

The Growing Out-of-School Time Field: Part I

The webinar will begin shortly.



Afterschool Alliance

Dec. 13, 2017

Housekeeping



Experiencing delays?

Try closing out the other programs running on your computer.



Audio difficulties?

Dial: 1-877-860-3058
Code: 1135574



Question or comment?

Use the group chat to interact with presenters and other participants.



Moderator



Helen Janc Malone, Ed.D.

Director of Education Policy & Institutional Advancement and National Director of the Education Policy Fellowship Program, Institute for Educational Leadership

Guest Speakers



Nickki Pearce Dawes, Ph.D.

Assistant Professor, University of Massachusetts Boston

Gil G. Noam, Ed.D., Ph.D.

Founder and Director, PEAR Institute: Partnerships in Education and Resilience at McLean Hospital; Associate Professor, Harvard Medical School



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Guest Speakers



Gilda Martinez-Alba, Ed.D.

Chair, Department of Educational Technology and Literature and Director, Graduate Reading Program, Towson University



Judith Cruzado-Guerrero, Ph.D.

Coach – Universal Design for Learning; Professional Development School Liaison at Anne Arundel County Public Schools



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Overview

Link to the full IAP Series:

<http://www.infoagepub.com/series/Current-Issues-in-Out-of-School-Time>



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OUT-OF-SCHOOL TIME PROGRAMS – ADVANCING POSITIVE YOUTH DEVELOPMENT

Nickki Pearce Dawes, PhD
University of Massachusetts Boston

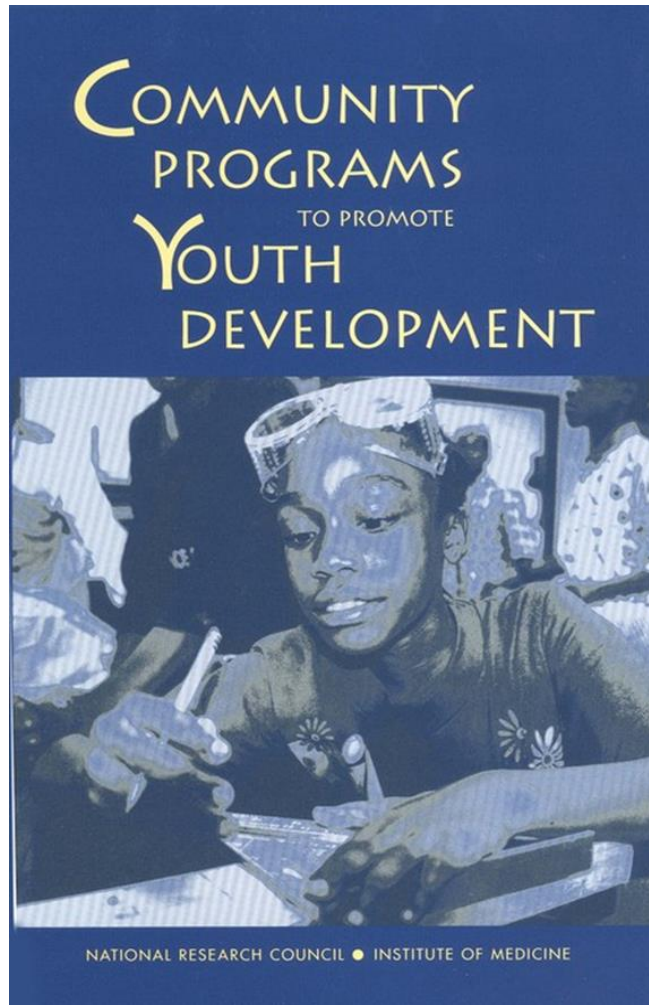


The Need for OST programs...

Necessity...the mother of invention

~Plato

- ❖ *Inclusion Sports Programs*
- ❖ *4-H Clubs*
- ❖ *Arts Programs*
- ❖ *“Off the street Clubs”*



The advantages of participation in OST programs for keeping youth out of trouble is clear...

BUT

“...problem free is not fully prepared...”

NOW

..we need to focus on prevention and promotion ...particularly for underserved youth...

Focus on understanding what fosters positive outcomes



...what promotes psychological engagement with program work?



