



**NATIONAL LEAGUE OF CITIES**  
**Institute for Youth, Education, and Families**

*Using Out-of-School Time Programs for Older Youth to Improve College Access and Workforce Development*  
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**Josh Maher**, project director, University/Eastside Community Collaborative, Riverside, Calif.;

**Ralph Nunez**, director of Parks, Reaction and Community Services for the City of Riverside, Calif.; and

**Emily Morgan**, national policy coordinator, Collaborative for Building After-School Systems (CBASS)The After-School Corporation, New York, N.Y.

*RUSSELL:* Good afternoon and good morning everyone from around the country, and welcome to the National League of Cities' audioconference on "Using Out-of-School Time Programs for Older Youth to Improve College Access and Workforce Development." Thank you all for joining us. We have more than 300 municipal leaders and community partners from cities around the nation on the line for this call, and this audioconference will highlight the unique roles cities can play in supporting out-of-school time programs that prepare older youth for college and the workforce.

As many of you know, there is an unmet demand for afterschool activities for older youth. According to a recent study from the After School Alliance, only 12 percent of high school students and 18 percent of middle school students participate in out-of-school time opportunities. However, city officials realize that high quality programs not only provide a safe haven for these young people to go to when they're not in school, they also help older youth complete high school, prepare for college, and develop job skills.

Today, we're joined by a distinguished panel of experts who can provide both a national and local perspective on municipal leadership to use out-of-school time programs for older youth to improve college access and workforce development. We'll spend some time

today hearing from our speakers about the initiatives in their cities and we will then ask a few pointed questions to draw out more details about the strategies and programs from their cities. At about the 30 minute mark of our call, we'll open it up for audience questions and answers. You will have a chance any time during this hour to send your questions by email to my colleague, Michael Karpman. His email address is Karpman, K-A-R-P-M-A-N, @NLC.org.

Without further ado, I'd like to introduce our panel to you. First, we'll have a quick hello for voice recognition, and then we'll hear more about strategies that are in place in each of their cities. So, first, a quick introduction of our resource people on the call starting with Emily Morgan from the Collaborative for Building After-School Systems. Emily, if you want to say hi?

*MORGAN:* Of course. Hi, everyone. Thanks, Lane. Yes, again, my name's Emily Morgan and I'm the national policy coordinator for the Collaborative for Building After-School Systems, which we term CBASS. And CBASS is a collaborative of afterschool intermediary organizations from eight jurisdictions across the country. It's really aimed at making afterschool part of the system of essential services that support children and youth. And our intermediary partners include the After-School Corporation in New York City, the After School Institute in Baltimore, After School Matters in Chicago, Baltimore's Safe and Sound Campaign, the Partnership for Children and Youth in Bay Area California, Boston After School and Beyond, the DC Children and Youth Investment Trust Corporation, Providence After School Alliance and Prime Time Palm Beach County. And our strategy is really to blend advocacy with continuous advancement in our CBASS jurisdictions and technical assistance to emerging systems. Just a couple of key activities that we undertake include making the case for afterschool to policy makers and for the value of establishing intermediaries like our partners, as well as defining the policy challenges and common obstacles inherent in building afterschool systems. And one of the key issue areas that we're focused on is increasing funding and developing programs and services that meet the needs of older youth – also bringing leaders, practitioners and other concerned parties together to propose policy recommendations and solutions, and testing for the feasibility of these recommendations by designing and piloting scalable and replicable models in CBASS cities. This includes the afterschool apprenticeship program, which I'm going to speak more about later on today. And finally, we send technical assistance teams to other jurisdictions to help them build their own systems.

*RUSSELL:* Great. Thanks, Emily. And now, I'm going to have a quick hello from our other speakers, and then we'll move on to some questions. So first, we'll have Damian Ewens from Providence – if you'd say hi.

*EWENS:* Sure. Hi, everybody. This is Damian Ewens. I'm from the Providence After School Alliance (PASA), which is part of CBASS. And I am the director of our new high school initiative called The Hub, which I'll talk to more in length during the call.

*RUSSELL:* Great. Thanks, Damian. Welcome. Josh and Ralph – we have Josh Maher and Ralph Nunez from Riverside – if you'd both say hello?

*MAHER:* Hi. I'm Josh Maher. I'm the program director for the University Eastside Community Collaborative, which is a 15 year partnership between the city of Riverside, California, UC Riverside (University of California at Riverside) and Riverside Unified School District. And we enlist 80 college-age people in service to approximately 800 youth in the city of Riverside, both in school and afterschool in tutoring, enrichment, and mentorship at our local schools and community centers.

*RUSSELL:* Great. Thanks. Hi.

*MAHER:* Hi.

*RUSSELL:* Ralph?

*NUNEZ:* I'm Ralph Nunez, parks, recreation and community services director for the city of Riverside. And we are obviously one of the partners for the University Eastside Community Collaborative as well as providing a number of afterschool opportunities for youth through our Youth Opportunity Center that provides, you know, job training, computer learning center and a number of other resources as well as recreation programs and services that are offered out of Bobby Bonds Community Center and surrounding parks.

*RUSSELL:* Great. Welcome. It's just wonderful to have this group assembled on the call, and we're looking forward to hearing more about all of your programs. I'd like to give Emily the first chance to explain in greater detail some of CBASS' apprenticeship model and how it relates to Chicago's After School Matters initiative and what makes the afterschool apprenticeship program unique as an apprenticeship strategy. Take it away, Emily.

