



SPARTANBURG  
— ACADEMIC MOVEMENT —

# OST COLLABORATIVE BLUEPRINT

# OUR CHARGE

- ▶ Develop a comprehensive blueprint for the OST system (policy, programming, funding) necessary in Spartanburg County to ensure youth have equitable access to and participate in opportunities for positive youth development.



# WHY OST PROGRAMS MATTER

- ▶ High-quality OST programs build world class skills and equip youth with the life and career characteristics necessary to become a successful adult

## Profile of the South Carolina Graduate



### World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

### World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendents' Roundtable, SC Chamber of Commerce, and State Board of Education.



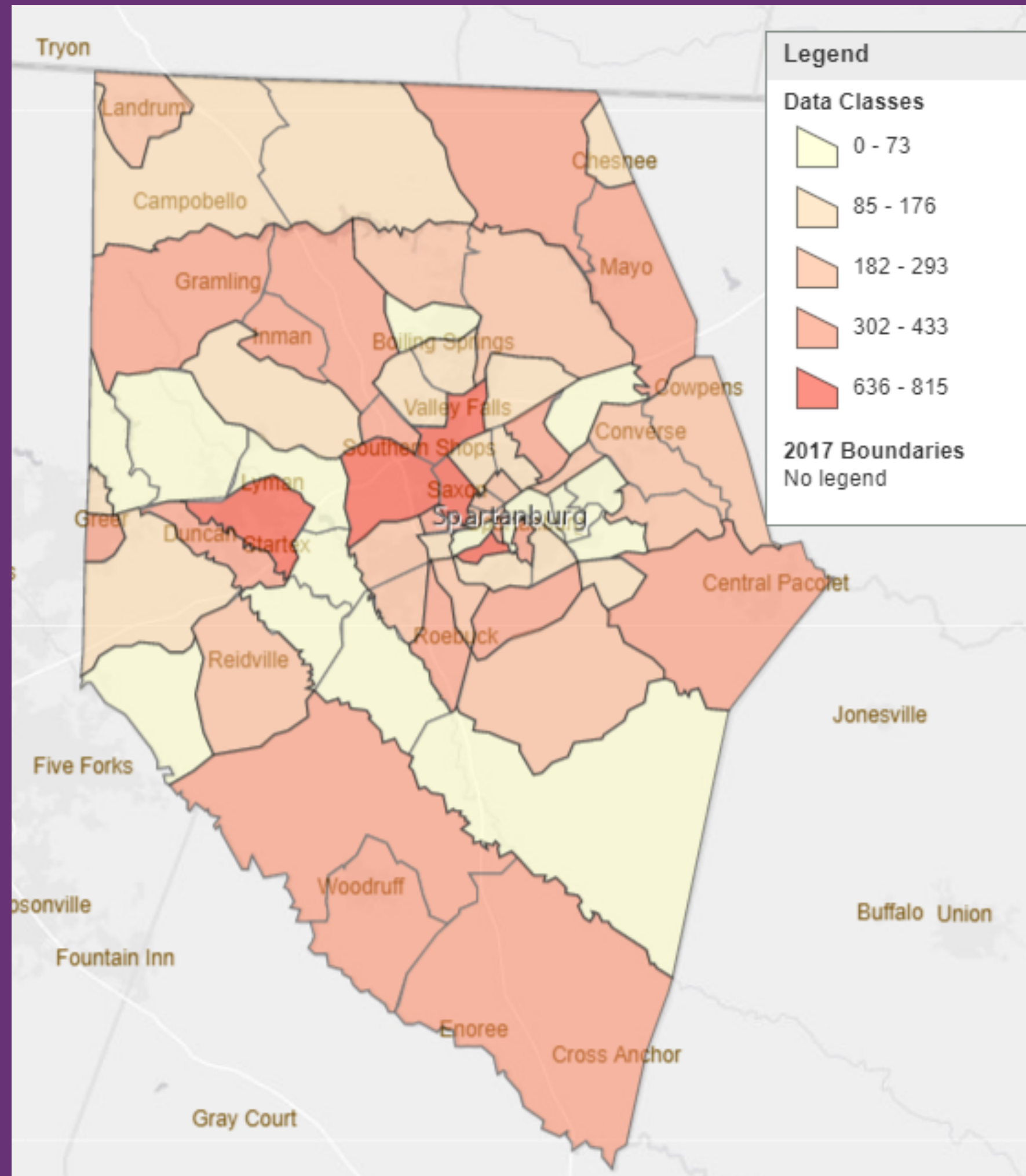
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# LANDSCAPE ANALYSIS

# STUDENT POPULATION

- ▶ The current population of 6th-12th grade students in Spartanburg County: **25,051**
- ▶ The number/percent of 6th-12th grade students living in poverty: **12,917 / 51.6%**

# POVERTY IN SPARTANBURG



▶ There are a total of 16,325 children under the age of 18 living below the Federal Poverty Level in Spartanburg County.



