO and GEAR UP programs can support OST activities related to college access and success. All of these programs support the OST infrastructure, the stability and presence of important intermediary organizations and partners, and research into best practices.

Common data and reporting systems, definitions, eligibility criteria, and accountability or outcome measurements would encourage more cross-sector collaboration and partnerships. Just as we have seen in the fields of education, workforce development, and welfare, legislative and regulatory barriers between programs and systems can prevent effective use of public monies to serve those most in need. Policymakers should take heed from these

other lessons and help ensure that, as OST programs are expanded, the various public systems work together as an integrated whole and not at odds with each other. This will require better alignment of the systems that support OST programs, better mechanisms of knowledge exchange between systems and system administrators, and greater transparency and flexibility in funding and targeting for results.

Policymakers should acknowledge the important role intermediaries play by recognizing or naming them in legislation as eligible grantees. Intermediary organizations have proven to be successful in identifying and pursuing funding sources and for developing supportive partnerships that can provide program support. Policy can encourage the development of intermediaries and supportive community partnerships that cross sectors, including those between schools and other youth-serving organizations.

Policymakers should support additional research to determine the impact of OST programs on older youth. Specifically, there is a need for more baseline data about OST programs, in particular, who participates, the intensity, duration, and breadth of their participation, and the effectiveness of various types of programs, including those that serve older, harder-to-serve youth. High quality experimental studies on a small scale that are deliberately and carefully designed to show whether OST programs are responsible for producing changes in student outcomes and which outcomes (e.g., academic, civic, social, etc.) are needed, along with evidence on how to advance the quality of programs, generally and for specific populations of youth.

Recommendations for Practitioners

Out-of-school time programs for older youth need to look very different than the middle or high schools the young people attend. The foundation for any successful OST program must be positive youth development principles. Because older youth need to learn to take on the responsibilities of adulthood, programming should include youth in decisions that affect the organization and its programming. OST leaders must make a conscious effort to involve youth in the design of programs, in the decision-making process, and in the administration of programs as a way to help youth learn leadership skills. OST programs must also be cognizant of the needs of older youth and provide programming that

meets those needs, such as helping youth get driver's licenses or earn money for the family.

To retain older youth, OST programs must offer a menu of activities, with many high interest programs. Exposure to new things, such as cultures, food, neighborhoods, or hobbies, can be a prime attraction for older youth, who are anxious to learn about the world beyond their neighborhood. Programs that provide opportunities for real-world experiences, to get actual work experience, to visit colleges and get help with the application process, to be in the adult world and work with adults and mentors, are all strong draws to older youth. Service-learning has been a very popular program for youth, as they gain positive feelings from giving to their community. Basic needs such as nutritious food and snacks should not be overlooked, and extending program hours to later in the evening (11 p.m. or midnight) can help keep young people engaged by offering a safe place for study or play. Finally, successful OST programs should include a mix of fun and entertaining activities that allow youth time to relax and enjoy the company of their peers.

Out-of-school time program leaders and staff need to develop strong partnerships with the administrators and teachers of the nearby schools. Successful OST programs have strong partnerships with their neighborhood schools, and many OST programs co-locate in a school building. For those OST programs that must be located in another building or site, based on the goals of the program, they also must build strong connections with the local middle or high school. Because so many OST programs have a focus on improving academic performance, tying OST activities to the coursework and curriculum being studied at any one time can make the subject matter more relevant for youth and help students make connections between theory and practice. Ideally, OST programs and schools will work together to jointly develop activities that enrich, extend, and reinforce classroom learning. Strong partnerships between OST programs and schools can also ease the challenge of finding space to house OST programs, in some cases reducing costs for the OST programs significantly. OST programs that have strong partnerships with schools also tend to be part of the school governance committee, so they are aware of school activities and priorities and can plan their programming in concert with the school calendar.

