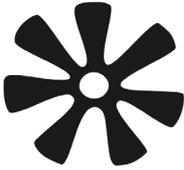


**Nelson Chair Report
on The Roundtable
for Networking Community Based Programs**



2010-2011





ANANSE NTONTAN

Adinkra symbol of the “spider’s web.” A symbol of wisdom, creativity and the complexities of life. Ananse, the spider, is a well-known character in many African folktales.

- Ghana, West Africa



ACHIMOTA NSAFOA–ACHIMOTA KEYSNKONSONKONSON

This Akan Kente Weft motif is a symbol of knowledge, unity in diversity and harmony. The motif represents the logo of Achimota—the black and white keys of the piano. One can make a melody on either the black or white keys but it is in playing both together that one creates harmony.

- Ghana, West Africa



Adinkra symbol of the “chain link.” This symbol represents unity and human relations. It is a reminder to contribute to the community, and that in unity lies strength.

- Ghana, West Africa

There is an African proverb “The webs of many spiders tie down a lion.” We believe that through better collaboration between Community Based Programs, the array of problems that beset underserved communities can be tamed under a web of effective coordinated, collaborative services.

- Dr. Anderson J. Franklin

This Report was prepared by Anderson J. Franklin, Sasha Lebedeva, Alice Kellgren-Conners, and Hannah Camilleri.

Roundtable Mission

The Roundtable’s mission is to create a supportive network of a small number of community-based programs, expert consultants, and others who have a shared commitment to pursuing valuable work in the community. Through this network the Roundtable will foster program to program mentoring and cultivate mutual resources through the sharing of knowledge and skills. Finally, the Roundtable aims to support participating programs by addressing challenges of leadership capacity building, implementation, staff development and funding acquisition.

Mission Implementation

Based on the understanding that community-based programs are in a unique and often isolated position, the Roundtable’s small group of invited participants creates a “think tank” atmosphere and provides a platform for critical discussion, idea diffusion, and constructive feedback within a supportive learning environment. The aim of this collaboration is to further the development of effective models employed by participating programs as well as enhance our understanding of the population and community demographics. In addition, the Roundtable seeks to build leadership capacity within participating programs by expanding their knowledge, awareness, and skills through expert speakers and trainings. Fulfillment of Roundtable mission will enrich best practices by strengthening ties between community based programs in a manner that enhances their capacity to more effectively address the multitude of challenges facing the populations they serve.



Necessity of the Roundtable Model

Status of Youth Today

At the heart of the Roundtable is a commitment to transforming the lives of underserved youth in our communities. Researchers and scholars have long established the developmental tasks facing youth as they progress towards adulthood; today's youth, however, are confronted with a host of additional challenges adding to the complexity of their young lives. There has been a steady increase in households with children experiencing housing problems, with 45% of families living in housing that is physically inadequate, crowded, or a significant cost burden (Forum on Child and Family Statistics, 2011). Difficulties in securing and maintaining housing have resulted in an increase in geographic mobility of families that in turn contributes to the dissolution of optimal social cohesion in communities whereby individuals may feel connected and supported (Miller, 2003). The intense economic stress facing many parents today may make it increasingly difficult for parents to attend to their children's needs. Many jobs, particularly those in which low-income parents are employed, often do not provide health benefits, paid leave, or paid vacation. Due to the scarcity of jobs, many low-income parents are compelled to take jobs with nonstandard hours (i.e., nights and weekends), significantly limiting the amount of time they are home with their children (Presser, 2003). As employed parents struggle to work to make ends meet, they often do so at the sacrifice of being physically and emotionally available to their children (Miller, 2003). In many cases, working parents have no choice but to rely on child self-care starting at an early age (Casper & Smith, 2004). With the absence of parental involvement, and/or lack of connections to a community of supportive adults, youth are put at risk for increased involvement in unsafe and/or unhealthy behaviors.