Social Emotional Learning (SEL) in Out-of-School-Time Programs

- Social



- Emotional



- Learning



OST programs can elevate the “L” in SEL



Next steps



Responding to Shifting Demographic Contexts

by Judith Cruzado-Guerrero and Gilda Martinez-Alba



How to Respond?

Image retrieved from:

<http://www.psdgraphics.com/graphics/growth-chart/>

Presenters

- Gilda Martinez-Alba, Ed.D.
 - Chair – Department of Educational Technology and Literacy
 - Director – Graduate Reading Program
- Judith Cruzado-Guerrero, Ph.D.
 - Coach – Universal Design for Learning
 - Professional Development School Liaison at Anne Arundel County Public Schools



POLL QUESTION:



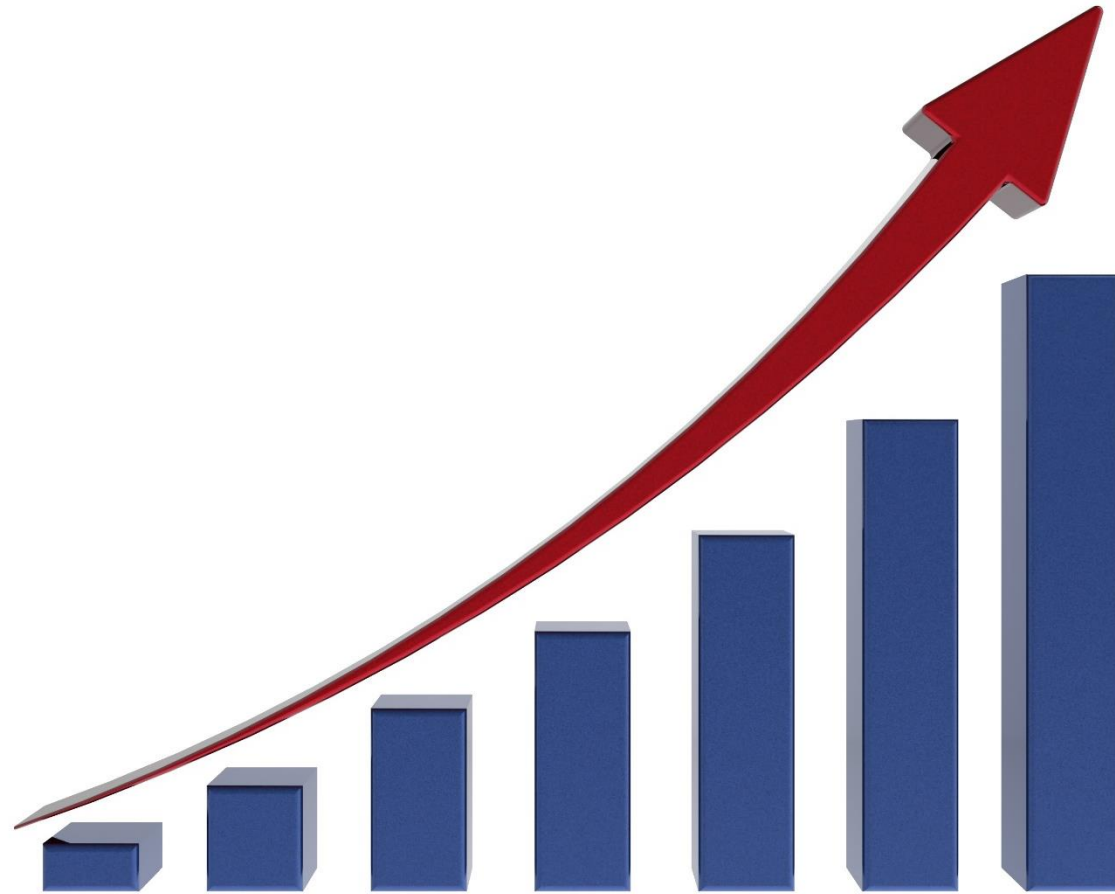
Have you worked with English learners?

