



Rhode Island 21st Century Community Learning Centers External Organizations

The Every Student Succeeds Act (ESSA) requires state education agencies to prescreen and publish a list of external organizations to partner with the state’s 21st Century Community Learning Centers (21st CCLCs). An External Organization is defined as “a nonprofit organization with a record of success in running or working with before or after school (or summer recess) programs and activities.”

The following is the Rhode Island Department of Education (RIDE) list of External Organizations that have experience providing technical assistance and quality improvement services to 21st CCLCs.

Please note that there is no funding attached to becoming an External Organization on RIDE’s pre-screened list, nor are 21st CCLCs required to partner specifically with External Organizations that are on this list.

External Organizations:

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| Providence After School Alliance (PASA) |
| Name of primary contact person: Hillary Salmons , Executive Director Contact phone number: 401-490-9599 ext 101 Contact email address: hsalmons@mypasa.org Additional information about the experience, services, and capacity: pages 2-3 below |
| United Way of Rhode Island, Afterschool Leadership Circle (ALC) |
| Name of primary contact person: Mavis Nimoh Contact phone number: 401.444.0658 Contact email address: mavis.nimoh@uwri.org Additional information about the experience, services, and capacity: pages 4-5 below |

Non-profit organizations interested in being included on this list should contact Jan Mermin, 21st CCLC Coordinator for RIDE, at jan.mermin@ride.ri.gov or 401-222-4710 for an application.

Providence After School Alliance

Please describe your history of successfully working with afterschool academic and enrichment programs and/or summer learning programs. Please specify the types of services that you have provided.

On July 1, 2004, then-Providence Mayor David N. Cicilline launched the Providence After School Alliance (PASA), a public/private venture to develop a citywide system of high quality, free, after-school opportunities for the city's middle school youth. Mayor Jorge Elorza, Superintendent Chris Maher and Police Chief Hugh Clements along with a team of community leaders are continuing this work, and helping to strengthen and grow PASA through the integration of academic and social emotional programming.

In the last twelve years, PASA has built two expanded learning initiatives in collaboration with the City of Providence, the Providence Public Schools, and the local community: the AfterZone for middle school, and the Hub for high school. By working in tandem, the Hub and the AfterZone have helped over 14,000 young people in Providence stay on track to graduate and engaged in their own learning with multiple and diverse learning pathways from 6th grade to graduation.

For 12 years PASA has worked with 5 of Providence's 7 middle schools to provide four seasons of after school arts, sports, enrichment and hands-on experiential learning to approximately 1,500 youth a year. In the past 5 years we have grown into building a high school system of clubs and courses for credit that orient high school youth and our middle school graduates to career-related learning experiences. We have grown to provide one 21st CCLC learning center in two schools to providing 12 career-related courses for credit through RIDE's new Advance Coursework Network.

Please describe how you have measured success in partnering with afterschool and/or summer learning programs.

Key to ensuring that young people experience positive outcomes from the AfterZone and the Hub is PASA's commitment to and investment in ongoing, consistent quality improvement. High quality programs have better outcomes! Of AfterZone "graduates" who attended the AfterZone a total of 100+ days in middle school, 99% went on to graduate high school. Of those who attended 50+ days, 97% graduated. Youth outcome assessments are enabling PASA to measure important life skills: student progress in critical thinking, perseverance, communication, teamwork and engagement in learning.

PASA assesses outcomes at both the student and program level. In order to achieve any youth outcomes the practices of the over 200 informal and formal educators who offer courses in our middle and high school system must be assessed and improved through feedback, coaching and professional development. To assess the quality of the instruction PASA uses the Weikert Center's Program Quality Assessment and a pre-check assessment that has recently been developed with the help of the Rand Corporation. PASA provides each of its program providers with their PQA scores and shares the scores of the provider's quality ratings with the principals in each school using a data dashboard which is reviewed twice a year. PASA designs its professional development workshops that meet monthly on the needs identified in the PQA assessments of all providers.

At the youth level PASA assesses participation and retention using the Cityspan Youth Services.net tracking tool. PASA seeks to meet 30, 60 and 90 day attendance goals and recognize the students for achieving these attendance goals. The participation results inform PASA's recruitment and outreach efforts, help us to determine where to invest program and staff resources, and are shared with the schools to inform how to better reach youth with school attendance problems.

PASA also assesses the skills that youth are acquiring from their programs by using two tools. At the middle school level PASA assesses students using the SAYO T developed by the National Institute for Out of School Time. PASA has identified a set of 5 indicators that we want to have assessed twice a year. They are team

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work, problem solving, effective communication, perseverance, and engagement in learning. Youth who excel at these skills are awarded badges. At the high school level PASA assesses the same skills using rubrics that are aligned with the skills and which are reviewed and assessed through a cloud-based tracking tool called ForAllRubrics. This tool also provides youth who excel in these skills with a virtual badge which can be used for summer job and college applications.

Please describe any possible barriers or challenges you see in being an External Organization and how you would address them.