Indeed, many youth today are involved in high-risk activities. By 12th grade, approximately a quarter of males and females have engaged in heavy alcohol use, and slightly more have used illicit substances (Forum on Child and Family Statistics, 2011). Almost half of high school students report having had sexual intercourse. Seventeen percent of all crimes involve a juvenile offender (Finkelhor & Ormrod, 2000). During the 2007-2008 academic year, 85% of public schools reported crimes committed on school grounds, totaling 2 million crimes nationwide (US Department of Education, 2010). Rates of teen suicide have increased significantly in recent years, and it is now the third leading cause of death among youth (National Center for Health Statistics, 2010). These high-risk activities threaten the future success of today's

youth, whose high school graduation and employment rates are already troublesome. In 2005, one-third of public high school students failed to graduate. In the same year, only one-half of minority students graduated alongside their peers. Moreover, teens and young adults suffer from record low employment, which can be attributed to the fact that 42% of college instructors and 45% of employers consider recent high school graduates unprepared for college and employment (Campaign for Youth, 2010).

The Out of School Time Experience

Children spend less than 20% of their waking hours in school and schools are open for less than half the days of the year (Children's Defense Fund 2003). On a weekly basis, children are out of school while their parents are at work for approximately 20 to 25 hours (Chait, BR & Sabattini, L, 2006). During this time, over 25% of children are unsupervised after 3PM according to Afterschool Alliance, (2009). Children that care for themselves during after school hours are more likely to engage in a variety of risky behaviors. Juvenile violence peaks during the unsupervised periods of time immediately following the school day and on nonschool day evenings, which are essentially equal in number to that of school days in a year (Office of Juvenile Justice and Delinquency Prevention, 2010). Additionally, unsupervised teens are more likely to engage in sexual intercourse during after school hours (Cohen, Farley, Taylor, Martin & Shuster, 2002) and are increasingly more likely to contract sexually transmitted diseases and to become adolescent parents. These risks persist because afterschool programs have become unaffordable for many families, with the average cost per week rising from \$44 in 2004 to \$67 in 2009. As a result, the number of children unsupervised in the afternoons has risen from 14.3 million to 15.1 million in the same time period (After School Alliance, 2009). What children do after school can clearly have a critical impact on their development. The right programs can transform out of school time from a source of risk to a source of opportunity.

Community Based Out of School Time Programs

While programs differ in structure and implementation, out of school time programs provide a range of services and supports for youth, from keeping them off the streets by providing supervision and structure, to serving as rich resources to promote learning and positive development.

Community-based out of school time programs have a big positive impact on youth's academic achievement (Jordan & Nettles 2000).

According to a large-scale summary of afterschool program evaluations from around the country, community-based programs lead to increases in school attendance and engagement in learning, as well as improved test scores and grades. Furthermore, these benefits increased both with the frequency and duration of afterschool attendance and among students determined most at risk for academic failure (Afterschool Alliance 2011). Afterschool programs offer academic enrichment not just by helping students complete their homework, but by teaching study skills, providing mentoring and reward systems and fostering intrinsic motivation (Huang & Cho 2009).

Participation in out of school time programs also leads to benefits outside of academics. Studies show that quality afterschool programs lead to positive social and developmental outcomes for children and adolescents (Lauer et al. 2006, Vandell et al. 2007). Teens that participate in afterschool programs are three times less likely than their peers to skip class or experiment with drugs and alcohol (Afterschool Alliance 2007). In addition, afterschool program participation is becoming widely recognized as the most effective way to decrease juvenile crime. Part of these effects are due to the adult supervision that afterschool programs provide, but part is also due to the improvement in self-concept and decision-making skills that these programs foster (Afterschool Alliance 2011). Afterschool programs also promote initiative, identity, and other positive developmental outcomes (Mahoney 2005).