When OST programs employ teachers from the local schools, it is critical that the teaching methods are interactive, youth-led, and relevant, not a continuation of regular academic classes. Often, OST programs will use full-time teaching staff in the afterschool programs. While this can result in strong continuity of programming and smoother linkages between classroom learning and out-of-school time activities, it can seem to youth that the OST programs are just an extension of the school day. Out-of-school time programs can effectively use school teachers, but many teachers will need to change their teaching style in order for youth to remain engaged. OST programs should ensure that if they employ teachers, they provide training on youth development principles and strategies for youth engagement.

Out-of-school time programs must hire staff who want to work with adolescents. The crux of youth involvement in OST program comes down to the presence of caring, committed, and trained staff who want to work with young people. When youth are asked what keeps them coming to programs, they almost always answer that it is the staff who work with them, support them, and care for them.

Older youth participation in OST programs can be strengthened through parental and family involvement. An orientation about the benefits of the OST programs should be provided to parents and family members as youth join a program. If family members understand the benefits of the program (such as homework help, information about paying for college, or even earning money), they are more likely to support their child's participation. Having parents and family members involved in the interview process or sign a contract with the OST program can also be helpful in ensuring family support for participation. OST programs should also provide opportunities for youth to showcase their skills, knowledge, talents, and accomplishments to family members, through special events, presentations, and performances. Lastly, OST programs can provide programs that are attractive to family members and that help meet their needs. Some OST programs have broadened their services to include adult education, training in the use of computers, job search, or family literacy.

Out-of-school time programs should keep track of the youth in their programs and provide follow-up support after they have exited the program.

One way to stay in touch with former participants is to form an alumni council. Alumni can also be asked to serve as staff or volunteer aides with certain projects, providing one more strategy to stay in contact with former participants. Out-of-school time programs can develop relationships with postsecondary education institutions that participants attend as a way to track their progress and offer assistance if needed. Lastly, OST programs that have a particular focus on helping youth access postsecondary education can raise scholarship funds as a way to support youth in their plans for college.

Out-of-school time programs should focus on evaluation as a tool of self-improvement, use a range of evaluation tools to collect data, and use a variety of measures to determine effectiveness. Focusing evaluation solely on academic outcomes is unfair to most OST programs that offer multiple services, and other positive youth outcomes should be equally valued. Programs should also build formative evaluation into program design so that it becomes integrated with the regular work of staff and is not viewed as something extra to be done.

These recommendations, drawn from the many excellent OST programs we reviewed, are provided in the hope that policymakers and practitioners will embark upon a concerted effort to expand the opportunity for young people to have access to high quality, meaningful developmental activities in the out-of-school hours.

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Documents what committed educators, policymakers, and community leaders across the country are doing to reconnect out-of-school youth to the social and economic mainstream. Provides background on the serious high school dropout problem and describes in-depth what twelve communities are doing to reconnect dropouts to education and employment training. Includes descriptions of major national program models serving out-of-school youth. *online and in print, $8*

Helping Youth Succeed Through Out-of-School Time Programs (2006)

Reviews current research literature on out-of-school time (OST) programs, especially with regard to their effectiveness; explores the range of OST activities as employed by various youth-serving sectors; considers the untapped possibilities of OST programs to meet the needs of young people, including academic enhancement, career and college preparation, leadership development, and civic engagement; and provides policy guidance on how to sustain high quality OST programs as part of a system of supports for older youth. *online only*

Enhancing High School Reform: Lessons from Site Visits to Four Cities (2005)

Summarizes successful practices and policies of a number of innovative high schools visited by national policymakers on recent site visits. AYPF introduced these policymakers to the reform-minded leaders of transformed high schools to help them understand the challenges and possibilities of high school redesign. *online only*

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Builds upon research by the Urban Institute and an extensive survey of youth court programs by the National Youth Court Center. Provides up-to-date data to give policymakers and the public an overview of youth court programs, their characteristics, and benefits. Findings cover program completion, cost, returns on investment, impact on youth offenders and volunteers, educational and civic opportunities, program sustainability, and recommendations to policymakers. *online and in print, $5*