# CURRENT LEVELS OF ACCESS

- ▶ Based on a survey of the 19 largest service providers in Spartanburg County:
  - ▶ Only **1,832** out of 12,917 (~14%) young people living in poverty have access to OST programs
- ▶ The programs that exist are mostly concentrated within the city
- ▶ Only ~30% of providers offer transportation
- ▶ Majority of programs (~67%) charge no fees for programming; roughly half of those that do charge fees provide scholarships and/or sliding scale fee structure

# WHAT PROVIDERS SAY...

- ▶ The key barriers to growth are:
  - ▶ Not enough space
  - ▶ Lack of transportation to cover large geographic area
  - ▶ Difficulty identifying enough staff members
  - ▶ Insufficient parent awareness and buy-in
  - ▶ Lack of funding
- ▶ Data and evaluation capacity is limited – typically limited to demographics and in-house satisfaction surveys

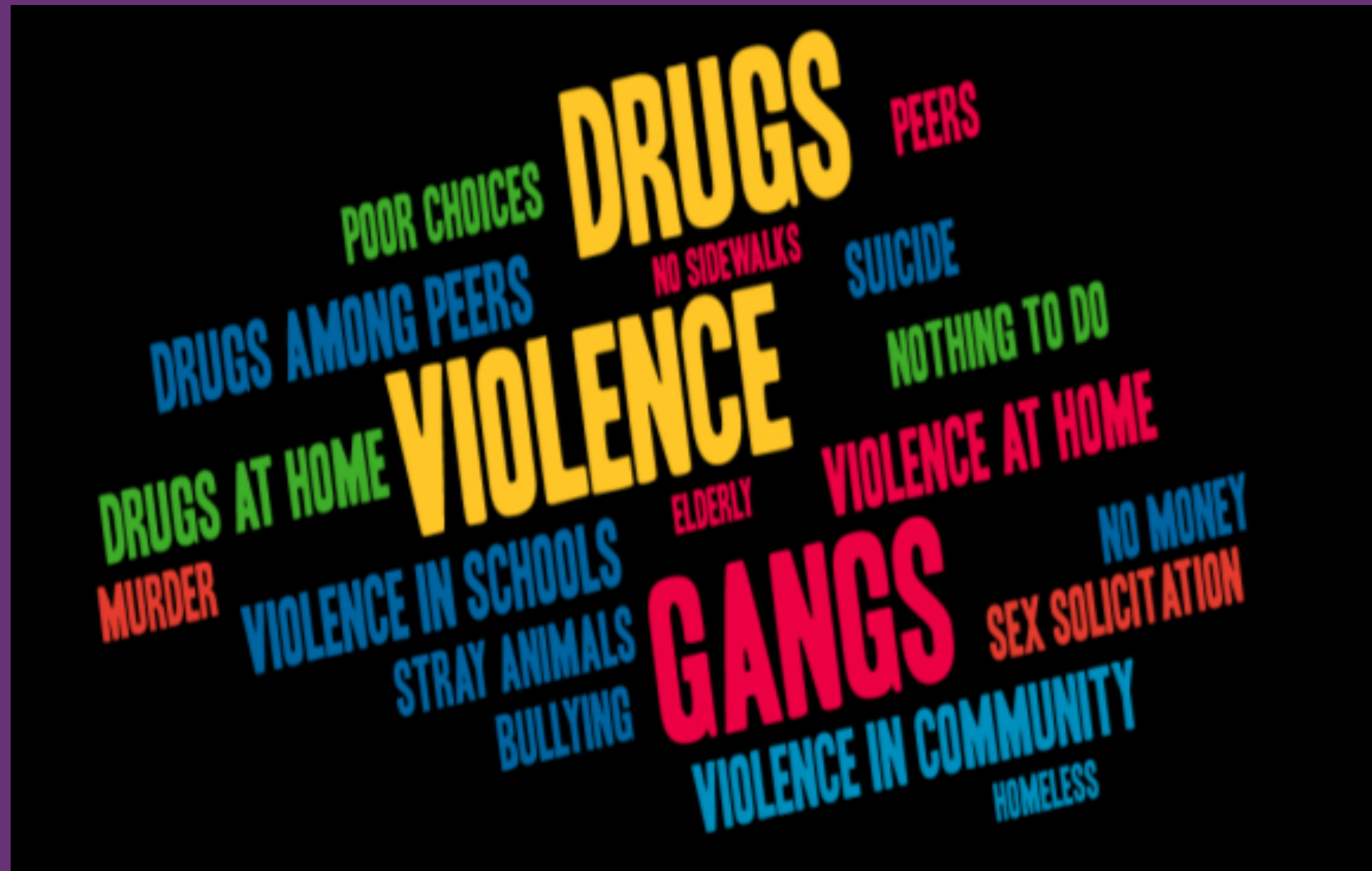


# WHAT PROVIDERS SAY...

- ▶ Their highest priorities for help and support are:
  - ▶ Negotiating transportation contracts and logistics
  - ▶ Measuring results and outcomes consistently
  - ▶ Building greater public awareness and support
  - ▶ Training and development for their staff
  - ▶ Strengthening partnerships with schools
  - ▶ Stronger accountability and higher levels of quality
  - ▶ Creating the right incentives for the current referral network to work more effectively