Finally, there is a demand for community-based programs among parents and families. Ninety-one percent of parents surveyed believe that there should be “some type of organized activity or place for children and teens to go after school every day that provides opportunities to learn” (Afterschool Alliance, 2009). Low-income and minority parents especially call for programs that focus on academic enrichment (Cosden, Morrison, Albanese & Macias 2001). Furthermore, many community-based programs recognize the importance of variable contexts in which youth live and have begun to include family and community elements within their programs (Connell, Gambone, & Smith, 2000). As we consider youth’s lives as occurring within multiple contexts such as these, it is important to understand how out of school time programs may serve as a valuable context for child and adolescent development.

Bringing Community Based Programs Together

Community based programs (CBPs) bring much needed services to populations that need them, often creating an important difference in the functioning of neighborhoods and communities (Tough, 2004; Putnam & Feldstein, 2003). However, due to limited funding, geographic distance and priorities of a given community these programs rarely have the opportunity to connect with each other. Dr. Anderson J. Franklin, Nelson Professional Chair at Boston College, created the Roundtable as an answer to this isolation and lack of collaboration. If CBPs work more closely together their individual missions will be more easily accomplished and the larger issues of their communities will be more thoroughly addressed. There is an African proverb “The webs of many spiders tie down a lion.” We believe that through better collaboration between Community Based Programs, the array of problems that beset underserved communities can be tamed under a web of effective coordinated, collaborative services.

Leadership capacity building is increasing the capability of institutions and programs for broad and informed work in leadership (Lambert, 1998). This new approach of empowered participatory leadership begins with education for program leaders. Leadership capacity development is one of the issues that every CBP faces regardless of their individual funding situation, geographical location and target population. The Roundtable provides training and methods on increasing leadership capacity, thereby increasing the human resources of participating programs. In the current climate, funding is near constant concern for many CBPs. The Roundtable addresses questions of diversifying program’s funding stream, influencing funding policy and employing evaluation strategies that support funding requests.



Roundtable Impact – Testimonials

Since 2008, Nelson Chair Office at the Lynch School of Education at Boston College has welcomed effective programs to participate in a two-day long Roundtable meeting to discuss issues related to community based programs and develop invaluable relationships. Past Roundtable participants put in their own words why they find the Roundtable model a much-needed element to function successfully in the world of afterschool challenges and opportunities:

“You organized a rare, extended opportunity for the networking of professionals who are involved with the design, implementation, evaluation, and dissemination of programs that are designed to be sensitive to the needs of African Americans. The forum was organized with an intensity, group size, and level of structured and informal dialogue that allowed the participants to become comfortable with one another and to move beyond surface conversation.

- Paulette Hines, Executive Director of the Center for Healthy Schools, Families & Communities, New Jersey

Roundtable Participating Program, 2008

“My reaction after the Roundtable was Joy! You were like a chiropractor of the soul: aligning ligaments of politics, pain and brilliance stringing together these projects, holding youth in sacred and tenuous spaces as they are betrayed by public and private institutions.”

- Michelle Fine, Distinguished Professor of Psychology, City University of New York

Roundtable 2009 Resource Person

“I feel honored to be part of such a powerful group. For me it was uplifting, inspirational and educational. My spirit and mind were energized.”

- Deidre Franklin-Jackson Ph.D. Director of Counseling and Youth Development, Harlem Educational Activities Fund, New York City,

Roundtable 2009 Participating Program

“I think the words validation, inspiration, impressed, and hopeful come to mind. I was inspired by what was shared by all the programs...[T]he Roundtable left me hopeful about what can be in the future.”

- Tony Hopson, Director, Self Enhancement, Inc., Portland, OR

Roundtable Participating Program, 2010

“I derived great value from the time spent with colleagues and peers from other cities...We so rarely have time dedicated to sharing practices, reaffirming philosophies, and thinking about how to serve as models for each other on the individual level.”

