If You Build It Will They Come?

Creating Successful After School Programs for High School Students

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Auburn University
Alabama Community Education Association

Annual Conference
REACHING FOR THE STARS
Montgomery, Alabama
February 25, 2010
Overview

• Introductions
• Data...Data...Data
• Afterschool Program Models (High School)
  Sample Programs
   • Maryland: Decatur High School
   • San Diego: The Academies
   • Boston: Lower Roxbury
• Action Plan Template
• Closing
Objectives

- Review /analyze data on underserved youth in America with a focus on Alabama
- Examine 3 after school program models for teens
- Understand the model applications in context from a national perspective
- Develop (stage 1) an “Action Plan” using the information learned in this session
Introduction
QUIZ: Do You Know Alabama?

1. What percent of Alabama’s K-12 students are responsible for taking care of themselves after school?
   A) 19%  B) 10%  C) 27%  D) 46%

2. What percent of Alabama’s K-12 students participate in after school programs?
   A) 5%  B) 15%  C) 11%  D) 19%

3. What percent of Alabama’s parents are satisfied with the afterschool program their child attends?
   A) 63%  B) 73%  C) 83%  D) 93%
4. What percentage of Alabama’s adults feel there should be some place with organized activities (learning) for their children and teens to attend after school?
   A) 90%  B) 80%  C) 70%  D) 60%

5. What percentage of Alabama’s (246,000) children and teens not attending an afterschool program would be likely to participate if one were available in their community?
   A) 6%  B) 16%  C) 26%  D) 36%

6. What percentage of Alabama’s adults support public funding for afterschool programs?
   A) 22%  B) 82%  C) 42%  D) 62%
Age 12-18: National Numbers

Adolescents by family income, 2008

- Above low income: 64%
- Less than 100% FPL: 16%
- 100-200% FPL: 20%
- Low income: 36%

Percentage of adolescents in low-income and poor families by race/ethnicity, 2008

<table>
<thead>
<tr>
<th>Race/ Ethnicity</th>
<th>Low Income</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>24%</td>
<td>9%</td>
</tr>
<tr>
<td>Black</td>
<td>56%</td>
<td>30%</td>
</tr>
<tr>
<td>Asian</td>
<td>32%</td>
<td>15%</td>
</tr>
<tr>
<td>American Indian</td>
<td>54%</td>
<td>29%</td>
</tr>
<tr>
<td>Other</td>
<td>36%</td>
<td>12%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Age 12-18: Geographic Regions

Percentage of adolescents living in low-income families by region, 2008
Child Poverty: Alabama

Children in Alabama, by Income Level, 2008

- Above low income: 58%
- Low income, 100% FPL: 22%
- Low income, 100-200% FPL: 20%

© National Center for Children in Poverty (nccp.org)
Alabama Demographic Profiles
Parental Employment: Alabama

Parents' Employment Status in Alabama, by Income Level, 2008

- Low-Income:
  - 27% Other
  - 27% Part-time or part-year
  - 46% Full-time, year-round

- Above Low-Income:
  - 6% Not employed
  - 93% Full-time, year-round

© National Center for Children in Poverty (nccp.org)
Alabama Demographic Profiles
Parental Education: Alabama

Children in Low-Income Families in Alabama, by Parents' Education, 2008

- Less than high school: 92%
- High school: 58%
- Some college or more: 25%

© National Center for Children in Poverty (nccp.org)
Alabama Demographic Profiles
Other Child Demographics: Alabama

Children in Low-Income Families in Alabama, by Race, 2008
- White: 31%
- Black: 63%

- Low-Income: 66%
- Above Low-Income: 17%

Children in Low-Income Families in Alabama, by Residence, 2008
- Urban: 46%
- Suburban: 30%
- Rural: 55%
Teens: Alabama Issues At A Glance

- 40% High school drop-out rate
- 11% of teens (16-19) not in school and not working
- 25% of children living in out-of-home care are 16-18 years old
- A 2-bedroom apartment in Alabama is $595/month, requires income of $11.44/hr, working 40 hours week
- 50 births per 1,000 girls age 15-19
- 27,000 teens (12-17) are drug or alcohol dependent
- 12,407 juvenile arrests, a 7.2% increase in one year

Alabama Teen Assets?

