



Afterschool Research and Policy Implications
Presentation to the Wisconsin State Prevention Conference
June 11, 2009, 10:30 – 12:00 noon
Ramada Hotel, Stevens Point, WI

Presented By:
Kathi Vos, Ph.D. Professor Emerita
Department of Youth Development, University of Wisconsin Extension

Stan Kocos, Chief Professional Officer of the Boys and Girls Club of Fond du Lac & Fond du Lac School District and CLC Program Administrator
Wisconsin Afterschool Network (WAN) Policy Coordinator

Participant Goals:

As a result of participating in this seminar, YOU will be able to articulate to YOUR key stakeholders, funders and/or policy makers that:

1. Participation in after school programs does make a difference based on research on outcomes related to:
 - Academic Achievement
 - Social/Emotional well being
 - Prevention
 - Health and Wellness
2. To achieve these outcomes, research says funding is needed to provide support for:
 - i. Access to and sustained participation in programs
 - ii. Quality programming, particularly
 - Appropriate supervision and structure
 - Intentional programming
 - iii. Strong partnerships with families, other community organizations and schools

<i>Time/90 total min.</i>	<i>Topic</i>	<i>Resource Source</i>
10 min.	Introductions Four W's of Afterschool <ul style="list-style-type: none"> • Who • What • Where • When 	<ul style="list-style-type: none"> • Pass around participation sheet, get e-mail & agency affiliation • Pass out this agenda/teaching plan handout • Refer to Vos's <i>Afterschool Research & Policy</i> PowerPoint • Refer to report from the Harvard Family Research Project http://www.hfrp.org/ entitled <i>After School Programs in the 21st Century, Their Potential and What it Takes to Achieve It</i>, Number 10, Feb. 2008, by Pricilla Little, Christopher Wimmer and Heather B. Weiss
5 min.	Putting a Face on Research Activity (Steps 1-3)	<ul style="list-style-type: none"> • Pass out one craft stick and skinny markers/pens Activity adapted from <i>Tools of the Trade, Giving Kids a Lifetime Guarantee Training Tool</i> , order from University of Nevada, Cooperative Extension. Attn: Cindy Vargas, 5305 Mill St., Reno, NV 89502
20 min.	Overview of Recent Research	<ul style="list-style-type: none"> • Refer to Vos's Afterschool Research and Policy Implications PowerPoint. • Refer to <i>Executive Summary, After School Programs in the 21st Century, Their Potential and What it Takes to Achieve It</i>, Number 10, Feb. 2008, by Pricilla Little, Christopher Wimmer and Heather B. Weiss

	Academic Outcomes <ul style="list-style-type: none"> Featured Academic Achievement Study from Vandell 	Vandell, D., Reisner, E., & Pierce, K. (2007). <i>Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising practices</i> . Irvine, CA: University of California and Washington, DC: Policy Studies Associates. Available at http://www.gse.uci.edu/docs/PASP%20Final%20Report.pdf Report can be found on Policy Studies Associate, Inc website at http://www.policystudies.com/studies/youth/Promising%20Practices.html
	Social/Emotional Outcomes <ul style="list-style-type: none"> Featured Social/Emotional Study from CASEL 	Durlak, R., & Weissberg, R. (2007). <i>The impact of after-school programs that promote personal and social skills</i> . Chicago: CASEL. Report can be found at Collaborative for Academic, Social and Emotional Learning http://www.casel.org/
	Prevention Outcomes <ul style="list-style-type: none"> Featured Prevention Study, LA's BEST 	Goldsmith, P. Huang, D., Chinen, M. The long term effects of after-school programming on educational adjustment and juvenile crime: a study of LA's BEST after-school program. CRESST/University of California, Los Angeles, 2007. Report can be found at LA's Best Afterschool Program http://www.lasbest.org/resourcecenter/ucla.php
	Health and Wellness Outcomes <ul style="list-style-type: none"> Featured Health and Wellness Study on Summer Weight Gain 	Paul von Hippel, Ohio State University, Research in Brief, Summertime and Weight Gain, John Hopkins Center for Summer Learning, 2007 Report can be found at John Hopkins Center for Summer Learning , http://www.summerlearning.org/index.php
10 min.	Put a Face on Your Partners Activity (Steps 4-6)	DIRECTIONS: Pass out four more crafts sticks to each participant and skinny markers & ask them to identify partners to support the following outcomes: <ol style="list-style-type: none"> Academic Achievement (Green) Social/Emotional well being (Blue) Prevention (Purple) Health and Wellness (Orange) Adapted from <i>Tools of the Trade, Giving Kids a Lifetime Guarantee Training Tool</i>
5 min.	Three Critical Factors to Achieve Successful Outcomes <ol style="list-style-type: none"> Access to and sustained participation in programs Quality programming, particularly <ul style="list-style-type: none"> Appropriate supervision and structure Intentional programming Strong partnerships with families, other community organizations and schools 	Refer to report from the Harvard Family Research Project http://www.hfrp.org/ entitled <i>After School Programs in the 21st Century, Their Potential and What it Takes to Achieve It</i> , Number 10, Feb. 2008, by Pricilla Little, Christopher Wimmer and Heather B. Weiss
10 min.	Supporting Student Outcomes Through Expanded Learning Opportunities report Five Principles of Sustainable Partnerships <ol style="list-style-type: none"> Shared vision with focus on supporting academics Blended staffing models that enable crossover between school, afterschool and summer staff School/Afterschool/summer partnership at multiple levels Regular and reciprocal collection and sharing of info on student progress Intentional and explicit contrast between school and afterschool environments 	Little, P. M. (2009). Supporting student outcomes through expanded learning opportunities. Retrieved May 20, 2009, from http://www.hfrp.org/publications-resources/browse-our-publications/supporting-student-outcomes-through-expanded-learning-opportunities