*MORGAN:* All right, thank you. So, as I mentioned, high school after school is one of CBASS' issue areas. And when we look to develop a demonstration project, we immediately looked to After School Matters in Chicago, which is a clear leader in the field with the nation's largest and most demonstrably successful apprenticeship program for teens. After School Matters provides afterschool and summer programs for over 20,000 high school students throughout Chicago using a ladder of opportunity that ranges from drop-in clubs to advanced apprenticeships. And After School has been recognized nationally for their innovative approach to coordinating city resources and delivering unique and diverse programs through their hands on project-based programs, which expose teens to rewarding careers and really help them develop marketable job skills. So CBASS developed the After School Apprenticeship Program, also know as ASAP, as a national demonstration project to really test the feasibility of adapting the After School Matters (ASM) High School Apprenticeship Program in other jurisdictions. And ASM has been critical to the development of ASAP, including development of the core elements, selection of the discipline areas, and also providing technical assistance to ensure successful adaptation of the model.

So to give you a little background about how ASAP is structured, it's an eight week spring apprenticeship where students learn a specific craft alongside an expert instructor, followed by a six week paid summer internship where students apply these skills working with

younger kids as coaches, umpires, lifeguards and arts instructors. And a really unique aspect of ASAP is that it's extremely flexible based on community needs, community assets, and it's not a prescriptive model at all. But, as I said, it builds on local assets while also maintaining a broad set of core elements to ensure program success. And these core elements include the fact that programs are operated by community organizations, which bring not only content and youth development expertise, but also have ties to the schools and experience working with older youth. Through ASAP, students have opportunities to develop relationships with caring adults who are experts in their field. Also, youth development principles really drive the ASAP model, and youth are held to high expectations for participation during the week, on weekends and over the summer. ASAP provides hands on experiences that are grounded in the real world and advanced college and career readiness skills. And also, there are tremendous opportunities for youth to develop leadership skills and explore new talents. And finally, as I said, CBASS is a collaborative of intermediary organizations. And in the case of ASAP, intermediary organizations really support the implementation of ASAP by providing project oversight, brokering relationships with key stakeholders and promoting program quality.

So ASAP was piloted by the After School Corporation in New York City in 2008 with two CBO (community-based organization) sites serving a total of 40 youth where students developed skills as soccer and basketball instructors, and then worked as summer camp counselors, teaching these sports to younger kids over the summer. And in the second year, the program was expanded in New York City to include five additional sites serving a total of 140 youth, and then was also expanded to two additional CBASS jurisdictions – Boston and Providence – serving 20 youth each. And each city intermediary formed partnerships with local community organizations, city agencies and individual instructors to operate the ASAP program. And in the second year, the content disciplines were also expanded. So the sports disciplines expanded to include lifeguarding and baseball umpiring, and we also integrated an arts apprenticeship in a variety of arts disciplines include theater arts, performance arts, fine arts, ceramics, and that kind of thing.

But really, why ASAP works and why ASAP is so unique is because it really engages teens in experiences that excite them, that connect them with career experts and build real world skills that prepare them for college and career success. High school kids know what they want, and ASAP really resonates with them. And it really goes beyond simple job placement, and provides scaffolding in terms of leadership training, exposure to careers, professionalism training, and also can introduce the new generation of leaders to the education and youth development field to help build that workforce.

*RUSSELL:* Great. Thank you, Emily. I'm curious if you could briefly discuss maybe any early results that you can point to for ASAP, and what cities would find most useful from a new toolkit that you've just released.

*MORGAN:* Sure, of course. Well, the first two years of ASAP have been extremely successful and have generated some really important lessons to support the adaptation of apprenticeship programs for high school youth across the country. So as you mentioned, Lane, CBASS has developed a toolkit to support adaptation of apprenticeship models across the country. The toolkit is now available online on our Web site – and I can provide those details

later – but it features key lessons learned from the ASAP initiative, some core elements of the ASAP model, evaluation findings from the first two years, practical implementation tools such as recruitment, curricula, and assessment materials that can really help provide a model for cities interested in implementing this kind of program. We have a cost model and some sustainability strategies and also just some general information about apprenticeships. And what I think cities might find most useful about the toolkit particularly is the lessons learned section, which can really help inform the development of an apprenticeship strategy for high school use. Also, the core elements, which provide a framework for the ASAP strategy and the overview of individual city initiatives, which can kind of give you a better sense of how ASAP looked on the ground.

So preliminary results or the results from the first two years have been very positive and really demonstrate the promise of an apprenticeship strategy, and I'll just give you a couple of key highlights. First of all, the program demonstrated or generated high demand with over 400 applications for 180 slots. We had tremendously high participation and attendance rates of 89 percent on average. The program also led to future employment opportunities for participants with one-third of youth receiving offers for continued employment with community partners, and also the lifeguarding and baseball umpiring apprenticeships led to official certification in those fields, which really opened the door for future employment for those participants. And we conducted focus groups and student surveys, and from those, we gleaned that participants were extremely positive about their experiences in ASAP. They expressed interest in a range of future careers with a particular focus on helping others and working with kids. They saw ASAP as a positive turning point in their life. And they also – 75 percent of them said they would participate in ASAP again if given the opportunity. So we were really pleased with these results, which were mirrored in the staff focus groups, as well, who believe that the extensive training during the spring apprenticeship really prepared kids for the summer internships and improved their communication, job readiness and leadership skills.

So I don't want to take up too much time, but we do have a couple pieces of advice for other cities who are interested in implementing an apprenticeship strategy, and the first of which is identifying a coordinating entity to lead the initiative. And as I mentioned, with ASAP, we had intermediary organizations – our CBASS partners: Providence After School Alliance, the After School Corporation in New York, After School Matters in Chicago and Boston Afterschool & Beyond – serving as the coordinating entity. And intermediaries are really well positioned to take on this role because they can broker relationships between CBOs, schools, and city agencies and are flexible to do so. And in the case of ASAP, intermediaries played a critical role in providing general oversight of ASAP and identifying strong community partners to operate the day-to-day ASAP activities. And they look for partners that really had expertise in a content area, capacity to train and supervise the apprentices, a commitment to youth development and the ability to provide quality spring apprenticeship and summer internship experiences. And just a couple of examples of partnerships that we had in our cities – After School Matters, for example, partners with both public and private entities as well as community organizations and individual instructors to operate their programs. In Boston, Boston After School & Beyond selected Boston Centers for Youth and Families (BCYF) to partner on this initiative, and BCYF is a city agency.