In a small group, brainstorm and list at least 5 assets Alabama teens have? Prepare to report out.
What Can Afterschool Programs Do For Alabama Teens?

- Adult guidance and supervision
- Safe environment
- College Prep
- Skill Development
- Work –readiness curriculum
- Internships
- Sports/Recreation
- Leadership Development
<table>
<thead>
<tr>
<th>Table 1: Summary of Roundtable Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why Youth Don’t Attend Out-of-School-Time Programs</strong></td>
</tr>
<tr>
<td>1. Lack of awareness about out-of-school time programs</td>
</tr>
<tr>
<td>2. Concerns about neighborhood safety</td>
</tr>
<tr>
<td>3. Financial problems/need to work or care for siblings</td>
</tr>
<tr>
<td>4. Lack of caring staff</td>
</tr>
<tr>
<td>5. Negative perception of program/stigma of “not cool”</td>
</tr>
<tr>
<td><strong>How to Get Youth to Show Up</strong></td>
</tr>
<tr>
<td>6. Use peer recruiters</td>
</tr>
<tr>
<td>7. Use engaging advertisements</td>
</tr>
<tr>
<td>8. Use electronic media</td>
</tr>
<tr>
<td>9. Involve parents</td>
</tr>
<tr>
<td>10. Improve parents’ perceptions</td>
</tr>
<tr>
<td>11. Use incentives</td>
</tr>
<tr>
<td><strong>What Youth Want in Programs</strong></td>
</tr>
<tr>
<td>12. Build in flexibility</td>
</tr>
<tr>
<td>13. Offer a variety of activities (age and gender appropriate)</td>
</tr>
<tr>
<td>14. Portray the program accurately</td>
</tr>
<tr>
<td>15. Teach practical skills</td>
</tr>
<tr>
<td>16. Address family issues (e.g., drugs)</td>
</tr>
<tr>
<td>17. Offer a convenient location and hours</td>
</tr>
<tr>
<td><strong>What Youth Want in Program Staff</strong></td>
</tr>
<tr>
<td>18. People who treat youth with respect</td>
</tr>
<tr>
<td>19. People who are skilled at working with youth</td>
</tr>
</tbody>
</table>
Meeting Teen Needs / Effective Programming

**WHAT YOUTH NEED TO THRIVE**
- Support through multiple close relationships
- Empowerment
- Boundaries and expectations
- Constructive use of time
- Commitment to learning, challenging and engaging learning experiences
- Positive values
- Social competencies
- Positive identity
- Physical and emotional safety
- Community involvement
- Meaningful participation, involvement in extracurricular activities
- Participation in religious or spiritual activities
- High expectations for behavior and achievement
- Sense of competence and personal esteem
- Self-awareness, independence, and self-control
- Family connectedness defined as a caring support and a consistent emotional bond

**KEY ELEMENTS OF EFFECTIVE OST PROGRAMS**
- Safe, stable places
- Basic care and services
- Caring relationships
- Networks and connections
- Relevant, challenging experiences
- High expectations and standards
- Opportunities for voice, choice, and contribution
- Personalized, high-quality instruction
Teen Survey Results: Motivation
Boston Teen Survey, Boston After School and Beyond (2009)

Motivations for After School Participation

- My friends go
- Making new friends
- Career connections
- Learning new skills
- Credit for school
- Making money
- Close to home
- Close to school
- Getting ready for college

Legend:
- Not important
- Somewhat important
- Important
- Very important
Teen Survey Results: Interest

Boston Teen survey, Boston After School & Beyond
Teen Survey Tips

- Have teens lead survey preparation
- Ask questions regarding motivation (why they would/not attend)
- Find out which days they would most likely attend
- Seek their preferences in types of activities, field trips and outings
- Ask specifics about academic/employment needs
- Ask them how and through which channels of communication they get information
- Find out which social networking sites they use, radio stations they listen to, television stations they watch
- Get information on their texting access and the cell phone providers they use
Afterschool Models: High School