- Dr. Lauren Bierbaum, Deputy Director, Partnership for Youth Development, New Orleans

Roundtable 2011 Participating program

Roundtable Model

The Roundtable Community Leadership Development Model increases the capacity of CBP executives to be more effective as leaders, managers of their organizations, and program innovators through a variety of training experiences and coalition building activities. Leaders of programs are engaged in structured networking over multiple years that promotes leadership capacity, stronger ties for exchange of best practices, and mentoring partnerships that foster coalition building and efficacy. The Roundtable model aims to accomplish these goals through three phases:

Phase 1: Engaging community based programs that have had evidence of success

Phase 2: Convening in a Roundtable training forum for leadership capacity building

Phase 3: Sustaining alliances during the year by promoting a program-mentoring- program network to further leadership capacity and coalition building amongst leaders

Phase 1: Identifying effective programs

By specifically recruiting effective programs into the Roundtable, the model aims to increase the standards of community programming. We conceptualize effective programs by the principles identified by the American Psychological Association's Task Force on Prevention: Promoting Strength, Resilience, and Health in Young People (Nation, Crusto, Wandersman, Kumpfer, Seybolt, Morrissey-Kane, & Davino, 2003). However, there is a need for continual refinement of the definition for effective programs as we gain more empirical research in this domain, and thus our current criteria serve as a set of guidelines rather than a litmus test. Potential participants are referred by community and professional networks and are screened according to how well they represent these standards as well as their potential to attain them with support provided by the Roundtable. Our current working criteria for effective community based programs come from Task Force prevention principles.

Effective Program Principles

Comprehensive and flexible model

- Intervention is multi-component, both in terms of the services provided and the settings and systems incorporated into the intervention. The intervention is flexible in nature and grows with the needs of the population.

Varied teaching methods

- Youth programs need to facilitate insight and awareness in participants, as well as provide skill-based learning opportunities. Programs must also have the capacity for improvisation and ingenuity to retain students and sustain the longevity of the program.

Sufficient dosage

- The intensity, length, and timing of the intervention must be sufficient to address the actual problems in the community and maintain the effects of the intervention.

Theory driven structure

- Programs must be informed by a theory-based, conceptual model that has a basis in research.

Positive relationships

- Programs provide opportunities for youth to develop and/or strengthen positive relationships with program staff as well as important others in their lives (e.g., parents, peers).

Appropriately timed interventions

- Interventions should aim to address precursors to problems, not just problems that are already full-blown. Further, they should be uniquely tailored to the developmental needs of youth participants.

Socio-culturally relevant

- Programs incorporate the cultural norms of participants and the community within which they are embedded to increase the relevance of the intervention and participants' receptiveness to it.

Outcome evaluation

- In this day and age, anecdotal evidence of program outcomes is not enough. Programs must have documented goals and objectives and engage in a process of evaluation to determine effectiveness in reaching goals.

Well-trained staff

- Program staff are carefully selected and trained, and are regularly supervised and supported throughout their work.

Phase 2: Convening in a Roundtable forum

The Roundtable is a “think-tank” meeting composed of a small number of invited participants that is designed to foster inter-program relationships. It emphasizes networking ideas, resources, and shared concerns, focusing on areas of competency as well as need. Participants revisit the origins of their programs, share achievements in implementation, and assess areas of challenge in going forward. Specially invited speakers address topics chosen as relevant by the participants prior to the meeting. In the past these presentations covered topics such as Program Development, Funding and Public Policy, Training and Retention of Staff and Creating Community Partnerships. In 2011 invited speakers included Dr. Edmund Gordon, Director of the Center on Urban and Minority Education at Educational Testing Service and Michael Nettles, Senior Vice President and Edmund W. Gordon Chair of Policy Evaluation and Research Center at Educational Testing Service. They spoke on the current climate in educational policy and testing standards. Other speakers were Ann Tobey, an Associate Professor and Director of Juvenile Justice and Youth Advocacy Program at Wheelock College and Catherine Wong, Director of Urban Outreach Initiatives at Boston College.