Restoring the Balance Between Academics and Civic Engagement in Public Schools (2005)

Co-published with the Association for Supervision and Curriculum Development (ASCD), questions the current focus on core academic subjects at the expense of an equally important role: preparing students to be engaged and effective citizens. The product of collaborative discussion among policymakers, education practitioners, community groups, parents, and youth, the report offers a seven-step action plan to help schools refocus on creating both academically proficient and civically engaged students. *online and in print, $5*

Transforming the American High School: Lessons Learned and Struggles Ahead (2004)

From October 2000-April 2004, AYPF provided learning experiences for policymakers considering strategies to create more effective learning environments for youth, particularly disadvantaged youth, that lead to increased academic achievement and better preparation for further learning and careers.

AYPF conducted organized speaker forums, field trips, discussion groups, and roundtables and produced publications for policymakers and practitioners. The report summarizes what was learned from these educational events. *online only*

No Child Left Behind: Improving Educational Outcomes for Students with Disabilities (2004)
Explores how expectations for students with disabilities are changing as a result of the No Child Left Behind Act. Overall, there is strong support for increasing expectations for students with disabilities and helping improve their academic outcomes. At the same time, there is concern about how states and schools will manage this process, largely as a function of lack of knowledge of effective interventions and strategies. Written by the American Youth Policy Forum and Educational Policy Institute and commissioned by National Council on Disability to assist policy leaders and stakeholders in identifying, disseminating, and aligning evidence-based practices with the Federal Government's commitment to leave no child behind in the attainment of a free, appropriate, and high-quality public education. *online only*

Does Religious Participation Help Keep Adolescents in School? (2004)
Explores the potential benefit to youth of associating with a religious organization and summarizes existing research on the importance of organizational involvement, both religious and "secular," in promoting the educational success of youth. Findings indicate that most forms of religious participation do contribute to on-time graduation from high school and total years of educational attainment. These conclusions persist when the sample is limited to poor or minority youth. Recommendations identify strategies public officials can pursue to reduce obstacles to religious participation among youth, as well as encourage religious institutions to take a more active role in teen success, all while respecting principles of separation of church and state. *online only*

In Service to Our Nation: A Guide to the Members of the National & Community Service Coalition (2004)
Introduces the reader to NCSC member organizations, highlighting the good works they have accomplished in service to our nation. Members represented here state their positions on the reauthorization of the National and Community Service Act. *online only*

Lessons Learned About Effective Policies and Practices for Out-of-School-Time Programming (2003)
Compiled from site visits by policymakers, discusses the challenges to out-of-school-time program implementation, including issues of going to scale, state and local roles and responsibilities, funding and sustainability, the role of intermediaries and advocates, and the relationship between OST programming and academic achievement. Offers tips on how communities can provide OST activities that are both effective and responsive to local needs. Illustrates numerous uses and public policy solutions to which OST programming has been applied, including leverage for school reform initiatives, opportunities for teacher professional development, expanded resources for schools and communities, sites for school-based services, reinforcement of mutual school and community interests, and outlets for individual/group expression, extended youth development, community culture, and community education. *online only*

Finance and Resource Issues in High School Reform (2003)
Summarizes discussions among education and youth development leaders regarding financial and resource issues in high school reform. These issues were identified as serious obstacles to meaningful reform in the 2000 American Youth Policy Forum report, High Schools of the Millennium. Addresses challenges in four distinct areas: 1) allocation and alignment of resources to support standards-based reform and higher expectations for all students, 2) generating resources for the interventions and specialized programs necessary to support the learning of students with special needs, 3) allocating resources to support learning in alternative education settings, and 4) developing funding strategies for dual enrollment programs. *online and in print, $5*

Essentials of High School Reform (2003)
Speaks to a concern that much attention is being paid to greater academic achievement in core subjects, resulting in little focus on other outcomes that youth need to be successful: communication, teamwork, analytical and interpersonal skills. Contends that students also need to learn about potential careers, have a familiarity with the world of work beyond the

classroom walls, and develop occupational competencies. Summarizes roundtables that offered policy recommendations and practical advice on how to structure contextual teaching and learning and alternative assessments. *online and in print, $8*