- A. Yes
- B. No

Gilda

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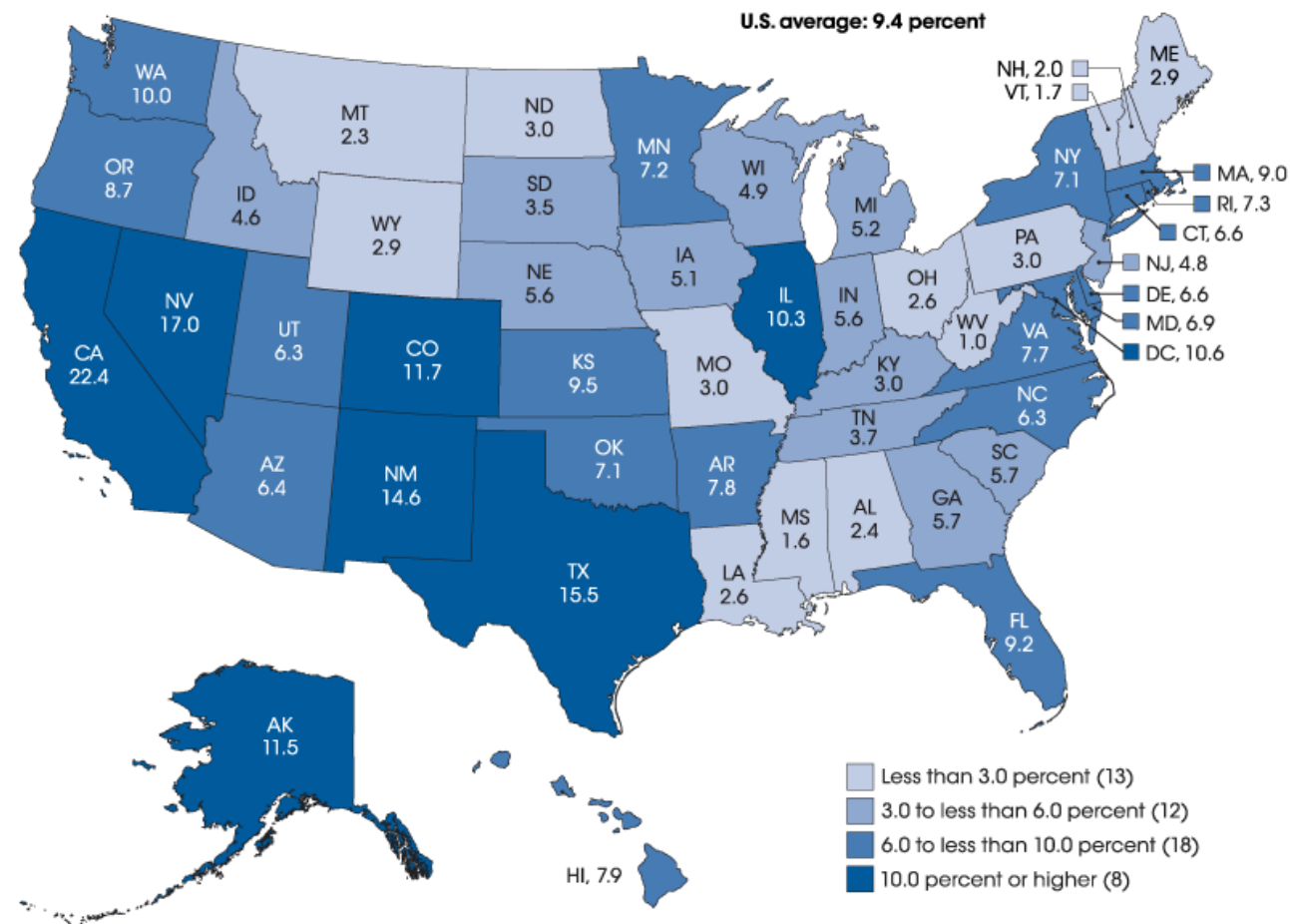
<https://www.edutopia.org/article/resources-for-teaching-english-language-learners-ashley-cronin>



Gilda

Image retrieved from:

<http://www.psdgraphics.com/graphics/growth-chart/>



Judy

Image retrieved from:

https://nces.ed.gov/programs/coe/indicator_cgf.asp



Gilda

Image retrieved from:

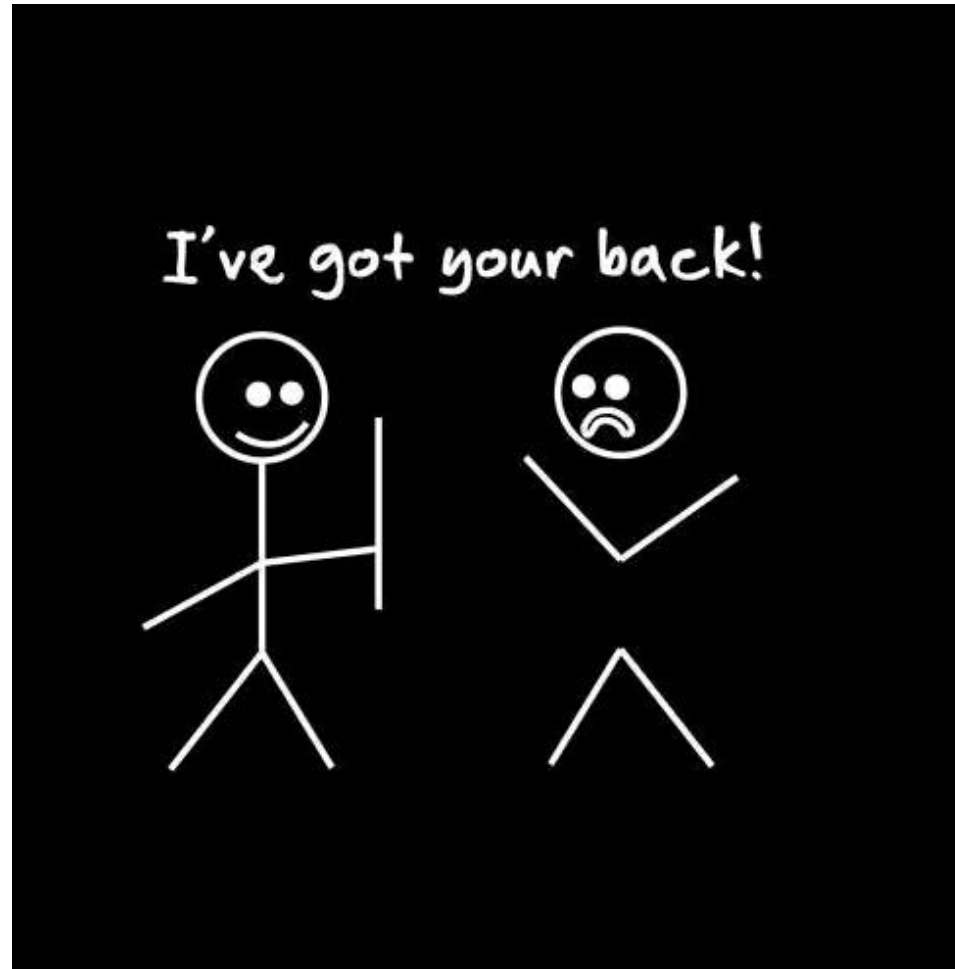
<http://www.thelanguagelab.ca/posts/writing-for-business-5-tips-to-keep-it-simple/>



Judy

Image retrieved from:

<http://metroymca.org/childcare/out-of-school/>



Gilda

Image retrieved from:

<http://metroymca.org/childcare/out-of-school/>



Judy

Image retrieved from:

<http://www.vidavibrante.com/2013/09/10/developing-and-supporting-literacy-rich-environment-for-children/>



Gilda

Image retrieved from:

<http://www.funwithkids.com/6-wordless-books-to-spark-the-imagination/>



Judy

Image retrieved from:

<http://metroymca.org/childcare/out-of-school/>



Innovative Use of Data as Game Changer for OST: The Example of STEM

Dr. Gil Noam, E.D., Ph.D. (Habil)