# WHAT TEENS SAY...

- ▶ Their biggest concerns:

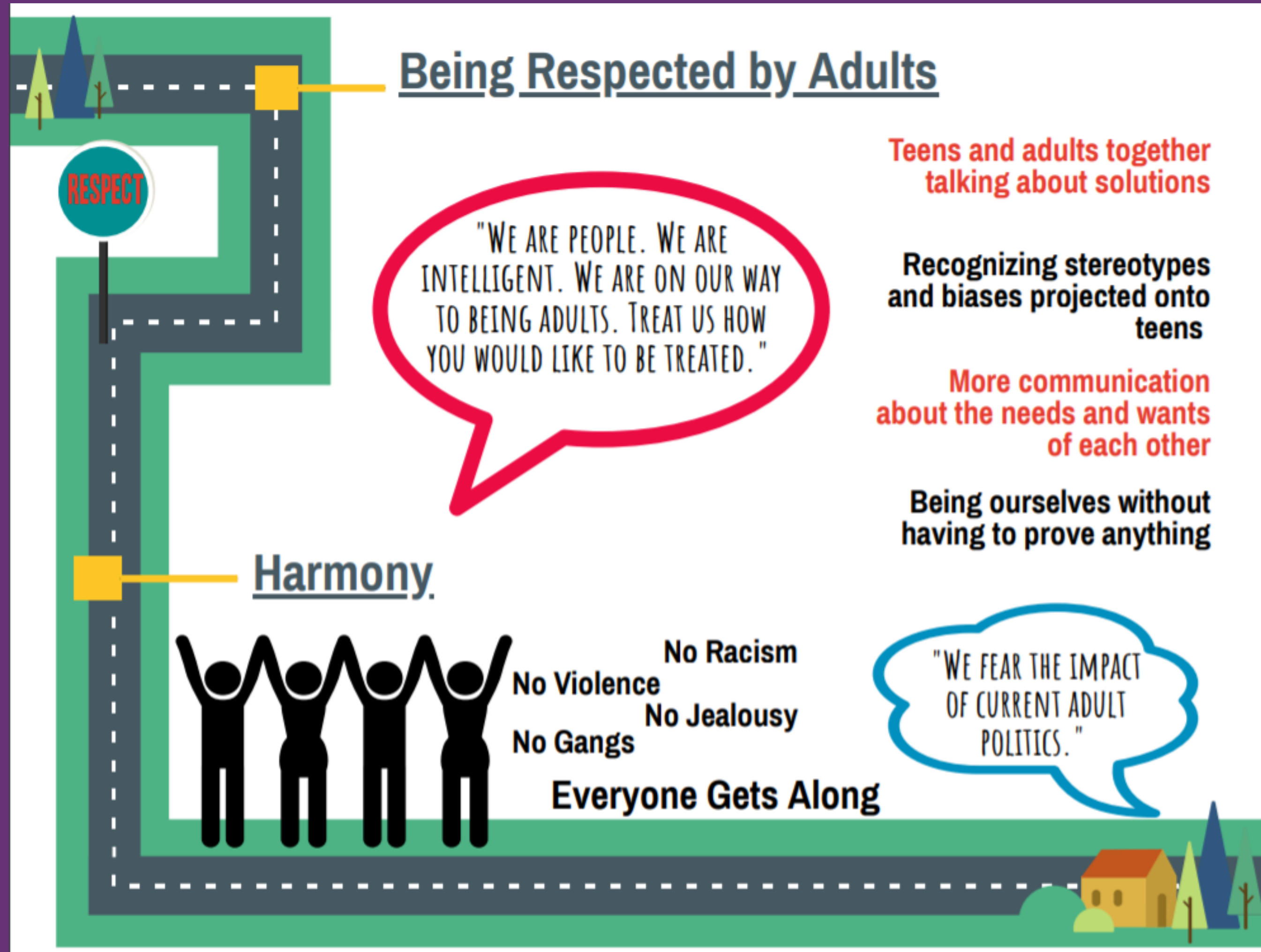


# WHAT TEENS SAY...

## Key take-aways for providers:

- ▶ “Keep listening to us. Nothing for us should be decided without us.”
- ▶ “We need trusted adults, but trust must be earned and is based on mutual respect and fairness.”
- ▶ We are asking for support, protection, opportunities, fairness, respect, acceptance and equality. We want youth development opportunities.
- ▶ Our parents need more support.
- ▶ Changing peer norms is important.
- ▶ Your fears are our fears.