*RUSSELL:* That's really helpful, Emily. And we might come back to some of these partnerships in just a minute. And I think when you were speaking to the intermediaries – I want to move to Damian just for a minute to talk some about Providence After School Alliance, which is a very strong intermediary and has gained national recognition for its After Zones serving middle school students. I want to hear a little more from you, Damian, about the structuring goals of the Alliance's high school strategy and the Providence Hub initiative. And so, if you could speak to that some, and maybe some of the successes that you've seen so far in providing these extended learning opportunities and preparing them for college and the workforce.

*EWENS:* Sure. So we've built – we've just started launching the high school initiative after five years of working with the After Zones, which is our middle school approach. And as Lane mentioned, we've seen a lot of success with that. We've got about 40 percent of all the middle school kids involved in afterschool activities at their schools and offsite. And about a year ago, with support from our mayor in Providence, we decided to launch sort of the high school version of it. And so, just to give some context, we're not – we haven't been going – so far, we're just on the ground now getting started. But essentially, what has happened is we brought together 10 of our strongest sort of youth groups in the city and we put youth and adults from each of those organizations at a table and said, what does this high school network look like where we're connecting all high school age youth to the opportunities in the city, whether that's jobs or programs or health services? And they spent a couple months putting a plan together, which I've been hired now to help craft. And I'm doing so with a staff of 10 high-schoolers. And they said, here's what we think this should look like. There should be a central space where any high school age kid knows that they can go to for support or to get connected to opportunities in the city. There should be some sort of dynamic Web presence that's using the tools of the internet to help connect them to the programs and to activate the high school community. And then, we need to do work on reducing barriers that exist in all of our cities, and one of the big ones is public transportation. And so, one of the four strategies they suggested is really working directly with Rhode Island public transportation and all the youth organizations to try and figure out how do you reduce those barriers and provide access to the kids to actually get to what's going on after school. And then, the fourth strategy is really working on policies that can help provide access to programs. And one of the things we're working on right now with the Providence public schools is putting together an implementation plan to provide credit for out-of-school time learning, and we're also working with a lot of the organizations around the city and the state to start figuring out how to better share youth data so we can really inform ourselves and not duplicate a lot of the work.

And all of this is sort of ongoing, so Lane, I can't necessarily point to data and successes with the high school initiative because it's really just starting now. We do have quite a few different studies we've used looking at our middle schools. And I think one of the important things we're doing is, primarily, at the beginning, we're not looking at youth indicators. We're really looking at system indicators – are the programs – do they have trained youth development adults there? Is it clean? Are there snacks and food available? Because what we're seeing, and I think a lot of city will see, is you have silos of very good afterschool programming, but it's not a system – there aren't system-wide indicators of quality. And so, we want to make sure before we start saying whether the kids are doing well or not doing well that the system itself is healthy.

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And right now, we're headed towards the last year of a three-year study that is starting to look at – this is for the middle schools now – is starting to look at some youth indicators, looking at the youth that are involved in our After Zones compared to the ones that are not. How is school behavior affected? How is school attendance affected? And some of the initial indications we're starting to see – though it's not going to come out till the fall – is that there is positive correlation on several of those indicators, but that's after five years of making sure the system level indicators are strong first.

**RUSSELL:** Great. Thanks, Damian. That's a lot of useful information and a great description of what's going on in Providence. Now, for another version of what a city is doing, I'd like to call on Josh and Ralph from Riverside to talk about the programs offered by the University Eastside Community Collaborative (UECC). Maybe Josh – can you describe briefly the history of Riverside University Eastside Collaborative and how the city of Riverside has been involved in these efforts to create the collaborative?

**MAHER:** The UECC program was formed in response to escalating violence in Riverside's Eastside neighborhood in the mid 1990s. Just to provide some context, this neighborhood where we operate is located just outside the boundaries of the University of California Riverside. And the idea was that rather than isolate itself from the conditions of poverty and violence that exists just outside the university's borders, the university combined with the resources of the Riverside Unified School District and the city of Riverside together could be a force for good and change in the Eastside neighborhood.

Our mayor, Mayor Loveridge, was instrumental in bringing the right people to the table from these entities – those people being UC Riverside's chancellor and Riverside Unified's superintendent – to form our partnership. And he remains a key player and a champion for UECC to this day. And maybe Ralph can explain his department's role a little further in the partnership.

**NUNEZ:** The UECC program is actually a component of the programs that are offered through the Parks, Recreation, and Community Services Department. We combined that with the Renaissance initiative that was introduced by the city council about three years ago. It's a five-year initiative that would help improve city infrastructure, and the parks and recreation department has been a great benefactor. And one of the improvements that was done was the improvement of the Bobby Bonds Community Center, which houses our Youth Opportunity Center and a number of different recreational programs and services. One of the issues that we were having on the Eastside was that there was kind of a sense of hopelessness. There weren't a lot of programs, a lot of activities, that were focused to youth in the neighborhood. And since the improvements have been completed out of that facility in the neighboring park, we've seen a lot more involvement from the youth, whether it's in the Youth Opportunity Center taking advantage of the computer programming that we have available, or the mentors that assist them in terms of, you know, different social issues that they or their families may be dealing with. And these are some of the things that, for us, have really helped change the dynamics – that combined with the work that has been done by our city's development department. And changing the dynamics of the community have really, really changed the dynamics of that whole

neighborhood. So, from the city side, it's working with and collaborating with all the different community-based organizations and with the university. And as Josh had mentioned, you know, the university is so close to the Eastside neighborhood, but for a lot of the youth in that neighborhood, it just seemed like it was very distant and there wasn't really a real clear sense of what the university was. And by bringing the youth in or the students from the UCR and the RCC, which is Riverside City College, the youth that have participated in the program have actually served as mentors for the youth. And it's kind of, I guess, created, you know, a hope that kids can go on, that they can go into college, that they can be successful. And it really has improved the dynamics within that neighborhood considerably.