The PEAR Institute

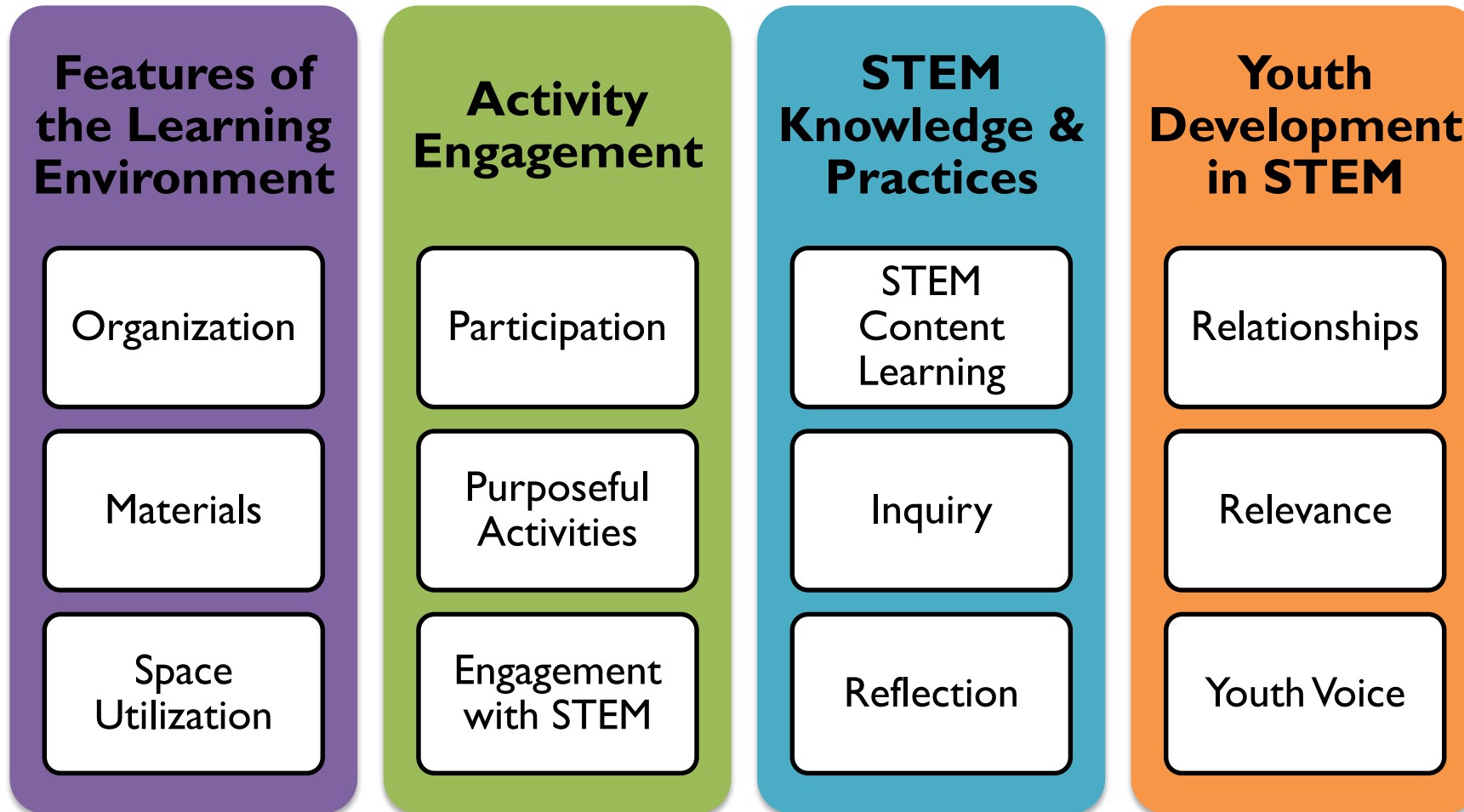


McLean HOSPITAL
HARVARD MEDICAL SCHOOL AFFILIATE



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

Dimensions of Success (DoS) Framework

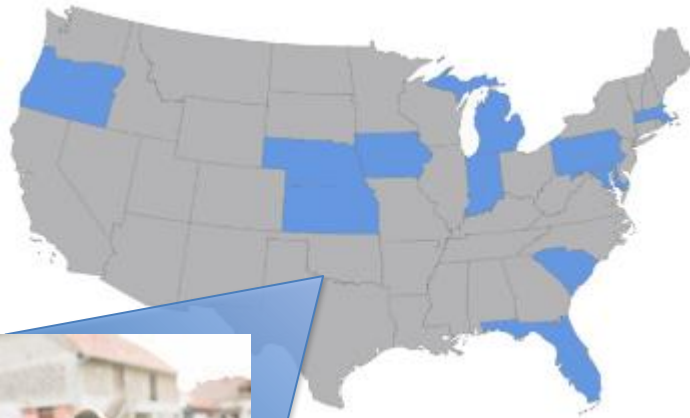


An Example of Applying Measurement to OST



Collaborators:

- The PEAR Institute: Partnerships in Education and Resilience
- IMMAP: Institute for Measurement, Methodology, Analysis & Policy
- The Charles Stewart Mott Foundation & STEM Next
- 160 STEM programs across 11 states



