**Rhode Island 21st Century Community Learning Centers**

**External Organizations**

The Every Student Succeeds Act (ESSA) requires state education agencies to pre-screen 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: Ann Durham, Executive DirectorContact phone number: 401-490-9599 ext 101Contact email address: adurham@mypasa.orgAdditional information about the experience, services, and capacity: [pages 2-3 below](#PASA) |
| **United Way of Rhode Island, Afterschool Leadership Circle (ALC)**  |
| Name of primary contact person: Carlene FonsecaContact email address: carlenefonseca13@gmail.comAdditional information about the experience, services, and capacity: [pages 4-5 below](#UWRI) |

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** |
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| **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 Brett Smiley, Superintendent Javier Montañez, and Police Chief Oscar Perez 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 many 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. 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 career-related courses for credit through RIDE’s 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 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 fundraising 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.  |

| **Rhode Island Afterschool Network** |
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| **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.** |
| **Mission**We connect, convene, and advocate with afterschool/out-of-school time programs to champion access to equitable and high-quality learning environments to build a strong and unified Rhode Island.**Vision**Every Rhode Island youth will have access to a fully resourced out of school time field prepared with a strong sense of belonging to embrace the complexities of life, while navigating challenges as they strive for lifelong success.**Values**Equity - OUR pledge to equity is a promotion and emphasis on anti-racist practices and culture in our leadership and work. We understand that the experiences of youth workers and organizational leaders of color are vastly different than their white counterparts, and we push to create progressive change that centers this as a network. As a network we understand that grounding the work we do, and how we do it require constant analysis to ensure the most impacted are being served and cared for through a lens of equity.Inclusion - We believe that inclusion is the heartbeat of the afterschool/ out-of-school  community where every member's unique contributions and experiences are seen, heard and valued. Inclusion is our commitment to a richer, more vibrant tapestry of perspectives that drives innovation, understanding, belonging, and unity.Optimism - We have the unwavering belief that, even in the face of challenges and adversity, a brighter future is not only possible but achievable through determination and resiliency.Partnership - We believe that partnership combines our strengths of sharing knowledge and merging our visions. We commit to creating common goals with youth, families, communities, and schools. Our collaborative spirit forges paths that are more innovative, sustainable, and impactful for our youth through collective action.Quality - We believe that quality is the reflection and a deep understanding of the needs, preferences and contribution of individual youth and their environment.  It is a commitment to designing services and experiences based on the well-being of those we serve.Voice - As a network, we value not only the diversity in identities of our intergenerational members, especially our youth. No two programs, organizations or individuals are identical, so we do not carry an expectation that solutions will be the same. We work in ways that amplify the voices of our members with attention to those most marginalized.Joy – As a network, we believe that to reach our mission we must maintain the capacity for joy for the youth we serve, and the adults providing the services. While joy may look different for everyone, we emphasize joy as a sense of belonging which fosters an invitation to make new opportunities creatively rather than being stuck in what is. |
| **Please describe how you have measured success in partnering with afterschool and/or summer learning programs.**  |
| Prior to the transition to its new fiscal sponsor, RIAN had a contract with RIDE to support the quality improvement process of all 21st CCLC grantees in the state. This included management of three Quality Advisors (QAs) as well as the execution of an annual professional development menu with topics conducive to professional growth. We anticipate reestablishing this contract with RIDE next fiscal year, in accordance with our strategic plan. Throughout the transition, RIAN has continued to offer a variety of professional development opportunities to out-of-school time providers. Offerings are posted on our [website](https://www.riafterschool.org/professional-development). RIAN ’s Program Quality Committee is in the process of revising the *Rhode Island Afterschool Program Quality Standards and Indicators*. The Committee will be developing new tools and resources to help program directors, site coordinators, and staff assess program quality and implement ongoing improvement strategies. |
| **Please describe any possible barriers or challenges you see in being an External Organization and how you would address them.**  |
| RIAN is the Statewide Afterschool Network (SAN) funded by the Charles Stewart Mott Foundation. RIAN 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. |