*RUSSELL:* Great. This very helpful. And, Damian, I want to turn back to you for a moment. There's been a lot of discussion from all of our speakers today about the variety of partnerships that a city might consider to build out opportunities for older youth. And, Damian, there are a variety of partnerships that a city might consider to promote college access and workforce readiness. What partnerships in particular have you found critical in your work in Providence, and what organizations would you advise other cities to approach as they plan their afterschool efforts?

*EWENS:* Sure. We're working hard on both of those ends with college access and the workforce. One partnership we've been working on is with Workforce Solutions where the youth are going to provide jobs. And it was just put out to bid, and we were trying to be somewhat active in creating conversations with those organizations we knew would be applying in Providence. Currently, the workforce readiness – the youth center is not very well used. It's sort of off the beaten track in a basement, and we've been doing what we can to help navigate it into a more central place, and then just making sure there's open lines of communication between ourselves and the folks who are gonna be running it. I think that's one of the many examples we've faced where the silos are created for whatever reason, and so, what I've been trying to do out of this office is just say we're willing and ready to talk with everyone. So the nice thing that's happening there is, now, there's going to be an active pathway between both ourselves – and we're the sort of central place for high schoolers to get connected to not just jobs, but great programs after school, college access services, but also employment – and we're working in partnership with the youth center, the employment youth center.

In terms of the colleges, we've been meeting with and are reaching out with all the schools locally. And Providence is a great city in the sense that it's very small, but we have a large number of colleges and universities within a very close, that are very close to each other. So we're meeting with Campus Compact, which is working on getting college students out into the city and volunteering and connecting with a lot of the youth programs. And they meet regularly to try and just figure out what they're doing and to share approaches. But, they themselves, you know, have said, again, even when you're meeting, you're not necessarily actually sharing the work. And so, what we're trying to do is place ourselves in a situation where not just all the youth understand they can connect in, but all of the programs they're trying to connect with the youth and provide opportunities can use us as sort of facilitators to reduce the barriers and the silos that are existing in the city. And so, because we're not fully up and running and don't have a year or two under our belt in terms of programs, there aren't formal ongoing

relationships. But, what we are doing is building those relationships and keeping--I mean, it sounds fairly simple, but keeping an open mind and an open phone line and a door policy with anyone that wants to provide good opportunities for youth in the city. And I think we're gaining that reputation. So we're getting more and more folks that are talking about the fact that there is a place that is really gonna be a central hub for all the access points to the high school youth.

*RUSSELL:* Great. Thanks, Damian. I want to make sure that we get to a question that is usually on folks' minds around the country, and especially now, given the tight economic times that many cities are operating in. Is there more than you can say, Josh or Ralph, about how your programs are initially funded, and share your thoughts on how cities can finance initiatives to serve older youth?

*MAHER:* Well, initially, in the mid 1990s, UECC was funded by cash contributions, \$36,000 from each of the three partners – of course, the UC Riverside, city of Riverside, and Riverside Unified - along with some small foundation grants – for example, Kaiser Permanente Foundation and the University of California Office of the President. While this hundred and something and thousand annual outlay might be a burden for some cities, when divided into three parts, it really isn't that much. And the cash portion really only tells part of the story because a lot of people have donated their time in supervising the program and activities. City and school facilities were used at no cost to the program itself. All the details of what agency was contributing what to the program in cash and non-cash items were all laid out in a trilateral memorandum of understanding. And this is kind of the model that we continue to use to this day just so we know what agency is contributing what and what they agree to. And I think the problem that a lot of cities sometimes encounter in financing these types of programs is that they might try to go it alone. And, you know, there's a lot of things that cities do really well for their residents, but I don't know if providing these types of services for youth is necessarily one of those things. It may very well be, depending on the city. But, when you think about who the experts on motivating and working with youth are, your local school district should probably come to mind. And I would encourage cities to explore combining not just the financial resources, but the human resources your city already possesses within its borders. And don't try to reinvent the wheel. If you have an existing program, you should think, you know, how can I make this program better? Or, if you don't have a program, just find a best practice model and maybe tailor it to your needs. And I'd say the key to sustaining the initiative is to make sure you have a solid foundation on which to build your program. Make sure your partnership and your community see the benefits and experience the results and share those results as often as possible. And if your program wants to continue growing and remain sustainable, I'd say outside funding is really a must. Like, for instance, our program's received over \$3 million in grants from AmeriCorps since the early years of the program. But, our program has been very successful, even in years without the AmeriCorps funding.

*RUSSELL:* Great. Thanks, Josh. That's very helpful. Damian, how about in Providence? Can you say more about process funding and sustainability efforts?

*EWENS:* Sure. Well, we were launched – the mayor launched this as his initiative, you know, five years ago and our early funders were Wallace and Bank of America, the Wallace Foundation and Bank of America. Since then, you know, we’ve identified other national funders like Nellie Mae and Charles Stewart Mott. And as we’ve begun the high school initiative – again, that was an initiative coming out of the mayor’s office, so we’re in a unique and kind of a great situation. We’ve got an incredibly supportive mayor who’s both providing a small level of city funding, but a tremendous amount of political support, as well, and helping guide us to some of the big national funders and is sort of constantly bringing up PASA’s role in the community and in the education field. And so, now that PASA’s been around for five years, we’re able to leverage some other local, you know, some small local foundation support and are, you know, doing what everyone else is doing – just trying to, at this point, find more national funders, because one of the strategies really is to not compete with smaller afterschool providers in the local field and sort of leverage PASA’s sort of umbrella structure with that field and really looking outside of Providence at the national level.