# WHAT TEENS SAY...





# WHAT TEENS SAY...

## Our ideal Spartanburg would have...



Stores within walking distance  
Open later 24 hours  
More stores with medicine



More spaces where  
teens are welcome



Transportation to things  
Community trips  
Broadening experience to see  
life outside of Spartanburg



Feeling safe to walk to places in  
neighborhood



Musical outlets



Gardens for access to healthier  
foods and green spaces



More areas to play sports  
Indoor facilities for when it's  
raining or cold  
Areas that are open and not locked



# WHAT WE'VE LEARNED FROM OTHER COMMUNITIES...



## LEADERSHIP

There is no substitute for a committed mayor or superintendent, but for a system to thrive long term, all the major players need to "own" the effort to some degree.



## COORDINATION

A system can be coordinated by a single public agency, multiple agencies working together, a nonprofit intermediary or a network of partners, depending on local needs.



## DATA

Gathering and sharing data on a large scale takes both technology to track and organize information and a skilled staff to interpret and act on it.



## QUALITY

Cities must decide what quality means to them, how "high stakes" to make their assessments and how to support continuous improvement of programs.



# WHAT WE'VE LEARNED FROM OTHER CITIES...

## AFTERSCHOOL SYSTEMS BY THE NUMBERS

19.4

MILLION

more children would be enrolled in afterschool if a program were available to them

Source: *America After 3PM*, Afterschool Alliance, 2014

AT LEAST 77

of the 275 largest U.S. cities have put in place at least one element of an afterschool system

Source: *Is Citywide Afterschool Coordination Going Nationwide?*, FHI 360, 2013

4 OUT OF 5

cities in Wallace's first afterschool system-building initiative increased the number of students served

Source: *Hours of Opportunity* vol. 1, RAND, 2010

25%

fewer missed school days: Students who took part in Providence's AfterZone missed about three weeks of school over two years, compared to four weeks for students who did not participate

Source: *AfterZone: Outcomes for Youth Participating in Providence's After-School System*, Public/Private Ventures, 2011

67%

of cities with a "highly committed" mayor increased or maintained funding for afterschool system building, compared to only 12% of cities with a "moderately committed mayor"

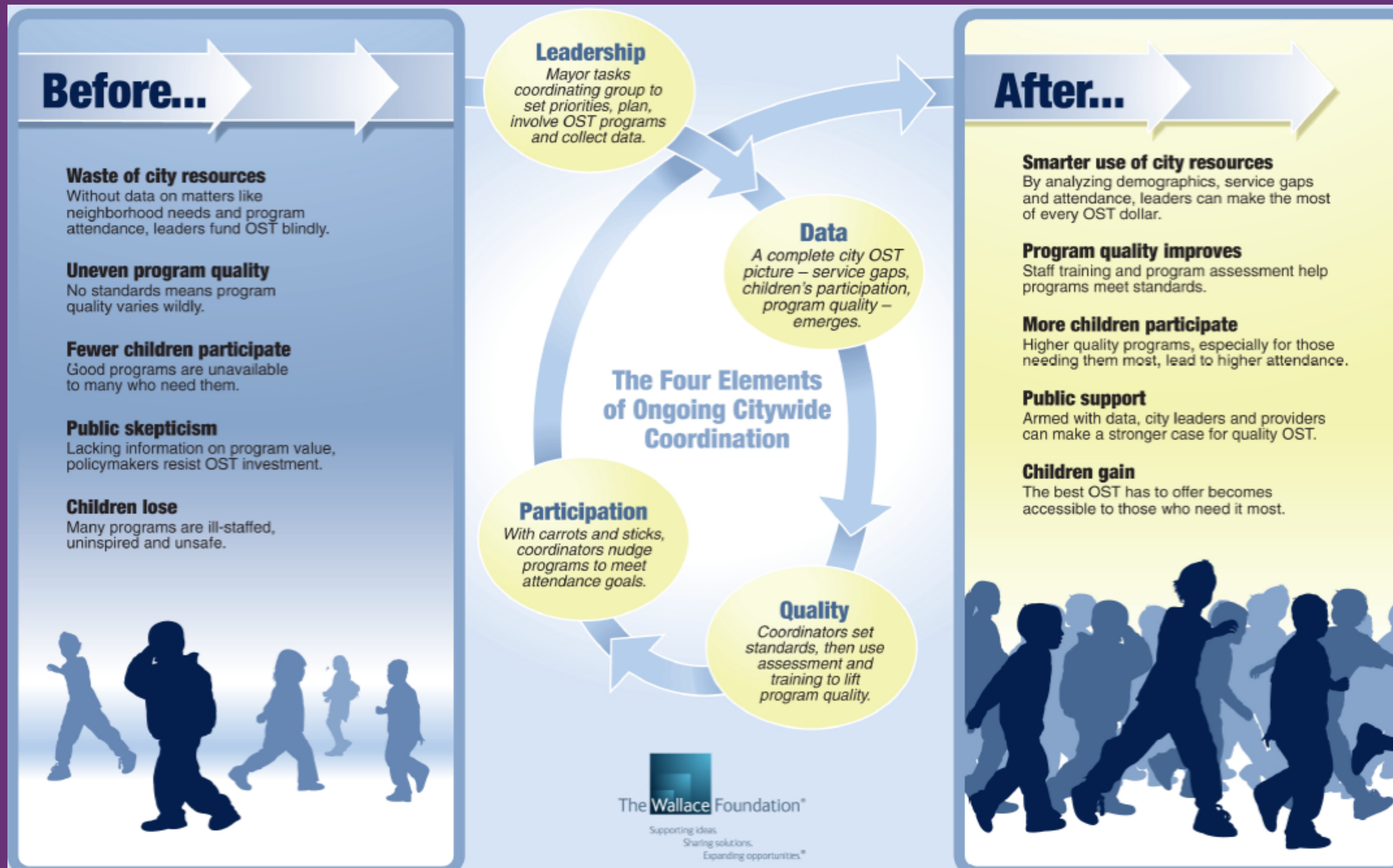
Source: *Is Citywide Afterschool Coordination Going Nationwide?*, FHI 360, 2013