Data-Creating Tools



Student Outcomes
(Common Instrument Suite)



Program Quality
(Dimensions of Success)



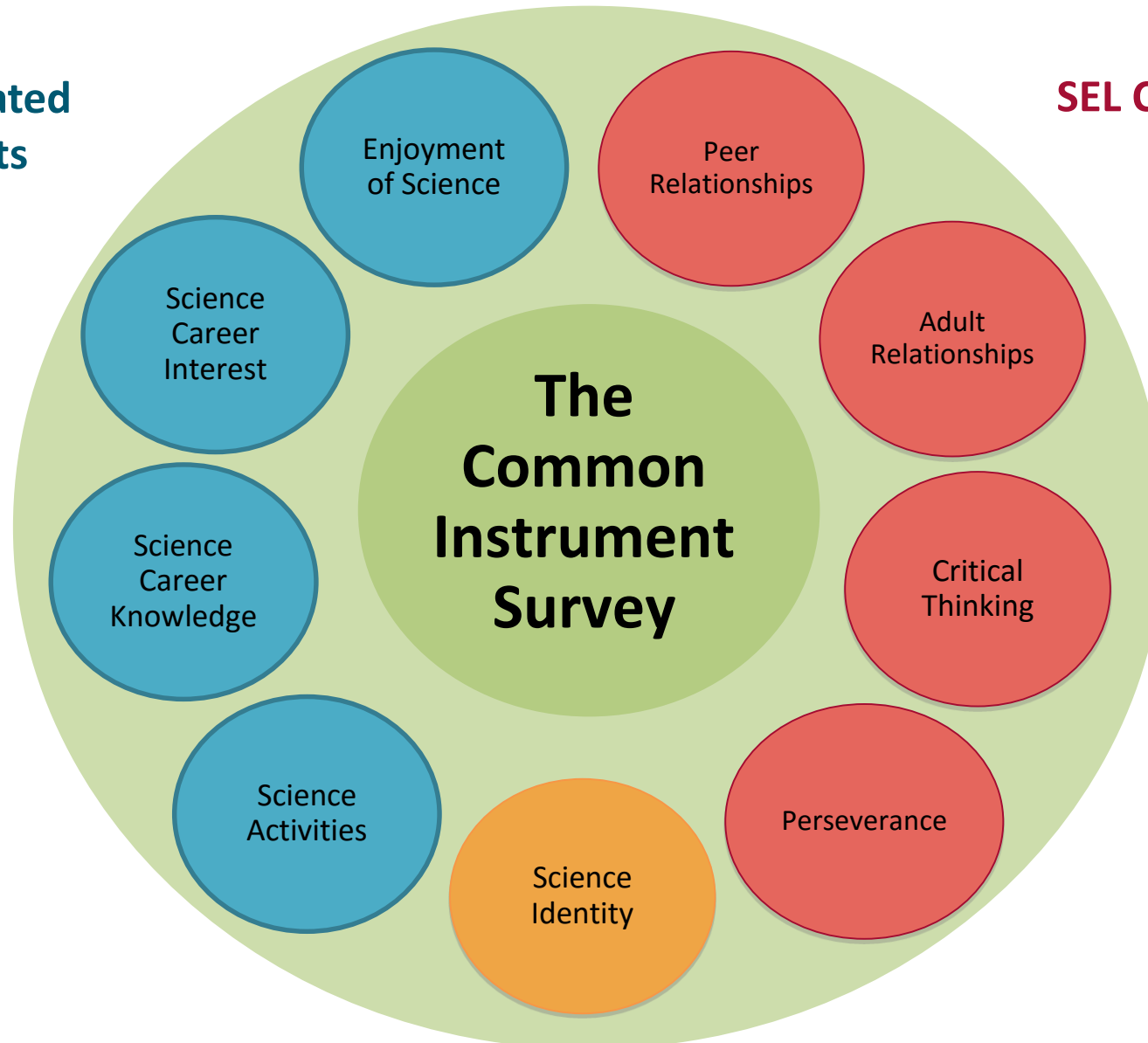
Educator Feedback
(Facilitator Survey)