*RUSSELL:* Great. Thanks, Damian. That’s very helpful. I want to take some time now to see if there are any calls from our listeners. Maggie, do we have any calls in the queue?

*OPERATOR:* We have no questions in queue, but as a reminder, if you would like to ask a question, you may do so by pressing star and then one on your telephone keypad.

*RUSSELL:* Okay, great. Thanks, Maggie. Well, I am wondering and would like to see – Josh and Damian and Emily, all of you have mentioned the important role that, you know, school leaders and your mayors have played in your initiatives. Can – Damian or Josh, could you speak to any concrete steps that your mayor or other elected officials took to make programs for older youth a priority in your city?

*EWENS:* Sure. This is Damian. And in Providence, I think there’s a couple of things we’ve seen – and there’s a lot of folks that can say, well, our mayor’s supportive of our program, and oftentimes, it ends there. I think what we’re seeing is some financial support, but also an easy concrete example is that his chief of operations meets with me on a monthly basis and is on my advisory council, so that allows us to, you know, create a continual relationship and just keep people up to speed. And she’s been able to identify lots of opportunities that are going on in the city that we just wouldn’t be aware of otherwise. And that’s played a key role, I think, in actual concrete support that drops below simply the mayor speaking about us and helping introduce us to foundations. And I would say critical because I think, as we know, that, you know, mayors are incredibly busy, but, having someone underneath them that’s able to be sitting at a table with me to interact and support our ongoing work is huge.

*RUSSELL:* Great. Thanks, Damian. And, Josh, briefly, do you have, you know, other comments on sort of concrete steps that, you know, school leaders and elected officials in Riverside – Josh or Ralph?

*NUNEZ:* Well, I think I can comment on that. In the city of Riverside, the city council and the mayor have taken a very, very active role from the financial side, you know, where they've supported this program as well as all of our recreation programs. Especially during difficult economic times, you know, when recreation programs or social services tend to take the biggest hit, our department hasn't experienced those types of reductions. We've actually seen an increase in some areas, you know, to ensure that we have and we are providing alternatives for youth.

Our Youth Opportunity Center – perfect example. They saw the need to provide youth on the Eastside with additional programs. And as a result of that, you know, we have a place now where teenagers feel, you know, this belongs to them. And as a result of that, now we're able to provide, you know, a sense of direction. You know, if the kids are looking for job opportunities, they work with them to provide some referrals or we also coordinate our summer youth employment program through our Youth Opportunity Center. There's a learning center with tutors that assist them if they're having problems at school. And, you know, where parents can't afford it, we're able to bring the students together with the tutors, whether they're through the UECC or other programs that we work with. So the council has definitely been very, very supportive. They understand that we have quality programs that are in place, you know, recreation programs that provide positive alternatives for youth, that the savings will come by the reduction in crime and people feeling much better about their community and I think Riverside definitely demonstrates that.

*RUSSELL:* Great, thanks.

*MAHER:* And Lane, I would also add, you know – when I was just hearing with the reduction in crime – I mean, outside the mayor's office, we're also connected with the chief of police who sits on our board, and it's an obvious relationship there where we're working to keep youth busy right after school, which we all know is some of the most dangerous times in terms of violence and sexual and alcohol activity. And the chief himself has been very supportive connecting us with, you know, police officers who run a lot of our sports programs. We even had a programmer come in and say I'd love to teach horse riding in middle school. And he said, well, we've got horse stables. And so, now there are kids that are over at the police horse stables. And so, finding the natural relationships where it's mutually beneficial in your city is also integral. So, it's not just the typical political sport you might want to hope from a city leader like a mayor, but there are other partners like the police, as well.

*RUSSELL:* That's a great point. Thank you. I want to go to – Maggie, now do we have any questions from listeners?

*OPERATOR:* We do have several questions in queue. Our first question comes from the line of Raquel Oriol with the United Way of Tucson in Southern Arizona. Your line is live.

*ORIOLO:* Hi. I would like to know if any – have any of your programs made an initiative to work with disconnected youth or youth that are not very connected to the schools like foster care

youth, youth involved with juvenile courts, and teen parents – and how did you reach out to those youth if you have?

*RUSSELL:* Great. Thank you. I think Damian or Josh, do you want to...?

*EWENS:* Sure. This is Damian. And we've done a lot of things. I think primarily – we're constantly saying we're not working with high school youth, we're working with high school-aged youth so that we can recognize the kids that are not inside schools. A couple of things we've done concretely is working with organizations in Providence that specifically are targeting these youth. We have an arts program that works at the juvenile detention center and with the youth that are transitioning out, so they were involved in writing the plan for the high school initiative. We're also in ongoing conversations with the Foster Parents Association, including talking about doing some shared space in the city because it turns out they've found affordable office space that's out of the center of town and it's not necessarily youth friendly space and we're building a central youth friendly hub –so talking about how can we get a desk in there, how can we get some operating hours for them to be in there. So, it's not just high schoolers. It's really trying to target all the kids.

*RUSSELL:* Great. Thanks, Damian. We also have an email question that I will direct to our speakers. It's from Dallas, Texas. And the question is how do we reconcile the goal of helping more students to go to college with the economic reality that some students are better suited for advanced non-college career training? How do we connect these students with the training without making the incorrect assumptions that they are not college material? Is that an issue that you've seen in Riverside or Providence, or Emily, you've seen in your work with the apprenticeship program?