*"The biggest pay-off [of Providence's system-building work] is the consistent high quality of the experience... Graduates can look back on it. Their siblings can look forward to it. Our school principals would be bereft without it. You just don't get that with a patchwork of programs."*

—Hillary Salmons, executive director of the Providence After School Alliance



# WHAT WE'VE LEARNED FROM OTHER CITIES...



  
**The Wallace Foundation**<sup>®</sup>  
 Supporting ideas.  
 Sharing solutions.  
 Expanding opportunities.<sup>®</sup>





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**OUR BIG IDEA...**

# VISION

- ▶ **All young people in Spartanburg County in grades 6-12 have equitable access to consistently high-quality afterschool and summer programs that build the skills and characteristics necessary for success.**



# MISSION

- ▶ **The Spartanburg County Out of School Time Collaborative exists to close persistent opportunity gaps by improving, expanding, and sustaining high-quality afterschool and summer programs for middle and high school age youth.**

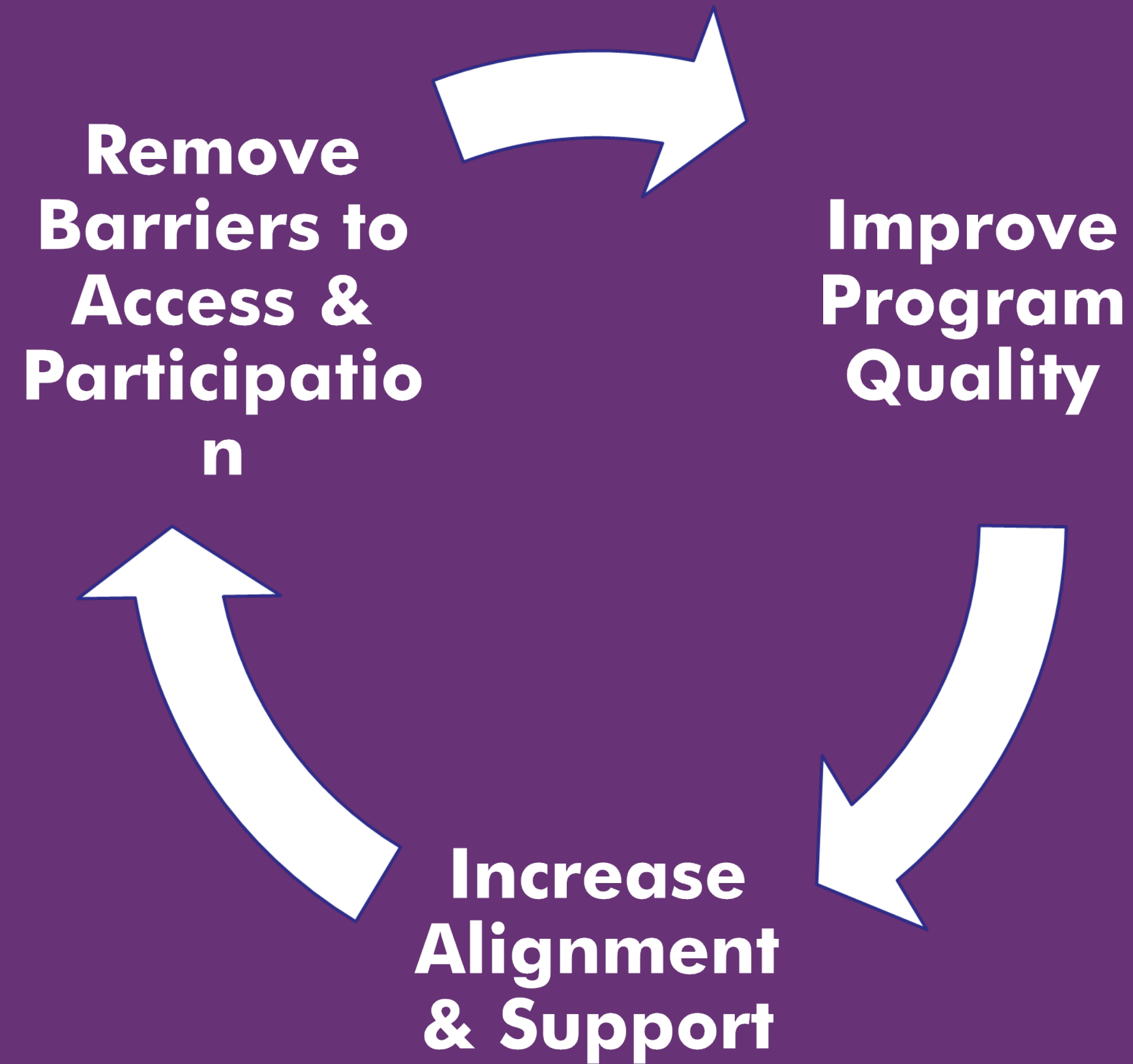


# 5-YEAR GOAL

- ▶ **Double the number of low-income middle/high school youth who participate in OST programs in Spartanburg County from ~14% in 2019 to ~28% in 2024 and support those programs in achieving standards for program quality.**



# THREE KEY STRATEGIES



# STRATEGIC FRAMEWORK

- ▶ **REMOVE BARRIERS TO ACCESS AND PARTICIPATION** – Increase participation among young people in high-quality OST programming especially those with the greatest need for services and support. Key activities need to focus on transportation, space, staffing, and funding.
- ▶ **IMPROVE PROGRAM QUALITY** – Develop a voluntary, opt-in system that includes common standards and assessments that programs can use to establish baselines and track progress on efforts to improve program quality and measure student-level outcomes and impact. Implement an aligned set of OST professional learning and development opportunities county-wide.
- ▶ **INCREASE ALIGNMENT & SUPPORT** – Develop common messages designed to increase awareness and demand for high-quality OST programming for middle/high school youth. Strengthen partnerships between the public, private, and non-profit sectors to ensure better use of existing investments. Cultivate local champions who add credibility to the collaborative.

# STRATEGY #1

**Remove  
Barriers to  
Access &  
Participation**



## Near-Term Priorities

Work with partners to:

- › Develop and implement a county-wide OST **transportation** plan.
- › Conduct a thorough facilities assessment on what **space** exists that could be better utilized for OST.
- › Explore options for supporting a more robust county-wide **staff and volunteer recruitment** effort to address critical shortages in OST workforce.

# STRATEGY #2

## Near-Term Priorities

Work with partners to:

▶ Agree on **shared principles** for all providers who are part of the OST Collaborative.