The Common Instrument Suite



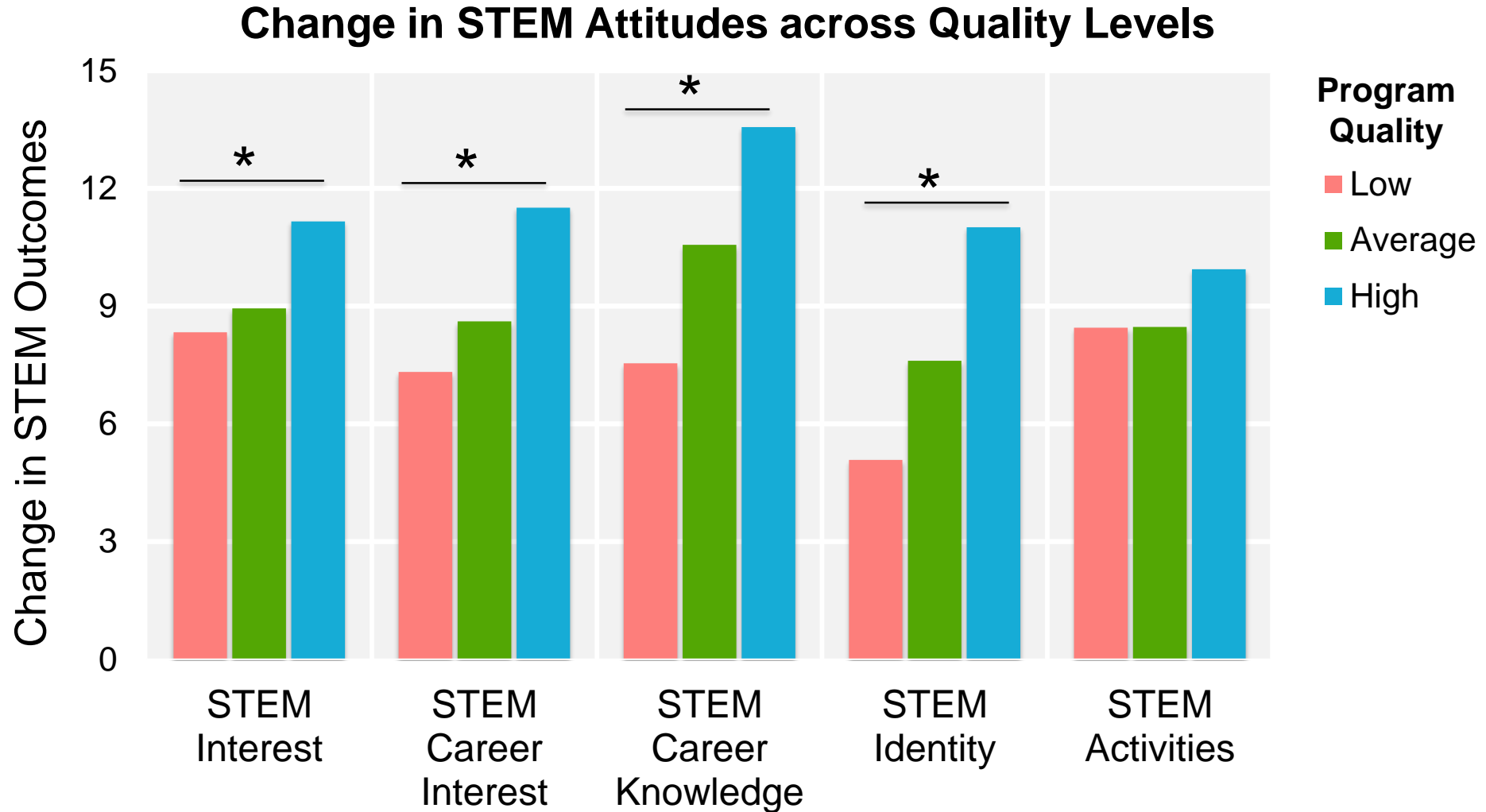
**PISA-Related
Constructs**

SEL Constructs

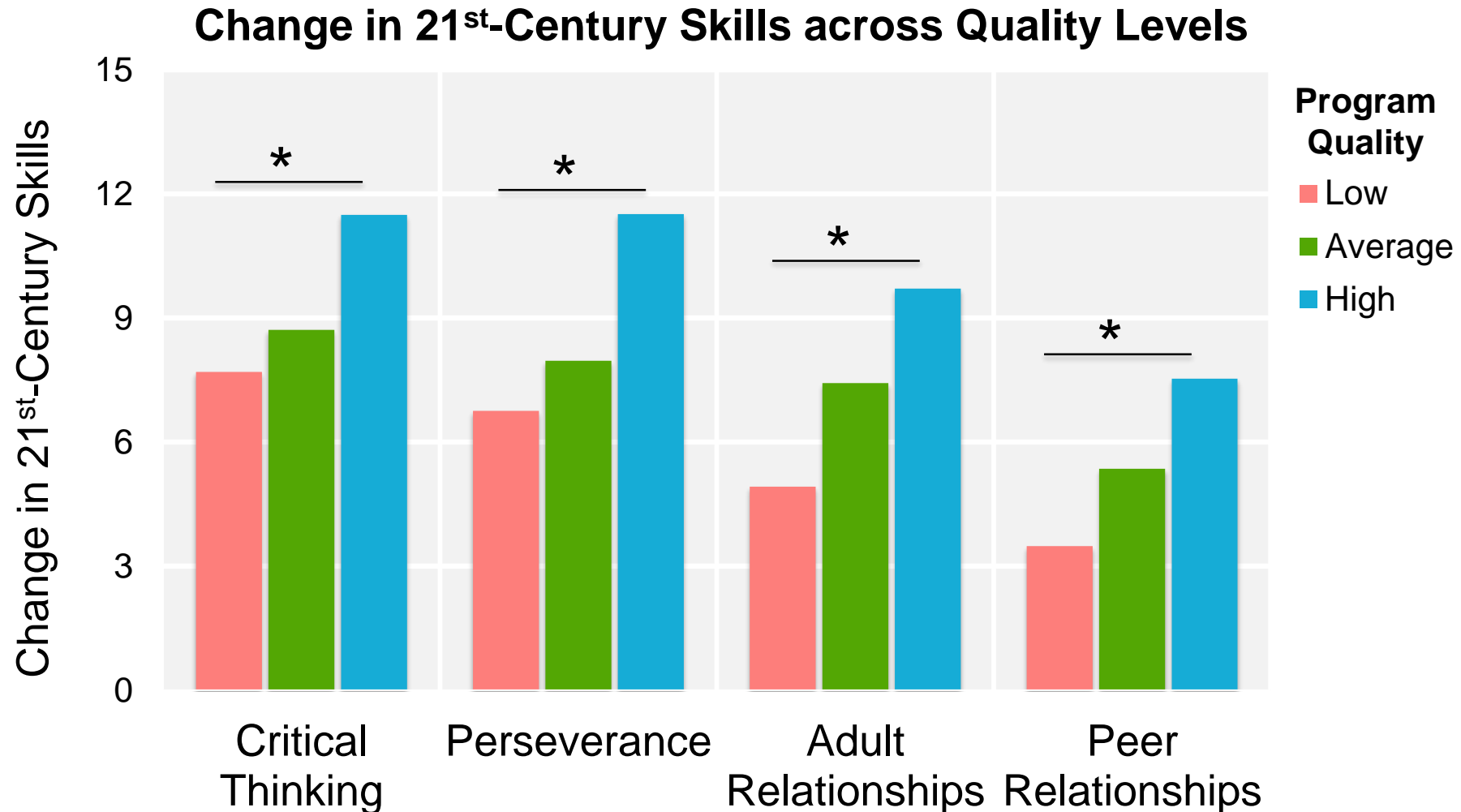


**STEM/SEL
Fusion**

LINKING QUALITY & OUTCOMES: STEM-Related Attitudes



LINKING QUALITY & OUTCOMES: 21st-Century Skills



FACILITATOR FINDINGS



- **90%** felt confident interested and able to teach STEM in their afterschool program
- **95%** wanted more professional development
- More than **90%** felt students made improvements in math & science confidence and proficiency
- Facilitators who were **more confident in teaching** perceived students as **more confident in learning STEM**.

MOVING FORWARD



1. **Decide on common framework, goals, and tools within OST programs**
2. **Shift the paradigm for data collection and use**
3. **Link multiple forms of data collection to gain a fuller picture of the learning environment**
4. **Establish a national data management system to track programs' progress and advocate for change.**

The PEAR Institute: Co-Authors



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Audience Q&A



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Thank you!



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