The After School Corporation (2007)
4 Principles for Success

School-Based Program
- Community Based Organization
- Collaboration with School Leaders

Leadership
- Strong adult Leaders
- Skilled Staff

Small Learning Communities
- Some Unstructured Time
- Close Relationships with Adults & Peers

Academic & Career
- Support Progress to Graduation
- Respond to College & Career Interests
High School Program Models

Model I: Comprehensive School Based Program

Model II: Targeted Program

Model III: Stand-Alone Program
Comprehensive School-Based Programs

Common Elements:

- Open to all students in school
- Broad range of activities aligned with school day
- Allow both socializing and self-directed activities
Comprehensive School-Based Programs (Cont’d)

Possible Features:

- Extended school-day support services (college guidance, health care etc.)
- Student leadership in designing activities
- Menu of offerings
- Relaxation, socializing & independent work (computer lab, library, science lab)
- School credit opportunities
- Program may include school staff/teachers
Maryland: Decatur High School

Mrs. Sharon Smith, Extended School Facilitator

410.641.2171
SRSmith@mail.worcester.k12.md.us

After School Academy Form
Click Here

Cycle Dates for 2009-2010

<table>
<thead>
<tr>
<th>September 21 – October 30, 2009</th>
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<tbody>
<tr>
<td>November 16 – December 17, 2009</td>
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<tr>
<td>January 4-7, 2010</td>
</tr>
<tr>
<td>February 1 – March 4, 2010</td>
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<tr>
<td>March 22 – May 13, 2010</td>
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</tbody>
</table>

After School Academy

February 2010

Cycle 3 After School Academy will begin on February 1, 2010 with the new semester. Consider having your child attend the ASA Homework Tutorial in order to ensure a successful start to the semester. This class provides support for classes in which your child might encounter difficulty. Students may attend the ASA Homework Tutorial on either a daily or drop-in basis as long as they have a completed registration form on file. Each day of the week a teacher from a different subject area is in charge of the class. Academically talented National Honor Society members assist the teachers by serving as skilled tutors for individuals or small groups in a variety of subjects. So your child can get help in almost every subject every day, Monday through Thursday after school. Another benefit of this particular class is that it allows the student to attend individual help sessions with his classroom teacher for a period of time after school and then report to Homework Tutorial until 4:30. There he can complete his work or practice skills in a supervised setting, with assistance from a teacher and NHS tutor, and then ride home on the bus.

With enough student interest, we will offer the SAT Prep Class on Tuesdays and Thursdays.
<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality</td>
<td>Significant support from schools</td>
</tr>
<tr>
<td>Sustainable</td>
<td>Need safe, well functioning schools</td>
</tr>
<tr>
<td>Cost-effective</td>
<td>Require school principal collaboration</td>
</tr>
<tr>
<td>Program variety, creativity, relevance</td>
<td>Need consistent administrative support</td>
</tr>
</tbody>
</table>
Model II: Targeted Programs

Common Elements:

- Serve specific groups with similar needs/interests
- Specific objectives
- May offer “module” for students to sample
- School based with off-site activities
Targeted Programs (Cont’d)

Possible Features:

- Students with similar needs, e.g., parenting skills, positive interactions with criminal justice, job preparation, paid internships
- interests, e.g., cultural experiences, college exposure, career advice
San Diego: The Academies
Marine Science Academy: SeaWorld
Technology Academy
Environmental Science Academy: San Diego Zoo
Sports Academy
**Oakland, CA: Life Academy After School Program Schedule**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teens on Target (Youth Alive)</td>
<td>Healthy 4 Life (HOME Project)</td>
<td>Teens on Target (Youth Alive)</td>
<td>Healthy 4 Life (HOME Project)</td>
</tr>
<tr>
<td>Hip Hop 4 Life (HOME Project)</td>
<td>Performance Workshop (East Side Arts Alliance)*</td>
<td>9th Grade Leadership (HOME Project)</td>
<td>Performance Workshop (East Side Arts Alliance)*</td>
</tr>
<tr>
<td>HPIP (Health Professional Internship Program)*</td>
<td>CCIC (College/ Career Assistance)</td>
<td>Visual Element (East Side Arts Alliance)*</td>
<td>Boxing Club</td>
</tr>
<tr>
<td>Visual Element (East Side Arts Alliance)*</td>
<td>9th /10th Academic interventions</td>
<td>HPIP (Health Professional Internship Program)*</td>
<td>Biking Club (2nd and 4th Thursday of the month)</td>
</tr>
<tr>
<td>Boxing Club</td>
<td></td>
<td>Study Hall in Computer Lab</td>
<td>CCIC (College/ Career Assistance)</td>
</tr>
<tr>
<td>CCIC (College/ Career Assistance)</td>
<td></td>
<td>Planned Parenthood Internship</td>
<td>9th /10th Academic interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Think College Now Internship</td>
<td></td>
</tr>
</tbody>
</table>

* indicates programs that are offered in partnership with East Side Arts Alliance.
# Targeted Programs

## Pros v. Cons

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer direct benefits (leadership, jobs etc.)</td>
<td>Relatively expensive (services, jobs etc.)</td>
</tr>
<tr>
<td>Narrow scope, defined goals</td>
<td>Difficult for schools with limited after-school infrastructure</td>
</tr>
<tr>
<td>Use resources efficiently</td>
<td>Harder to sustain – limited focus and audience</td>
</tr>
<tr>
<td>Easy to demonstrate benefits</td>
<td>Stigmatizing if focused on teens with risk factors</td>
</tr>
<tr>
<td></td>
<td>Difficult to grow to scale</td>
</tr>
</tbody>
</table>
Model III: Stand-Alone Programs

Common Elements:

- Serve geographic areas (not individual schools)
- Focus on students’ interests in work, college, leadership, independence, (sports)
- Schedules accommodate participants’ other responsibilities
Possible features:

- Opportunity to cultivate “community”
- Congregating with peers with shared interests
- Training opportunities (skills, jobs)
- Civic engagement-service learning
- Leadership development
About the Teen Initiative

The Teen Initiative is a partnership of Boston After School & Beyond, the City of Boston, private philanthropies, and others to weave diverse youth serving organizations into collaborative networks focused on the needs and strengths of high school aged youth.

Connected youth development organizations provide an array of engaging, high quality programs and services that are more thematically diverse, developmentally appropriate, and longer-term than any single organization can provide alone. By supporting youth transitions among these opportunities, connected organizations stabilize the caring relationships with adults that are at the heart of positive youth outcomes.

Networks also serve as nodes for connecting the youth development sector to other systems serving youth, including Boston Public Schools and the Boston Public Health Commission. They also enable members to leverage their combined strengths to attract new financial resources and wield greater political power.
Welcome to the Lower Roxbury Youth Collaborative!

The Lower Roxbury Youth Collaborative is a network of youth leaders, youth workers, and agencies who work together to support youth leadership, provide youth programs and opportunities, and advocate for young people in Lower Roxbury.

Teens and Young People:
Are you a young person and ...
Looking for a job or program?
Bored because you don't have enough to do?
Tired of violence and other problems and want to change them?
We're here to have your back - to connect you with opportunities and support you as a leader. Check out the organizations, programs, and jobs we have available.

Parents and Other Adults:
## Stand –Alone Programs

### Pros v. Cons

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds directed to narrow scope of activities, activities can be adapted to match interests</td>
<td>Movement of youth between sites (training, work) difficult to manage</td>
</tr>
<tr>
<td>Jobs programs link with other agencies, government and private businesses to pay wages</td>
<td>Some teens not willing to travel outside of their immediate communities</td>
</tr>
<tr>
<td>Teens gain valuable experience (work, community service, internships)</td>
<td>Programs subject to the demands of their host organizations</td>
</tr>
<tr>
<td>Teens work alongside peers with similar interests</td>
<td>Staff management of logistics very time consuming</td>
</tr>
</tbody>
</table>
**Action Plan Template**