▶ Review and select **common assessment(s)** for measuring program quality and student-level outcomes and impact county-wide.

▶ Include a focus on trauma-informed practices in training/professional development.

▶ Secure resources necessary to implement a new **opt-in program quality system** (including professional development) for providers who join the OST Collaborative

**Improve  
Program  
Quality**



# STRATEGY #3

**Increase  
Alignment  
& Support**



## Near-Term Priorities

Work with partners to:

› Strengthen **relationships with schools and districts** as formal partners in the OST Collaborative. Align efforts with the Compassionate Schools Initiative.

› **Raise awareness** about the value of OST programming in the county, what's currently available, and the role that the OST Collaborative will play.

› Create a framework for a county-wide **annual report** on OST access, quality, and support in *SAM's Chapter* publication.

# KEY SUCCESS METRICS

- ▶ **Are OST programs in Spartanburg growing?**
- ▶ **Are providers creating stronger and better opportunities for 6<sup>th</sup>-12<sup>th</sup> grade students and retaining quality staff?**
- ▶ **Are more young people better off in terms of motivation and intention as a result of their participation in OST programming as measured by the Youth Risk Behavior Survey (YRBS)?**
- ▶ **Do young people involved in programs supported by the OST Collaborative perform better on measures of attendance, behavior, and grades than similar peers?**



# VALUE PROPOSITION

**The OST Collaborative provides the “backbone” infrastructure necessary to ensure the following:**

- ▶ **Accurate, timely, and consistent data across providers**
- ▶ **Ability to leverage larger-scale funding than individual providers could access**
- ▶ **Clear, consistent messaging about the value of OST in way that strengthens partnerships across sectors.**
- ▶ **Ability to solve systems level problems – transportation, staffing, etc.**



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# STRUCTURE & OPERATIONS

# SHARED PRINCIPLES

1. The OST Collaborative will function as a voluntary, incentive-driven, opt-in network created for the purpose of achieving better results for young people in Spartanburg County.
2. Providers will support youth achieving the Profile of a South Carolina Graduate by creating opportunities for young people to **build world class skills** and develop the **life and career characteristics** necessary for success.
3. The Fundamentals of Youth-Serving Providers Certificate Program from the Child Protection Training Center at USC Upstate will serve as a minimum threshold for program quality and common training for all providers.
4. No public comparisons b/w organizations/programs, give up “turf-ism” and be willing to learn from and with each other.
5. Providers will strive for evidence-based programming consistent with nationally recognized standards for dosage, duration, and intensity.
6. Providers will demonstrate a commitment to equity and inclusion.