Preparing Youth for Employment: Principles and Characteristics of Five Leading United States Youth Development Programs (2003)
Designed for practitioners in both the public and nongovernmental sectors who implement youth employment programs, the policymakers who support them, and youth leaders who wish to learn more about the principles and characteristics of leading youth employment programs in the United States. Identifies components which may be applicable to the settings of other nations. *online and in print, $2*

Summary of the WIA Learning Exchange for Youth Systems: WIA Learning Exchange for Youth Systems Supplemental (2003)
In April 2002, a General Accounting Office (GAO) report to Congress outlined challenges faced by state and local Workforce Investment Act (WIA) youth program implementers. To address these challenges a series of Peer Learning Exchanges focused on three areas of youth programming that needed improvement: 1) recruitment and retention of out-of-school youth; 2) strengthening the connection among WIA partners, particularly between the education and the workforce communities; and 3) documenting competencies and gains through appropriate assessments and credentials. Second, the Exchanges identified and promoted promising practices in local and state workforce investment areas about successful implementation of youth-related WIA provisions. Finally, the Exchanges aimed to develop a model for the delivery of system-wide technical assistance by incorporating visits to exemplary WIA sites, communicating practical experiences, and fostering learning networks. Summarizes key findings from the Learning Exchanges. *online only*

No More Islands: Family Involvement in 27 School and Youth Programs (2003)
When families are active in their children's learning at home, in school, and in youth programs, this connection yields higher grades and test scores, better attendance, attention to homework, fewer special education placements, better attitudes and behavior,

higher graduation rates, and greater enrollment in postsecondary education. Family involvement is a requirement of both the No Child Left Behind and the Workforce Investment Acts. The report asserts that young people should not be treated as "islands" by school and youth programs, separate from the context of learning involving their families. *online and in print, $8*

Finding Fortune in Thirteen Out-of-School-Time Programs (2003)
A compendium of evaluation summaries makes the case that participation in OST programs improves outcomes for youth in academic achievement improvement and higher developmental outcomes; contributes to the evidence needed to make reasoned decisions regarding the future of after school and out-of-school-time OST programming. *online only*

Local Intermediary Organizations: Connecting the Dots for Children, Youth, and Families (2003)
Policymakers and program planners have come to understand that children, youth, and families need a comprehensive range of supports and services to live healthy, productive lives. Yet, today's programs still mirror the old approach—disconnected services, separate funding streams, and multiple agencies providing services. In an era of tight resources, communities are experimenting with new ways to connect the service dots for children and families. Local intermediary organizations are a promising approach to efficiently and effectively deliver a range of supportive services. *online only*

Building an Effective Citizenry: Lessons Learned From Initiatives in Youth Engagement (2003)
In 2002-2003, AYPF conducted a series of forums and field trips focused on the development of effective citizenry and youth engagement. Participants learned about the wide variety of work helping young people take action in their schools and communities and to become engaged and effective citizens. Researchers presented findings about youth civic engagement, and leaders of youth organizations discussed their efforts to engage young people in education reform, service-learning, and community activism. *online and in print, $5*

Shaping the Future of American Youth: Youth Policy in the 21st Century (2003)
AYPF celebrated its tenth anniversary in January 2003 by inviting 14 of America's leading experts on youth affairs—analysts, activists, advocates, institution-builders—to write the essays and commentaries in this volume. These leaders accepted the challenge to step back from the press of their fully-committed working days and reconsider the development of their particular field of youth affairs over the past decade, take a leap into the future, and sketch their personal hopes and visions for a positive and creative future for American youth. *online and in print, $8*

Rigor and Relevance: A New Vision for Career and Technical Education (2003)
What should the role of the federal government be in Career and Technical Education (CTE)? AYPF organized a series of discussion groups with a diverse range of individuals to focus on this question. The paper provides a vision of reformed CTE, with career pathways, links to business, stronger connections from high school to postsecondary education, and more challenging academics. *online only*