### After School Program for Teens – Action Plan

**Purpose:** Initiate a plan of action to establish, alter or expand an afterschool program for teens

**Directions:**
1. Using this form as a template, develop a work plan for each goal identified through the needs assessment process. Modify the form as needed to fit your unique context.
2. Distribute copies of each work plan to the members of the collaboration.
3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

**Goal:** To establish an after school program for teens based on the model(s) presented

**Results/Accomplishments:** Action Plan should result in the existence of an after school program utilized by the targeted teen audience

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Details</th>
<th>Timeline</th>
<th>Resources</th>
<th>Potential Barriers</th>
<th>Communications Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Will Be Done?</strong></td>
<td>Information Breakdown</td>
<td>By When? (Day/Month)</td>
<td>A. Resources Available</td>
<td>A. What individuals or organizations might resist?</td>
<td>Who is involved?</td>
</tr>
<tr>
<td>Step 1: Determine intended audience</td>
<td>Age range: Male/Female Geographic location of audience</td>
<td></td>
<td>A.</td>
<td></td>
<td>What methods?</td>
</tr>
<tr>
<td>Step 2: Teen Survey</td>
<td>Create Distribute Collect Disaggregate Data</td>
<td></td>
<td>A.</td>
<td></td>
<td>How often?</td>
</tr>
<tr>
<td>Step 3: Program Model</td>
<td>Model I Model II Model III Blend</td>
<td></td>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4: Range of Activities</td>
<td>Academic</td>
<td></td>
<td>A.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Action Plan Template (Cont’d)

<table>
<thead>
<tr>
<th>Step 5: Range of Activities</th>
<th>Counseling</th>
<th>A.</th>
<th>A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B.</td>
<td>B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 6: Range of Activities</th>
<th>Athletic</th>
<th>A.</th>
<th>A.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B.</td>
<td>B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 7: Range of Activities</th>
<th>Cultural Enrichment</th>
<th>A.</th>
<th>A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B.</td>
<td>B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 8: Range of Activities</th>
<th>Community Service</th>
<th>A.</th>
<th>A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B.</td>
<td>B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 9: Range of Activities</th>
<th>Work Readiness Internships Paying Jobs</th>
<th>A.</th>
<th>A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B.</td>
<td>B.</td>
</tr>
</tbody>
</table>

### Evidence Of Success (How will you know that you are making progress? What are your benchmarks?)

### Evaluation Process (How will you determine that your goal has been reached? What are your measures?)
10 Tips for Success

<table>
<thead>
<tr>
<th>Some Universally Applicable Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High school students will not attend daily, focus on commitment</td>
</tr>
<tr>
<td>2. Offer teens a blend of structured activities and structured time</td>
</tr>
<tr>
<td>3. Acknowledge their range of interests and abilities, differentiate activities</td>
</tr>
<tr>
<td>4. Hire staff that communicate very well with school leadership and personnel, are available to students before and during program hours, understand youth culture while being mature role models</td>
</tr>
<tr>
<td>5. Be sure staff members have expertise and sophistication in their subject matter</td>
</tr>
<tr>
<td>6. Understand your finances and learn how to create cost efficiency through scale</td>
</tr>
<tr>
<td>7. Teens are motivated by: academic credit college prep, job prep, stipends, internship or help in getting paying jobs</td>
</tr>
<tr>
<td>8. School-based programs work best in well-functioning schools</td>
</tr>
<tr>
<td>9. It is not suggested that you spend after school resources primarily on remediation in low-performing schools</td>
</tr>
<tr>
<td>10. To avoid stigmatizing, open your program to all teens when you are trying to target ones with academic and attendance deficiencies</td>
</tr>
</tbody>
</table>
Conclusion

When it comes down to it, teens, like children, are young people with wants, needs, desires, opinions, goals and fears. What they need after school is much the same as they need all day, to feel safe, cared for, valued, listened to, taught and given structured flexibility by caring adults. They too have dreams...how will you help them come true?