# HOW WILL WE KNOW IF WE'RE SUCCESSFUL?

- ▶ **Stronger leadership and investment in quality programming at scale.**
- ▶ **Better data on gaps in services and opportunities for expansion.**
- ▶ **Increased coordination between and among providers.**
- ▶ **More young people participating in higher quality programming.**

# WHAT IS QUALITY OST?

- ▶ **Quality OST programs are intentionally designed to provide a range of engaging activities during both afterschool and summer hours that are sequenced and aligned with program goals and are taught by trained, dedicated instructors who work effectively with youth.**
- ▶ **The OST Collaborative will support all providers with a willingness to move toward a more comprehensive, intentional, culturally responsive, and trauma-informed vision for programming.**



# POSITIVE YOUTH DEVELOPMENT

▶ **Defined by the National Collaboration for Youth as:**

**“a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent.”**

# Foundations for Young Adult Success: A Developmental Framework

This framework synthesizes decades of research evidence, practice wisdom, and theory to capture a holistic view of children's developmental needs from early childhood to young adulthood. Whether at home or school, in an afterschool program, or out in their community, young people are always developing. Broader societal contexts, systems, and institutions shape youth development—often creating big disparities in opportunities and outcomes. Adults also play a pivotal role, and can give young people a better chance at successful lives by understanding and intentionally nurturing their development.

## Developmental Experiences Can Happen in All Settings

Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.



## Developmental Experiences Require Action and Reflection

Children learn through developmental experiences that combine **Action** and **Reflection**, ideally within the context of trusting relationships with adults.



## Developmental Experiences Build Components and Key Factors of Success

Over time, through developmental experiences, children build four foundational components, which underlie three "key factors" to success.

### Foundational Components

**Self-Regulation** includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and behaviors in goal-directed ways.

**Knowledge** is sets of facts, information, or understanding about self, others, and the world. **Skills** are the learned ability to carry out a task with intended results or goals, and can be either general or domain-specific.

**Mindsets** are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experience.

**Values** are enduring, often culturally-defined, beliefs about what is good or bad and what is important in life. Values serve as broad guidelines for living and provide an orientation for one's desired future.

### Key Factors

Being successful means having the **Agency** to make active choices about one's life path, possessing the **Competencies** to adapt to the demands of different contexts, and incorporating different aspects of oneself into an **Integrated Identity**.