This process aids community programs in brainstorming ideas and offers guidance on utilizing organizational and programmatic consultants, contributing ultimately to the development of action plans to strengthen the programs’ work. Programs are guided toward evidenced-based evaluations and research that incorporates mixed methods of program evaluation. Best practices in leading effective programs are shared with other programs and the resulting mentoring relationships are maintained through multiple years, thus organically expanding the number of competent community based programs.

Phase 3: Sustaining alliances by promoting program mentorship

As programs progress through the Roundtable they accumulate leadership skills as well as strategies for maintaining contact with other programs through mutual consultation and utilizing each other as resources. After a program participates in their first Roundtable meeting, it remains connected throughout the year with organizational consultations and other participating programs. Often programs begin reaching out to other programs in their local area after their participation in the Roundtable. Each program leader is then brought back to Boston College for their second Roundtable meeting. When they return these veteran programs will serve as mentors to new programs in their first year of participation. In addition they will learn how to disseminate this program-mentoring-program model to other programs in their communities.

In the third year of participation they continue their involvement in a consultative role and begin organizing a local Roundtable initiative. Partnerships amongst programs will have an improved chance of bringing about the systemic community changes so many of them envision in their missions statements by collaborating in this program-mentoring-program model.

The expected outcomes of the Roundtable model are: 1) enhanced leadership and effective management capacity for participating CBPs, 2) strengthened ties between participating CBPs that promote exchange of best practices and support mutual work, and 3) the creation of “program-to-program” mentoring partnerships between coalitions of community based programs and organizations.

Themes from the 2010 Roundtable

Program Evaluation

The participants discussed the increasing need to prove their program effectiveness to the funders and the public. At times the very process of program evaluation can be at odds with the declared mission of the program, for example when evaluation demands focus upon a particular group of people and not inclusive of all groups participating in our programs. Still, there is a need for these evaluation data to bring validation and the truth about how good are our interventions. The question is how do we evaluate program effectiveness without abandoning, or not fully representing our vision?

There is an immense pressure from funders and evaluators for Randomized Controlled Trials, however those in the community work field know that this does not always represent the truth, that sometimes things can get worse before they get better. We had community programs that started poorly but turned around after a variety of adjustments. Outcomes from RCT can be challenging to convey to funders as well as laypeople who look for different indicators of success.

Not all outcomes are easily interpreted. Sometimes what seems like deterioration in outcomes may be a result of successful outreach to the larger target population that resulted in an increase influx of persons in need of service. There is a need for alternative program evaluation methods to be able to show the validity of program interventions in addition to RCT.

Organizational Values: Identifying and Enacting Them Effectively

How do you institutionalize vision and mission? While leadership is important, our programs should not just be about the person leading them. We want the culture to be about the organization. As program leaders we have the opportunity to say who we stand with, as well as what we stand for. Creating a community

within our organizations also makes a unique contribution. It is our responsibility to check in regularly with our staff, personnel and constituents about the performance of the organization or: “Where have I fallen short?” We can solicit feedback from program participants and our co-workers. Some programs benefit from institutional report cards.

Doing Well vs. Doing Good: Scaling Up Programs without Compromising Quality

We have an obligation not just to individual participants but also for systemic, policy-wide change. We need to balance the need to placate funders without sacrificing vision and mission of our programs. The question is how do we scale up without losing the unique effective working relationships and culture that smaller programs can create?

One possibility is that we need to scale deep and wide instead of scaling up. Perhaps we can learn more from expanding programs within our organization’s work and constituents before extending it to others. We know that programs are not always replicable or transportable, as they are very much context dependent. There is a faulty assumption that underlies the notion of scaling up; it is an oversimplification that programs are all “Xerox-able”. Making the same structure bigger may well render it inept and break it. Maybe instead of increasing the overall size of the program we should replicate the same small format in similar areas and conditions where it is needed.

Collaboration

The Roundtable promotes economy of effort - or how do we maximize impact given minimum resources? It is our collective responsibility to build a participatory network that raises leadership issues we should be thinking about. We want to make networking not just about taking resources and support from each other, but as an opportunity to be an advocate.