*MORGAN:* Yeah. Well, actually, in the apprenticeship program, you know, our focus is both on college and career readiness. And so, through the program, through the apprenticeships, students are really – receive both professional development and professionalism skills, they talk about resume writing, interviewing skills and things that can help them not only be successful in post-secondary education, but also in the workplace. And the skills that they acquire through the apprenticeship training really do lead into real world jobs, as I mentioned, with the credentialing programs and lifeguarding and baseball umpiring so that through the program, we're really helping the kids recognize and better understand what they want to do, and realize their talents and their future aspirations and then can kind of make those decisions based on their experiences. And so, it's been really successful in both preparing kids for post secondary education, but also preparing high school students for the workplace.

*RUSSELL:* Great. Thanks, Emily. Did any of the other speakers want to add to that answer or, Emily, do we have – or, Maggie, do we have other questions in the queue?

*MAHER:* I could add just a little bit. It's an important question that faces anyone that's working with high school-aged youth. And there's a certain reality at the end of high school and some kids may not have applied to college, or just didn't get in, or couldn't get in, or didn't want

to get in. And you've got to sort of juggle both of those balls and have – a lot of the work that's happening in afterschool really is sort of youth development work. It's work about self concept. It's work about social/emotional work that's building up youth self confidence, and those pieces are critical, whether they're going to college or not. And so, there's a real belief for myself and I think in our field that when you're building those pieces in, you are preparing kids for workforce or college. But, you have to be very intentional also about building in actual pieces like the credentials that Emily's talking about, workplace credentials, and the skills credentials in the schools, and if they're not getting it in the schools – finding pathways outside of school so that the kids can gain those more academic skills.

*RUSSELL:* Great, that's very helpful. Thank you. Maggie, do we have another listener question?

*OPERATOR:* Our next question comes from the line of Kate O'Sullivan with the DC Department of Employment Services. Your line is live.

*O'SULLIVAN:* Thank you and thank you for the call. This is very informative. I wanted to ask a question about the CBASS initiative. Can you tell us a little bit more about the young people who are participating in the initiative in terms of what – are there any qualifications that they have to meet in order to get into the initiative and are any of them from disconnected youth populations?

*MORGAN:* Sure. Thanks for that question. Well, we have designed the ASAP program to really resemble a real world job. And so, in terms of recruitment of participants, it really does mirror real world job requirements, so we have an application that students must fill out, and then they also go through interviews. And the recruitment – where the students actually are recruited from – depends on the city. They have different recruitment strategies. For example, in New York City, they partner with Urban Assembly Schools to highlight students who were interested in this type of program and wanted summer employment. Sometimes, the community-based organization did the recruitment. In Boston, the Boston Centers for Youth and Families conducted an extensive recruitment. I think they had, you know, over 200 or 300 applications for the 20 available slots. And, you know, these – while they may not necessarily be out-of-school youth, they are all high school students. They are oftentimes at-risk students, and trying to reconnect them and reengage them in school and also providing them with opportunities to earn money and develop skills that can benefit them in the future.

*RUSSELL:* Great. Thanks, Emily. That's a great question. We have an emailed question and--that I'm going direct to Josh or Ralph, and it's from Evanston, Illinois. And they're wondering how do you quiet the stigma that afterschool programming is just for at-risk youth? They have a very socioeconomically diverse community, and things tend to be categorized for certain groups, which creates a divide and weakens participation in some programs. Has that been an issue in Riverside, and how have you dealt with that?

*NUNEZ:* Absolutely, it's been an issue. It's the perceived haves and the have-nots. I think the way you deal with it is that you start operating in a way where there's a level of consistency in terms of how you plan facilities, how you program facilities so that the programming is consistent. And once you do that, you'll see that that stereotype or that stigma starts to diminish. And a perfect example – you know, we have a youth sports league and we had – there was a time when people would say, well, we don't want to go into that area of town. Since the Renaissance initiative has taken place, improvements have been completed to the facility. Artificial turf has been added, the gymnasium's been completely renovated, the Youth Opportunity Center was constructed, and opportunities are now available. In some cases, there--you know, opportunities or programming exceeds what may be taking place in other areas to where people have taken note of that, and that comes with planning and, again, consistency. If you're able to offer that level of consistency and there isn't that perceived have and have-not, what happens is you create a sense of community pride, you create a sense that, you know, you're not disconnected or you're not disenfranchised, and I think that that has been, you know, the key. And I think that if you see that neighborhood, if you would have seen it maybe five years ago and you see it now, it's a completely different neighborhood.

*RUSSELL:* Thanks, Ralph. That's great. I want to see if we have another caller with a question, Maggie?

*OPERATOR:* Our next question comes from the line of Dylan Hall with Haven Family Center. Your line is live.

*HALL:* Hi, thanks for the call. My question has to do with faith-based partnerships, and it's kind of an open question, and your experience working with any faith-based partnerships or organizations for afterschool programs.

*RUSSELL:* Great, thanks for the question. Damian, Josh, or Emily, or Ralph, who wants to take this first? Has there been – in Riverside, Josh or Ralph – have you had any partnerships with faith-based organizations?

*NUNEZ:* Not directly with the program. The mayor does meet with the churches to deal with a number of different issues within the community. In other areas where I've worked, the faith-based community has been an integral part of, you know, whether it's assisting in sharing resources or whether it's been in terms of directing people to programs or vice-versa where we can direct people to, you know, programs that they offer. So, I guess each community is different, and again, it's how you collaborate and how you work with, you know, churches.

*RUSSELL:* Thanks, Ralph. That's very helpful and a great point. Do we have another call – another question, Maggie?

*OPERATOR:* Our next question comes from the line of Kenneth Darity with the Jacksonville Children's Commission. Your line is live.

*DARITY:* Hello?