Being a public private intermediary requires more complex relationship management structures and communications efforts, as well as greater fund raising challenges. PASA has been fortunate to have a committed mix of partners in the Mayor's office, School Department and Police Department along with over 50 strong community partners who invest considerable time in informing and engaging in our quality self-assessment and improvement process. As school superintendents, principals and mayors change more frequently than non-profit executives, it is crucial that PASA align its systems work with policy changes that are always changing with new leadership. Because of the commitment to innovation, quality, and outcomes shared by our many partners, PASA has been able to be innovative and stay at the cutting edge of trends be like STEM, Summer Learning or Career Pathways.

It is also a challenge to keep up with the changes in funding shifts which move as foundations, political leaders and corporate interests shift with the times. As an intermediary connected to a national organization of after school intermediaries and organization Every Hour Counts, PASA has been able to keep abreast of funding and policy changes and bring the knowledge and best practices from around the country to Providence. We have also been able to share with other cities the innovative work we have been able to do with our community partners, city schools and partners, and statewide after school partners at RIDE and the United Way. Over 40 cities have come to PASA to learn about what we are doing at a city and state level in the after school field. By being an external intermediary we have been able to learn and innovate in ever changing times while serving youth with high quality learning experiences at scale.

The opportunities are always greater than the challenges when there is a team of partners with clear goals working together for young people.

United Way Afterschool Leadership Circle

Please describe your history of successfully working with afterschool academic and enrichment programs and/or summer learning programs. Please specify the types of services that you have provided.

UWRI has a long history of working with—and funding—afterschool and summer learning programs. Here are some definitive highlights:

We launched the Community Schools effort in the mid-2000s, helping four communities improve their middle school services both during and after school in order to build developmental assets in middle school students.

We launched BrightStars, Rhode Island's Quality Rating and Improvement System (QRIS) in 2008. It included a school-age framework for licensed programs serving children ages six to twelve. BrightStars eventually became a state-funded initiative by the Rhode Island Department of Human Services, demonstrating our strength in creating a quality-based initiative and bringing it to scale.

We have been working with summer learning programs since 2008, first with dollars from the Nellie Mae Education Foundation (2008-2011), which then morphed into the *Hasbro Summer Learning Initiative* (HSLI) with an infusion of private dollars from Hasbro Inc. (2012 – present). The goal of HSLI is to mitigate the summer learning loss of nearly 1,150 children and youth, mostly from lower-income families, and enhance social-emotional and essential skills crucial to success in school, career, and life.

We have created a comprehensive professional development system for afterschool and summer learning professionals, which includes quality standards (2007), core competencies (2009), and seasonal professional development calendars since 2010.

We were seminal in researching the dearth of higher education certificates or degrees in Rhode Island for afterschool professionals. This research morphed into a collaborative effort with the overall afterschool field, RIDE, and Rhode Island College to create what is now the Bachelor of Arts in Youth Development (BA in YDEV), which is housed in RIC's School of Education. More than 100 college students have graduated with their BA in YDEV since 2013 and stay in the field to transform afterschool education efforts.

We have worked diligently to fund afterschool enrichment programs and libraries in the Olneyville neighborhood of Providence via our Olneyville Fund (2008 – present).

We have funded the only bookmobile exclusively geared for children via our three-year investment in Providence Community Library's *Summer Learning in the Schoolyard* program, which aims to increase access to reading and learning for children in disadvantaged neighborhoods during the summer (2016-2019).

Please describe how you have measured success in partnering with afterschool and/or summer learning programs.

We have had a contract with RIDE since January 2014 to support the quality improvement process of all 21st CCLC grantees in the state. This includes management of three Quality Advisors (QAs) as well as the execution of an annual professional development menu with topics conducive to professional growth. We have also been deeply involved in the revamping of the Form B Organizational Assessment that is part of the Rhode Island Program Quality Assessment (RIPQA) process.

With our 14 grantees, some of whom are also 21st CCLC grantees, in our statewide Hasbro Summer Learning Initiative (HSLI), we conduct four different measurements to ensure quality of programming and mitigation of summer learning loss. They are: [1] RIPQA; [2] the Survey of Academic Youth Outcomes, Youth version (SAYO-

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Y); [3] ecomaps to demonstrate social cohesion; and [4] student academic data from previous and sending years from data-sharing agreements with school districts participating in HSLI.

Finally, UWRI's investments in afterschool programs connect to our desired results of "children are prepared for success in school" as well as "young adults are prepared for college and careers." The indicators we use to measure their success include, but are not limited to, the following: [1] fourth grade reading proficiency; [2] chronic absenteeism; and [3] tenth grade promotion.

Please describe any possible barriers or challenges you see in being an External Organization and how you would address them.

UWRI houses the Rhode Island Afterschool Leadership Circle (ALC), which is the Statewide Afterschool Network (SAN) funded by the Charles Stewart Mott Foundation. ALC frequently interacts with the other 49 SANs across the country, allowing for an unparalleled community of support on national, regional, and local issues affecting afterschool and summer learning programs. It also receives technical assistance from national organizations on policy, quality, public awareness, and funding issues.

We do not see any current challenges that would adversely affect our ability to be an effective voice and "doer" for the state's afterschool and summer learning field.