The question posed is how do we attempt to replicate and create Roundtable networks in our own communities. How do we establish and strengthen these new ties? We know that each community and location has its own culture. Technology, like the Internet, allows us to make new connections over distances and to network through websites, webinars, and online communities. Many community-based programs need resources, funds and trained personnel, to take advantage of contemporary technology.

Staffing

Success has a lot to do with the right staffing for they are the cornerstone of our functioning and existence. In a sense, participation in running a program and becoming staff in our organizations is a lifestyle decision and commitment.

Primary Prevention as a Focus

Prevention is very important but not supported in a manner that is necessary. According to Dr. Franklin, “Let’s put the resources in place before people are at that point of pain.”



Attendees & Roundtable Staff:

First Row: Kelly College, Meghan Pugach, Lorna Morgan, Renata Schloss, Merle McGee, Deidre Franklin-Jackson, Catherine Wong, Rachel Fazzino, Anne Mondesir

Second Row: Michelle Fine, Katya Fels-Smyth, Melissa Murrin, Sheena Collier, Sasha Lebedeva, Lyda Peters, Mary Harvey, Tina Chery

Third Row: Roger Ball, Tony Hopson, Holly Aldrich, Andrae Brown, Tomas Parham, Walter Henderson, Anderson J. Franklin

Themes from the 2011 Roundtable

The 2011 Roundtable was designed around five topics that participating program leaders found particularly relevant to their current experiences. The discussion around each topic included small group conversations surrounding the three main challenges and the three main strategies in each topic area. The entire group then reconvened to share the ideas generated in their smaller discussions and have a more focused discussion about one or two of the shared concepts.

Program Development, Implementation and Community Challenges

The biggest challenge for the participating CBPs was creating strong, mutually beneficial relationships with different groups within the community, including schools, donors, and other community programs. Participants shared that defining the community, defining their missions, and explicating which human resources were needed and what roles community members could play in reaching their goals were integral ways of engaging with the community.

Another issue raised during this discussion was using staff members to both create a culture of excellence and to evolve the program. A popular recommendation was that programs “grow their own” staff, encouraging people that had gone through the program as youth to step up as invested, insightful staff members.

Addressing Violence in the Community

Each program had in common that the youth who participate are deeply affected by violence. The consequences of violence pervading youth’s lives ranged from behavioral disorders to skewed perceptions of the world to little hope for the future. Program leaders agreed that the best way to address violence in the community was to create an open space that allows the youth to express how they have been affected by violence. Some suggestions included circle discussions, educating youth about their rights, and using art as an outlet.

Program Evaluation and Research

Almost every program leader expressed the same concerns about evaluations: they are costly and time-consuming, but competition for funding is beginning to necessitate results from high-quality evaluations. Participants brainstormed several different strategies to cope with this imposing challenge. They suggested hiring program staff who have experience with creating evaluations, partnering with universities and other community agencies and developing data collection and management systems.



Attendees and Roundtable Staff: Beverly Dwyer, Ishara Casellas-Katz, Saliha Nelson, Edmund Gordon, Cidra Sebastien, Lyda Peters, Dana Collins, Lauren Bierbaum, Donald Griffin, Walter Henderson, Tony Hopson, Omo Moses, Michael Nettles, Joshua Jenkins, Susan Wilcox, Kyshun Webster, Margaret Rose-Giloth, Anderson J. Franklin, Tamara Blake, Sophia Rice, Catherine Wong

Social Policy and Funding

Every school and community has its own history, character, and challenges. Because no two schools are alike, creating policy that meets the needs of a system of schools is difficult. Currently, education policy uses a top-down approach and thereby creates universal solutions despite the diversity of schools subject to the policy. Policy that ignores the specific needs and resources of a community is unsuccessful when implemented because it lacks relevance within the community. Bottom-up social policy making addresses this problem. A grassroots approach to policy is designed to acknowledge the distinctiveness of every school community. By allowing policy to evolve from the community level, it can consider resistance to past policy and frame itself accordingly. A comprehensive understanding of the community is of utmost importance for developing effective policy. Therefore, assessment should strive to track data in ways that are culturally sensitive and longitudinal.

