

What About Student Impact and Outcomes?

February 2014

Fostering College and Career Readiness through Afterschool and Expanded Learning Opportunities: A Forum

Overview: This Forum highlights out-of school time programs and policy efforts in Indiana and Illinois that help students strengthen the knowledge and skills needed to prepare for college and careers. In this article, forum presenters discussed the programming and policy efforts that have led to positive student outcomes in their states and communities, highlighted the valuable role that afterschool and expanded learning stakeholders can play in supporting college and career readiness initiatives, and addressed policies and systems that supported or hindered their success.

Where to Find It:

<http://www.sp2.upenn.edu/ostrc/doclibrary/documents/FosteringCollegeandCareerReadinessthroughAfterschoolandExpandedLearningOpportunities.pdf>

Pathways to College and Social Justice Leadership: The University Community Collaborative Partnership of Philadelphia (UCCP)

By Barbara Ferman

Overview: This article uses the University Community Collaborative Partnership of Philadelphia (UCCP) as a case study for youth development. In the article, Barbara Ferman, Founder and Executive Director of the program, discuss its planning, development, and implementation in order to highlight its leadership development goals and outcomes. The UCCP model also engages college student leaders, so development is promoted at the high school and postsecondary levels. Throughout the article, Ms. Ferman provides examples of the way this model helps promote civic-mindedness and social justice-related action among youth participants and college student leaders.

Where to Find It:

<http://www.sp2.upenn.edu/ostrc/newsletter/documents/PathwaysDiversityandDemocracyFerman.pdf>

Featured Information:

“How Out-of-School Time Program Quality is related to Adolescent Outcomes”

Summary:

This research brief highlights the relationships between student academic outcomes and participation in out-of-school time programs. The brief also explores key characteristics of high quality programs that make the difference for students. Consistently, programs where students saw the most significant outcomes had these components in common:

- Supported the development of positive relationships
- Encouraged learning
- A focus on teaching and practicing decision-making, and giving youth participants some decision-making power in their program
- Provided a physically and emotionally safe space

While there was little difference between participation in low or medium quality programs and no participation at all, the brief provides suggestions for ensuring OST programs are high-quality and provide tangible benefits to youth participants.

Where to find the full article:

http://www.afterschoolpgh.org/assets/Child_Trends-2010_08_02_RB_OSTProgramQuality1.pdf