Proceedings of 2001 Policy Forum: Education Reform Through Standards: What Does It Mean for Youth in Alternative Education Settings? (2002)
In 2001, the National Youth Employment Coalition organized a colloquium with AYPF to discuss issues surrounding reform through standards: education systems and employers raising expectations and standards and thereby creating a need for a parallel system of comprehensive supports, effective teaching practices, and higher expectations for literacy skills. The forum also examined the need for alternative education programs to link their curricula to state standards. *online only*

Finding Common Ground: Service-Learning and Education Reform (2002)
Highlights areas of compatibility between Comprehensive School Reform (CSR) programs and elements of service-learning. Most CSR programs (or models) provide opportunities for students to apply their knowledge and skills to real-life situations, address local community issues and interests, and develop civic skills and competencies. It remains to be seen whether these two educational movements collaborate to develop a unified approach to linking class-

room academics to service in school and the community, providing a truly comprehensive education for America's children and youth. *online and in print, $8*

Lessons Learned: What the WAY Program Can Teach Us About Program Replication (2002)
Addresses the issue of program replication based on the experience of replicating the Work Appreciation for Youth (WAY) program in four urban community-based organizations with support from the US Department of Labor/Employment and Training Division. WAY was originally developed by The Children's Village (CV) for youth in the child welfare system's most restrictive level of care—residential treatment—to assist and motivate them to stay in school and to develop and practice work ethics after they were discharged from care. *online and in print, $3*

Twenty-Five Years of Educating Children with Disabilities: The Good News and the Work Ahead (2001)
Highlights the progress made during the past quarter-century in educating children with disabilities. Includes data showing how much more needs to be done to prepare all students with disabilities for a productive and independent future. Brings this information in digestible form to policymakers, parents, classroom teachers and reporters. *online and in print, $4*

Higher Learning = Higher Earnings (2001)
A booklet for students in middle and high school offering guidance in making decisions that will affect the rest of their lives. The colorful guide is filled with images showing how "More education equals more money." It speaks to those who do not know if they should pursue a 2-year or 4-year degree, or train for a special occupational license. A valuable youth empowerment tool that should be shared with students as they prepare to take control over their future. *online and in print, $2*

Raising Minority Academic Achievement (2001)
The culmination of a detailed, two-year effort to find, summarize, and analyze evaluations of school and youth programs that show gains for minority youth across a broad range of academic achievement indicators. The report provides an accessible resource for policymakers and practitioners interested in

promoting the academic success of racial and ethnic minorities from early childhood through postsecondary study. *online only*

Technology as an Equalizer in Education, Transition to Careers in Daily Life (2001)
A summary of AYPF events exploring the movement toward using technology to assist youth with disabilities. Describes innovative partnerships between employers and the education and training sectors that use technology to help youth with disabilities make effective transitions in school, work, and daily life. online and in print, $2

Guide for the Powerless, and Those Who Don't Know Their Own Power (2000)
Acquire essential political skills and attitudes to engage productively with both elected and appointed officials at all levels of government. This easy-to-read guide is a perfect introduction to effective citizenship for community leaders, educators, students, youth workers and other human service providers. (Over 90,000 in print with numerous reprints.) *print only, $3*

High Schools of the Millennium: Report of the Workgroup (2000)
High schools are out of date and need to be redesigned to meet the needs of today's youth. The report argues for a new vision of high school, one that uses all the resources of the community to create smaller learning environments, to engage youth in their striving for high academic achievement, to support them with adult mentors and role models, and to provide them with opportunities to develop their civic, social, and career skills. *online only*

Raising Academic Achievement: A Study of 20 Successful Programs (2000)
Twenty youth programs that are profiled in this report succeeded in raising test scores, retention rates, graduation rates, and other measures of academic performance. The report analyzes the strategies used and summarizes the program contents. *online only*