Leadership and Management

An important way for afterschool programs to evolve is by developing strong leadership within the organization. Staff members need to know where to look

in the afterschool program for organizational management and program management. In each of these areas, knowledge should be documented and institutionalized so staff can develop a catalog of information that can grow with the program. Likewise, by documenting the training of staff the organization can recognize their best practices. Preserving data is also an essential tool for Human Resource personnel to better understand the staff and the leadership needs of the organization when hiring new employees. Effective leadership maintains, clarifies and focuses goals for its staff and creates opportunities for staff to engage in constructive feedback and creative conversations. Mechanisms should be in place in organizations to build leadership capacity and strengthen institutional relationships, because a staff of leaders will set high expectations for the program.

Roundtable 2011 Participating Programs

NELSON CHAIR OFFICE AT BOSTON COLLEGE

Dr. Anderson J. Franklin

Honorable David S. Nelson Professional Chair, Director & Convenor

THE BROTHERHOOD/SISTER SOL

New York, NY

PRESENTERS: Dr. Susan Wilcox, Program & Professional Development
Cidra M. Sebastien, Associate Director

The Brotherhood/Sister Sol provides support services to youth from eight to twenty-one years of age with focus on leadership development, educational achievement, sexual responsibility, sexism and misogyny, political education and social justice.

PARTNERSHIP FOR YOUTH DEVELOPMENT

New Orleans, LA

PRESENTER: Dr. Lauren Bierbaum, Research and Evaluation

Partnership for Youth Development helps out-of-school time programs achieve the highest levels of program quality and fills the gaps among existing youth-serving organizations and agencies of New Orleans and Louisiana.

THE YOUNG PEOPLE'S PROJECT

Cambridge, MA

PRESENTER: Omo Moses, Co-Director

Young People's Project develops students aged 8-22 from traditionally marginalized populations as learners, teachers, leaders, and organizers through math and media literacy, community-building, and advocacy in order to build a unique network of young people who are better equipped to navigate life's circumstances.

OPERATION REACH INC.

New Orleans, LA

PRESENTER: Dr. Kyshun Webster, CEO & Founder

Operation REACH is a national non-profit community education resource that assists individuals and communities in reaching new heights in their lives and maximizing their full potential through a zeal for lifelong learning.

URGENT INC.

Miami, Fl

PRESENTER: Saliha Nelson, Vice President

URGENT, Inc. stands for Urban Renewal Greater Enhancement National Team and started out as an avenue for open dialogue between community stakeholders on public access television and radio to promote solutions to problems facing urban communities. In 2003, URGENT, Inc added a community development component and remains committed to promoting solutions to the issues faced by today's urban communities.

SELF ENHANCEMENT INC.

Portland, OR

PRESENTER: Tony Hopson Sr., President, CEO, Founder

We are Self Enhancement, Inc. (SEI), a nonprofit organization supporting at-risk urban youth. In 29 years, SEI has grown from its beginnings as a summer camp to its comprehensive scope that helps at-risk African-American urban youth beat the odds, realize their potential and achieve their dreams. SEI is a flourishing agency serving thousands of students each year in the greater Portland, Oregon area, with plans to replicate across the country.

RESOURCE PERSONS

Dr. Edmund Gordon

Richard March Hoe Professor Emeritus of Psychology and Education,
Columbia University

Dr. Michael Nettles

Senior Vice President and Edmund W. Gordon Chair of Policy Evaluation and
Research Center
Educational Testing Service

Dr. Ann Tobey

Associate Professor, Juvenile Justice and Youth Advocacy Program,
Wheelock College

Walter Henderson

Principal , John Winthrop Elementary School, Dorchester MA

Catherine Wong

Director of Urban Outreach Initiatives, Boston College

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