*RUSSELL:* Hi.

*DARITY:* Hi. Thank you for taking my call. My question is how do you guys deal with competing with the schools' afterschool programs or extracurricular activities. We've tried a while back to create an afterschool program for high school students and we found that it was hard to get them to come out because of competition with kids playing basketball or cheerleading or things of that nature. So, have any of you – any of the panelists experienced any of that type of competition?

*NUNEZ:* I don't think it needs to be looked at as competition. I think what you need to look at is how you complement each other. There may be programs and services that you offer that the school doesn't offer. And I think that it's how – you know, the relationship that you build and how you can kind of direct the youth to the different facilities. If you offer a job training program and the schools are aware of the programs that you're offering, I assure you, they will refer the kids over to you. If a child is having, you know, problems with afterschool tutoring or problems, you know, in a different subject in school, that they use your facilities as resources. If you have athletic programs that are offered out of your facilities, that those programs should complement whatever the school district is doing. Collaboration is critical, and it should never be seen as you're competing with them. Rather, it's how do you look at, you know, the different services that are being offered and how do you mesh together so that you're not competing?

*RUSSELL:* Great, thanks. Are there any other comments on collaborating or working with the schools?

*MORGAN:* Well, for the apprenticeship program, I know that, obviously, the programs that are sports-based often get a lot of attention and a lot of interest from students who are participating in interscholastic sports at school. And so, I think there's a policy that students would participate in the apprenticeship programs on off season. So, if they do baseball during the school year, then they could participate in a baseball apprenticeship, but it would have to be not during the school season because – to ensure a commitment to ASAP and to their school athletics. But, kind of respecting schools and the activities that they offer, as well, is important.

*RUSSELL:* Great. Thanks, Emily.

*MAHER:* If I could just add, I think you have to – you just have to look and understand that the city and the school district, they're working towards a common goal. They want the youth to succeed. They want the youth to learn and develop and become productive citizens. So if you can find a way to just work together and understand that, really, you're on the same team, I think that would probably benefit your program.

*RUSSELL:* Great. Thanks, Josh – all very helpful. And, Maggie, I think we have time for one more question from listeners, I believe, maybe one, maybe two.

*OPERATOR:* Our next question comes from the line of Don Laakeman with the Civic Consulting Alliance. Your line is live.

*CHANDLER:* Thanks. This Lincoln Chandler also from Civic Consulting. Thanks for taking the call and thanks for the content. I was really intrigued about UECC's model and how they were able to get the college involved. And I wanted to know a little bit more about their impact on this type of initiative. And also, to the Providence folks, are there any thoughts to get Brown involved? Thank you.

*RUSSELL:* Thanks for the question.

*MAHER:* Well, the UECC partnership really – well, you have to understand a little bit about the people who are involved in the initial formation of the partnership. The mayor of Riverside is also a professor at the university here, and so he has some, obviously, some pull within the university. But really, the university is an integral part of the community. And they both have a common interest in making the community better, more appealing to students on the university's end, and then also, not walling off the university. I know several universities in Southern California that are located in not so nice neighborhoods. And really, the University of California, Riverside didn't want to isolate itself from the community, because really, they have a tremendous amount of resources financially, and on the human side that really can do good things, and I think it was a matter of the mayor getting the right people around the table and making them realize that this benefits them, as well. You know, everybody has a vested interest in making the community a better place.

*NUNEZ:* If I can add to that, I think one of the nice things about the program, or actually, one of the nice things about having the university close by is that the impact that some of those students have actually made in the community has been fantastic. We have some kids that volunteer regularly and not part of any programs. Rather, they just came in one day and said, look, we want to, you know make a difference. We want to help. We want to contribute. And those kids have done an incredible job serving as mentors to the kids. And these kids were kids that grew up in an area that was very similar, you know, to some of the dynamics that, exist within Eastside neighborhood, and they can relate with the kids. They serve probably as the greatest mentors because the kids can relate to what they went through, and they have, you know, the ability to share life experiences on how they got to where they were at. And for a lot of these kids, they see, if they can make it, that they have the ability to be able to do the same thing. You know, the students come in. They become part of the community through UECC. There are community cleanups that take place. They're interacting with the kids. They're seeing them, you know, out there. And there's no greater impact than a kid coming in with a shirt that says – you know, that has UCR on the front, that they know that they're the students, that they know that they're investing in the community. It makes a really, really big difference. And we're very fortunate. We have UCR, but there are a number of other colleges and universities,

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and we share the same type of support from all these different colleges and universities, so it's a really good thing. In Eastside, it's definitely made a big difference.

*RUSSELL:* Great. Thanks.

*MAHER:* If I could just add to that – really, UCR really has a strong tradition of supporting programs that are aimed at increasing enrollment in post-secondary education, especially among those living in poverty and those who are first generation college students. Just for an example, the *Washington Monthly* came out in 2009 ranked UCR 16th in the nation in contributing to the public good and kind of some factors that were considered in this were recruiting and graduating low-income students and encouraging students to give something back to their community. So, UCR as an agency is really – has a focus on ensuring a generation of educated young people regardless of their background.

*RUSSELL:* Great. Thanks, Josh. I think that's a great point to make to underscore the importance of partnerships at the universities and, you know, building onto partnerships in general with other organizations in your community. We need to close the call out in just a minute, but I want to give the speakers just a quick moment to – if you have a final thought, a final sentence that you'd want to leave with our listeners. I'm gonna start with Damian from Providence and just a quick final thought.