Looking Forward: School-to-Work Principles and Strategies for Sustainability (2000)
Organized around Ten Essential Principles to assist policymakers, practitioners, and the wider community in thinking about ways to sustain successful school-to-work approaches, the Principles represent a distillation of critical elements of the School to Work Opportunities Act: improving the school experience for young people, expanding and improving work-based learning opportunities, and building and sustaining public/private partnerships. Also identifies federal legislation and national programs that support these gains, as well as actions for leadership at the local, state, national, and federal levels. *online only*

Less Cost, More Safety: Guiding Lights for Reform in Juvenile Justice (2000)
Following up on the June 2000 report, Less Hype, More Help: Guiding Lights for Reform in Juvenile Justice, this study profiles eight juvenile justice initiatives nationwide that are making communities safer and also saving taxpayers money. The success of these guiding light programs demonstrates the need for fundamental reforms in our nation's efforts to combat juvenile crime. *online and in print, $5*

MORE Things That DO Make a Difference for Youth, Vol. II (1999)
A Compendium of 64 more evaluations of youth programs, including career academies, school-to-work, Tech Prep, school reform, juvenile justice, and related areas of youth policy. *online and in print, $10*

Some Things That DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices (1998)
Summarizes 69 evaluations of youth interventions in education, employment and training, mentoring, service-learning, and youth development to craft strategies affecting services and support for our nation's youth, particularly disadvantaged young people. *online and in print, $10*

Do You Know the Good News About American Education? (1999)
Compiles education research, currently overrun with discouraging statistics and stories, to find facts that record improvements in several education areas. Do you know that fewer students are dropping out of school, school crime is declining, more girls are taking high-level mathematics and science courses, and more students with disabilities are being educated in regular classrooms? *online and in print, $1*

Less Hype, More Help: Reducing Juvenile Crime, What Works—and What Doesn't (1999)
Demonstrating that trying youthful offenders in adult courts—"adult time for adult crime"—is a counterproductive fad that actually exacerbates juvenile crime, this groundbreaking report describes alternative approaches that are more effective in preventing teens from committing crimes, and in protecting the communities in which they live. *online and in print, $5*

Thinking About Tests and Testing: A Short Primer in "Assessment Literacy" (1999)
Are you confused about all the technical talk about tests and testing? Know the difference between norm-referenced tests and criterion-referenced tests? An objective discussion to help understand the arguments now raging around education about "high-stakes tests" and their consequences. If you have trouble understanding statistics, this book is for you—it's simple, straightforward, and very useful. *online and in print, $5*

The Forgotten Half Revisited: American Youth and Young Families, 1988-2008 (1998)
Updates the 1988 reports of the William T. Grant Foundation Commission on Work, Family, and Citizenship. Includes expert essays and data on employment, youth and community development, school reform, higher education, and service. Essayists include Thomas Bailey (Teachers College, Columbia University), Martin Blank (Institute for Educational Leadership), Carol Emig (Child Trends), Lawrence Gladieux and Watson Scott Swail (The College Board), Samuel Halperin (American Youth Policy Forum), Harold Howe II (former US Commissioner of Education), John F. Jennings and Diane Stark Rentner (Center on Education Policy), Karen Pittman (International Youth Foundation), Shirley Sagawa (The White House) and Daniel Yankelovich (Public Agenda). *online and in print, $10*

Prevention or Pork? A Hard-Headed Look at Youth-Oriented Anti-Crime Programs (1995)
Surveys what is known about the effectiveness of youth crime prevention programs. What works and what does not? *online and in print, $2*

What Business Organizations Say About School-to-Work: An Analysis and Compendium of Organizational Materials (1998)
Analyzes materials from seven business organizations active in a variety of school-to-work systems: American Society for Training and Development, Business Coalition for Education Reform, The Business Roundtable, Committee for Economic Development, National Alliance of Business, National Association of Manufacturers and US Chamber of Commerce. *print only, $4*