25 min.	<p>Policy Call for Action – (Stan Kocos)</p> <ol style="list-style-type: none"> 1. A New Day for Learning, National Time Warner Study 2. Join Afterschool Alliance & work with your partners to host a Lights on Afterschool event on October 22, 2009 3. Mott Afterschool Network Update 4. The Wisconsin Afterschool Network (WAN) Update <ul style="list-style-type: none"> • Vision, Mission, Goals • Supporting Student Success (S3) Grant Update 	<ul style="list-style-type: none"> • A New Day of Learning Report http://www.edutopia.org/files/existing/pdfs/ANewDayforLearning.pdf • The Afterschool Alliance website http://www.afterschoolalliance.org/ • The Mott Afterschool Network website http://www.statewideafterschoolnetworks.net/
	<p>Making Your Case Activity (If we have extra 10 min. of time, otherwise, just talk about it and encourage people to do it at home.)</p>	<p><i>Making Your Case Worksheet</i></p>
5 min.	<p>Next Steps</p> <ul style="list-style-type: none"> • Take training tools and share back home <p>Seminar Evaluation</p> <ul style="list-style-type: none"> • Thank you, go forth and be an advocate! 	<ul style="list-style-type: none"> • All of these research reports are posted on the 4-H Afterschool Partnership Resource webpage at: http://www.uwex.edu/ces/4h/afterschool/partnerships/links.cfm • Fill out seminar evaluation form and turn it in before you leave.



Summary Handout

Outcomes Identified in the Harvard Research Project's Research entitled *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*

ACADEMIC OUTCOMES

Afterschool programs can improve academic achievement. Academic outcomes associated with participation in after school programs include:

- Better attitudes toward school and higher educational aspirations
- Higher school attendance rates and less tardiness
- Less disciplinary action (e.g., suspension)
- Lower dropout rates
- Better performance in school, as measured by achievement test scores and grades
- Greater on-time promotion
- Improved homework completion
- Engagement in learning

SOCIAL/EMOTIONAL OUTCOMES

Afterschool programs can improve youth social and developmental outcomes. Social/emotional outcomes associated with participation in after school programs include:

- Decreased behavioral problems
- Improved social and communication skills and/or relationships with others (peers, parents, teachers)
- Increased self-confidence, self-esteem, and self-efficacy
- Lower levels of depression and anxiety
- Development of initiative
- Improved feelings and attitudes toward self and school

PREVENTION OUTCOMES

Participation in after school programs can have a positive impact on a range of prevention outcomes.

Prevention outcomes associated with participation in after school programs include:

- Avoidance of drug and alcohol use
- Decreases in delinquency and violent behavior
- Increased knowledge of safe sex
- Avoidance of sexual activity
- Reduction in juvenile crime

HEALTH AND WELLNESS OUTCOMES

Participation in after school programs can contribute to healthy lifestyles and increased knowledge of nutrition and exercise. Health and wellness outcomes associated with participation in after school programs include:

- Better food choices
- Increased physical activity
- Increased knowledge of nutrition and health practices
- Reduction in BMI
- Improved blood pressure
- Improved body image

To achieve these outcomes, research says funding is needed to provide support for:

- iv. Access to and sustained participation in programs
- v. Quality programming, particularly
 - Appropriate supervision and structure
 - Intentional programming
- vi. Strong partnerships with families, other community organizations and schools