*EWENS:* Sure. Thanks, Lane, and this is in somewhat response to that last question about college partnerships. But, I think what we need to recognize is that, you know, the youth, as we know, are our future workforce, they are future college students, they are future voters. And so, part of this work is changing the paradigm of looking at youth as sort of a problem in a city and really seeing them as the future solution. And so, when I'm talking about college partnerships, I'm really talking about allowing the colleges and employers to recognize what a huge asset they are. And Providence, we're small. We've got 12,000 high school-aged youth, roughly. And what happens if we start using them as a collective whole for research, for technology, for pointing the arrow forward towards networking? So we're really working on it. We're trying to work on a real paradigm shift here. It's not just about finding the right program after school, but really allowing kids to empower themselves in their city to recognize the asset that's there.

*RUSSELL:* Great. Thanks, Damian. Emily, do you have a final thought for our listeners?

*MORGAN:* Definitely. Just kind of building on Damian's point, I mean, the ASAP initiative is just a tremendous model for high school use and it really empowers the youth to assume these leadership responsibilities and prepares them for future careers and for college. And also, I just wanted to point out that there is the potential for sustainability of this model by tapping into public funding streams. And, you know, partners are doing this through summer youth employment programs, which I think Damian mentioned earlier, but also looking at 21st Century Community Learning Centers and community development block grants – you know, to really fund these types of programs and look where money is going to currently support jobs in the city

and recognizing a need to kind of – or a potential to insert the cadre of qualified trained ASAP apprentices or high school students into that available funding.

*RUSSELL:* Great. Thanks, Emily. Thanks. That's great touching on the funding and sustainability. That's a great way to end. Thank you. And, Josh and Ralph, do you have a final thought you'd want to leave us with?

*MAHER:* Sure. I'd just like to encourage programs and cities to form partnerships that are really well invested in what your mission is and to really share your story, share your successes, because that will only help your program to remain sustainable and to help your program continue receiving funding, so.

*RUSSELL:* Great. Thank you, Josh. And thanks to all of our speakers. And I actually want to give you a moment here if you'd like to share your contact information with listeners, please feel free to do so now. I think if Damian, Emily or Josh, if you'd like to...

*EWENS:* Sure. This is Damian, and at the Providence After School Alliance and my email is dewens@mypasa.org.

*MORGAN:* And this is Emily, and I had referenced our online tool kit earlier and just wanted to give you the Web address for that. It's on our Web site at [www.afterschoolsystems.org](http://www.afterschoolsystems.org), and on the sidebar, you can access the ASAP toolkit and it's available in downloadable PDF and everything. And my contact information is [emorgan@tascorp.org](mailto:emorgan@tascorp.org).

*EWENS:* And, Emily, you're reminding me – this is Damian again. In Providence, the plan I've been speaking about is all on our Web site, as well. It's a 40 page plan under the high school initiative at [www.mypasa.org](http://www.mypasa.org). Thanks.

*RUSSELL:* Great, thanks. And, Josh and Ralph, feel free to share your contact information.

*MAHER:* My email address is [joshua.maher@ucr.edu](mailto:joshua.maher@ucr.edu). And for more information on the UECC program specifically, you can go to [www.uecc.ucr.edu](http://www.uecc.ucr.edu).

*NUNEZ:* Great. This is Ralph Nunez and I can be reached at [rnunez@riversideca.gov](mailto:rnunez@riversideca.gov).

*RUSSELL:* Great, thank you. And before we hang up, I have a few important announcements from the National League of Cities. First, towards the end of April, a new resource is going to be available from the Wallace Foundation. They are soon to release a new study by the Harvard Family Research Project and Public Private Ventures on attracting and retaining older youth participation in out of school time activities. And also, around the same time, the YEF Institute will release a new strategy guide that we are currently working on. The strategy guide will provide municipal leaders with specific actions they can take on strengthening opportunities for older youth in their communities, including supporting programs for impaired youth for high school, college and the workforce.

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Second, I want to remind everyone on the call that it's not too late for mayors and council members to register for the National City Afterschool Summit, which is being held April 19<sup>th</sup> through 21<sup>st</sup> in Washington, DC. This summit will be in conjunction with the Afterschool Alliance's Afterschool for All Challenge, and this year, the summit will focus on using out of school time programs to help cities meet their workforce development goals. Please go to [www.nlc.org](http://www.nlc.org) to learn more about the summit and to register.

Third, NLC has launched the next phase of the Mayor's Action Challenge for Children and Families. Over the past year, more than 100 mayors have joined the challenge. The initiative calls on mayors to set specific measurable locally defined goals and targets to ensure every child has opportunities to learn and grow, a safe neighborhood to call home, a healthy lifestyle and environment, and a financially fit family in which to thrive. During this next phase, NLC will be highlighting examples of some of the strategies mayors are using to achieve their local targets. For instance, the last issue of NLC's *Nation's Cities Weekly* newspaper featured efforts of Philadelphia Mayor Michael Nutter who is seeking to double his city's college completion rate. Please go to [www.mayorsforkids.org](http://www.mayorsforkids.org) to learn more or to sign on.

Finally, NLC's next audioconference will be held Thursday, April 22nd at 12:30 pm Eastern Standard Time. The topic of the call is "A Call to Service: City Leadership for Local Volunteerism." You can find out more information about this call through our e-newsletter, but you can also sign up now at [www.nlc.org/iyef](http://www.nlc.org/iyef). I want to take a moment to close out the call today by thanking our speakers, Emily, Damian, Josh, and Ralph, for participating in this discussion, and thanks to all of you listeners for joining on this call and for your great questions. I also want to thank the Charles Stewart Mott Foundation and the Wallace Foundation for their support of the Institute's afterschool initiatives. We hope that all of you will join us for future audioconferences and look forward to your continued involvement with the National League of Cities' Institute for Youth, Education, and Families. Thanks again so much to all of you and if you need any follow up questions or comments about this audioconference, feel free to contact me, Lane Russell, at [russell@nlc.org](mailto:russell@nlc.org). Thanks so much. Have a great afternoon. Bye bye.