Employers Talk About Building a School-to-Work System: Voices From the Field (1998)
Representatives of 13 employers and seven intermediary organizations offer perspectives about lessons learned from their school-to-work experiences. Provides insight into employer motivation, activities, and support for participation in STW across the country. *print only, $4*

Reflections on a Decade of Promoting Youth Development (1998)
Two experts examine the ways in which the youth development language and philosophy gained support. In doing so, they articulate and espouse the call for a "paradigm shift" from deterrence to development. *out of print*

Exploring Systems for Comprehensive Youth Employment Preparation in Switzerland, Austria and Germany: Impressions from a Study Mission (1998)
Observations of a group of Congressional policy aides and senior civil servants in the field of education and training for employment as they examined at first hand systems of youth employment preparation in three countries. *print only, $5*

A Young Person's Guide to Earning and Learning: Preparing for College, Preparing for Careers (1998)
A practical, easy-to-use source of information for young people trying to make sense of a complex education, training, and employment system. Offers facts and figures about the costs and benefits of a college degree, the benefits of pursuing other types of postsecondary training and the education required and salaries offered in a broad range of careers. *print only, $2*

A Young Person's Guide to Managing Money (1998)
An easy-to-read reference for pressing issues of money management, including savings and checking accounts, credit cards and borrowing, health insurance, budgeting, paying bills, paying taxes and living independently. Provides valuable contact information for youth trying to make the most of their hard-earned money. *print only, $2*

Youth Work, Youth Development, and the Transition from Schooling to Employment in England: Impressions from a Study Mission (1996)
Observations of an 18-Member US delegation of federal and state policy aides, researchers, program practitioners, and representatives of nonprofit youth-serving national organizations about policies and practices in England to reform the education system, support youth work and the delivery of services, and prepare young people for the workplace. *print only, $2*

Preparing Youth for the Information Age: A Federal Role for the 21st Century (1996)
Argues for high expectations for all students, offers a compelling vision of a high school "redesigned for success" and outlines strategies to support youth in their learning. Offers insights into developing state and local consensus on results, improving accountability at the state and local level, and improving school quality. *print only, $2*

Contract with America's Youth: Toward a National Youth Development Agenda (1995)
Twenty-five authors ask what must be done to promote youth development, supportive communities, and youth services. *out of print*

Dollars and Sense: Diverse Perspectives on Block Grants and the Personal Responsibility Act (1995)
Eleven authors offer a wide spectrum of opinion on improving our country's efforts to promote needed support for America's children and families, particularly as affected by proposed welfare reforms. *print only, $2*

Revitalizing High Schools: What the School-to-Career Movement Can Contribute (1995)
Argues that school-to-careers must be an integral part of any high school reform strategy if it is to achieve scale and be of maximum benefit to young people, employers, and educators. *out of print*

Making Sense of Federal Employment and Training Policy for Youth and Adults, Volume II: Expert Recommendations to Create a Comprehensive and Unified System (1995)
A collection of brief essays by leading practitioners and policy experts concerning thoughtful reform of the US employment training system. *out of print*

Opening Career Paths For Youth: What Can Be Done? Who Can Do It? (1994)
The creators of Cornell University's pioneering Youth Apprenticeship Demonstration Project share practical lessons in implementing essential components of school-to-career programs. *print only, $2*

The American School-to-Career Movement: A Background Paper for Policymakers (1994)
Interviews and analysis of current efforts to link schooling and the world of employment with essential tasks to be addressed by each of the social partners in the community. *print only, $2*

Improving the Transition from School to Work in the United States (1993)
A detailed, clear analysis of the transition of American youth from school to employment. Offers strategies for improving career preparation and makes recommendations for federal policy. *print only, $2*

Visions of Service: The Future of the National and Community Service Act (1993)
Essays by leading practitioners and strategic thinkers in the national service field address the past, present, and future of the National and Community Service Act—where we are now, where we are headed, and how we can best achieve the goal of service for all Americans. *out of print*

AMERICAN YOUTH POLICY FORUM