Putting a Face on Research Activity

Adapted by Kathi Vos, 4-H Experiential Learning Specialist from *Tools of the Trade, Giving Kids a Lifetime Guarantee Training Tool*, order from University of Nevada, Cooperative Extension. Attn: Cindy Vargas, 5305 Mill St., Reno, NV 89502

1. Introduce the activity

- This activity demonstrates how our interactions with youth can be so powerful.
- Give each participant one (yellow) craft stick. Ask them to pick up the stick and look at it.
 - Tell the group, *“While you look at your stick, I want you to think about a kid in your program. As you think about the numerous youth you’ve had contact with, there may be one that stands out—perhaps one that reminded you of yourself when you were younger, or maybe one that seemed to get on your nerves quite often. Focus on one youth that you feel has great potential if you could deliver a high quality program to meet their needs. Picture that child in your mind and draw a face on your stick to represent that child.”*

2. Reflecting on the youth

- After participants have drawn the face, hold up your stick with a face. Share a bit about the youth you’ve chosen to remember. Tell about the youth’s family, circumstances, strengths and challenges.
- Ask participants to share a little about the youth that they remembered.

3. Testing the strength

- Ask participants to test the “strength” of their youths by gently applying pressure to the middle of their sticks. Demonstrate with your stick, by holding each end of the stick with a finger and using your thumbs to press on the middle of the stick. Say:
 - *“Don’t break your stick but think about the strength of your youth and what pressures might occur in his or her life that could cause him to snap, crack or break.”*
 - *“As you listen to this presentation about recent After School Research think about what outcomes you want to focus on to strengthen youth in your after school program.”*

[Do your presentation on key outcomes of Afterschool. Feel free to adapt this PowerPoint as needed.]

4. Identifying partners who can help

- Pass out Summary Handout, Outcomes Identified in the Harvard Research Project’s Research entitled *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It* and/or fact sheets with other key research findings.
- Ask participants to identify partners in your community who can help you achieve some of the outcomes related to the research findings. Say:
 - *“I want you to take a few minutes to think some more about your youth and select four partners who can help you support outcomes related to:*
 - *Academic Achievement*
 - *Social/Emotional well being*
 - *Prevention*
 - *Health and Wellness*
- Tell the participants to think of a partners and the unique strength that they bring to help you achieve each of these four outcomes. Write the name of your partner on one side of the stick, and the unique strength they bring on the other side of the stick. Say:
 - *“Now that you’ve thought about strengths of your partners, stack your sticks with the youth’s face visible on top. Let’s test our youths’ resilience with these strengths of our partners supporting our youth.”*
- Demonstrate how to apply pressure as we did previously. Ask:
 - *“Why is it more difficult to break the sticks now?”*
 - *“What type of community supports can you set up so that youth will not snap, crack or break?”*
 - *“Why did you select these particular partners to join your cause?”*
 - *“How could you use this research to encourage your partners to join your cause?”*

5. Importance of the activity

- Research says that *“Programs are more likely to exhibit high quality when they effectively develop, utilize and leverage partnerships with a variety of stakeholders, especially families, schools and communities.”*

Making Your Case Activity Directions

- Draft a short two minute pitch to a local stakeholder, potential funder and/or legislative contact. If time, practice giving it to your small group and have them give you hints on how you could improve it.
 - Share this activity with your staff and/or leadership team.
 - Draft your short two minute pitch here.
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Step One -- Introduce yourself, say your name, who you are with and/or representing:

(name) _____

(affiliation) _____

Step Two -- Say why you are here – in one sentence!

HINT: The Afterschool Alliance has done polling work to find out what resonates with taxpayers regardless of their political affiliation. HINT: Pick one of these reasons as a way to begin your pitch. Quality afterschool programs help:

- Keep kids safe
- Inspire them to learn
- Help working families!

Step Three-- Make your two minute case with no more than 3-5 Talking Points

- 1.
- 2.
- 3.
- 4.
- 5.

HINT: To support your case, pick one outcome identified in the Harvard Research Project's research entitled After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It.

- Academic
- Social/emotional
- Prevention
- Health & Wellness

HINT: If time give a testimonial of how your program has helped a specific child.

Here's a personal Story about: _____

Step Four -- Close by asking for something specific

HINT: Ideas cited in this research brief include funding to improve:

1. Access to and sustained participation in programs
2. Quality programming, particularly
 - a. Appropriate supervision and structure
 - b. Intentional programming
3. Strong partnerships with families, other community organizations and schools

Step Five – Leave your stakeholders with a short report and follow up with a thank you a few days later.