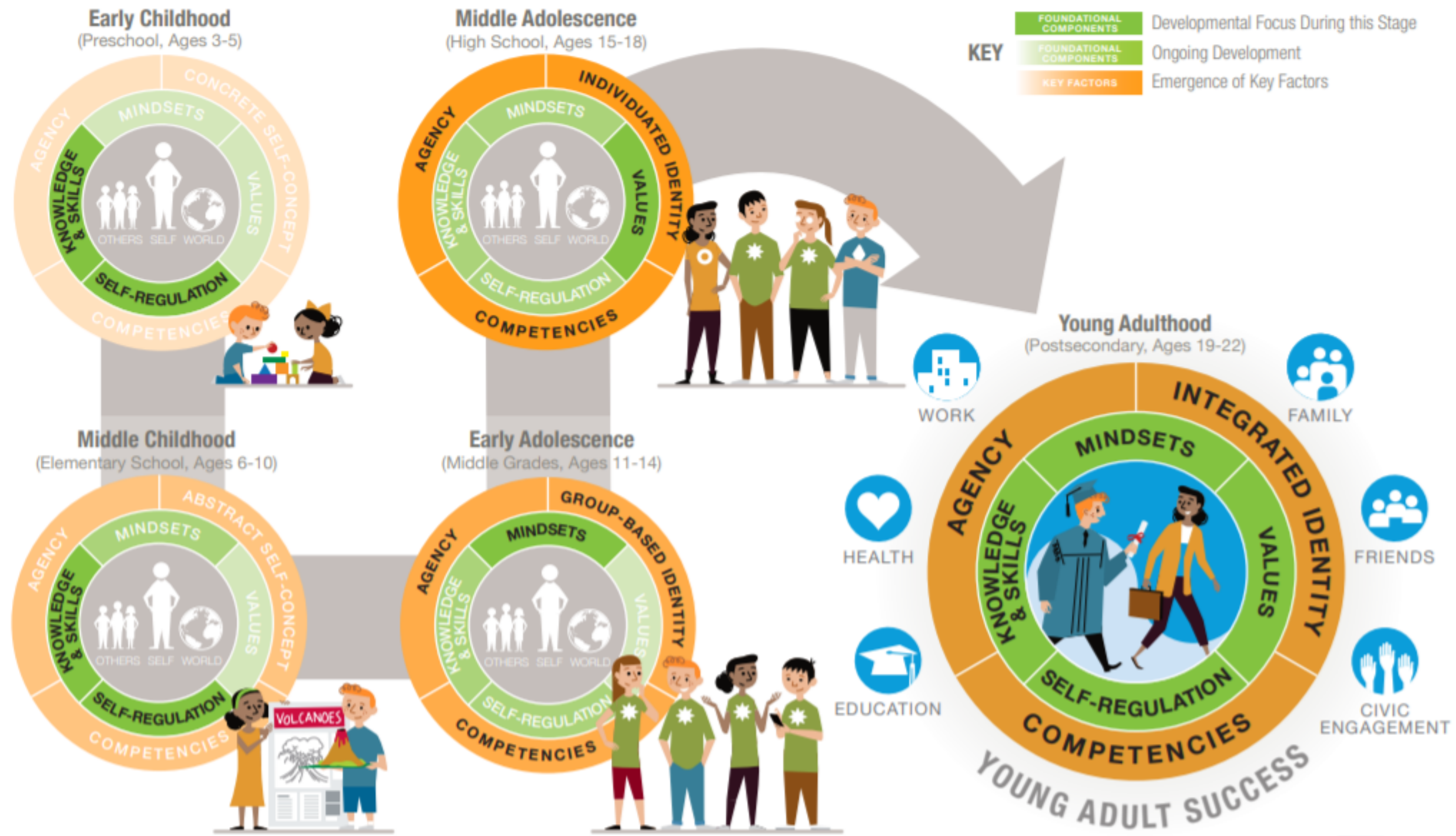


Continued on reverse.



# Focus of Development Changes as Children Grow Older

Providing the right experiences for growth requires knowledge of child and youth development. The development of the four foundational components, along with agency, integrated identity, and competencies, occurs at different stages throughout childhood and adolescence. Development into a successful young adult entails growth of the self and one's abilities to interact with others and navigate the broader world. We define success beyond education and employment to include healthy relationships, a meaningful place within a community, and contributing to a larger good.



# TEEN PROGRAMMING

Research commissioned by the Wallace Foundation identified five program characteristics that are key drivers for high participation and retention rates among teens:

1. Offering multiple leadership opportunities to youth
2. Staff using many techniques to keep informed about youth participants' lives
3. Being based in the community rather than in a school
4. Enrolling a larger number of youth (100 or more per year)
5. Holding regular staff meetings to discuss program-related issues

# MIDDLE VS. HIGH SCHOOL PROGRAMMING

**Middle school OST programs tend to have a variety of choices within some structure to allow youth to try out different activities that might interest them; they also provide youth with more time to hang out with friends.**

**In contrast, OST programs for high school youth, occurring at a stage when many youth have clear ideas about the activities they like and want to learn more about, offer more specialized activities with fewer options for choice**





## Middle School OST

- 
- **Give youth opportunities to socialize throughout the course of programming, not just during designated times to hang out**
- 
- **Create structures and routines to make youth feel comfortable and safe**
- 
- **Take advantage of the youth participants' willingness to try new things, particularly through peer interaction**
- 

## High School OST

- **Organize their programming more around content and the particular skills older youth want to learn**
- 
- **Give youth more responsibility through job-like programming, apprenticeships, and mentoring**
- 
- **Provide formal and informal opportunities to explore and prepare for college and other post-graduation plans**

# "OPPORTUNITY YOUTH"

- ▶ Defined nationally as young people between the ages of 16-24 who are neither enrolled in school nor participating in the labor market.
- ▶ In Spartanburg County, there are **765 (3.8%) teenagers 15 to 19 who are not in school and not in the labor force.**
- ▶ Large number of middle/high school students who are at-risk or off-track but still in school.

# ADOLESCENT FRIENDLY CARE

**Connect Spartanburg describes adolescent friendly care with the following characteristics:**

- ▶ **Provide an attractive, accessible, and safe environment**
- ▶ **Help youth connect to supportive adults, positive peers, schools and the community**
- ▶ **Be another set of eyes and provide a listening ear**
- ▶ **Share local health resources and teach young people about staying healthy and safe**
- ▶ **Meet basic needs first and treat all teens with respect and dignity**
- ▶ **Engage youth in planning, designing, and marketing programs**



# EXPECTATIONS FOR PROVIDERS

- ▶ **Meet the minimum thresholds for health/safety and quality youth development**
- ▶ **Participate in county-wide training and professional development opportunities**
- ▶ **Co-design and participate in program quality assessment system and other data collection efforts**
- ▶ **Build capacity of staff to understand the impact of Adverse Childhood Experiences (ACEs), to use trauma-informed practices in programming, and to provide services to underserved populations.**
- ▶ **Participate in regularly scheduled meetings of the OST Collaborative and provide feedback on its performance**
- ▶ **Participate in county-wide messaging and mobilizing events about the value of OST programming**



# LOCAL POLICY AGENDA

- ▶ **Comprehensive facilities / transportation plan and policy**
- ▶ **More intensive focus and incentives for providers to differentiate programming for middle and high school youth**
- ▶ **Use private philanthropic scholarships as leverage for public financing**

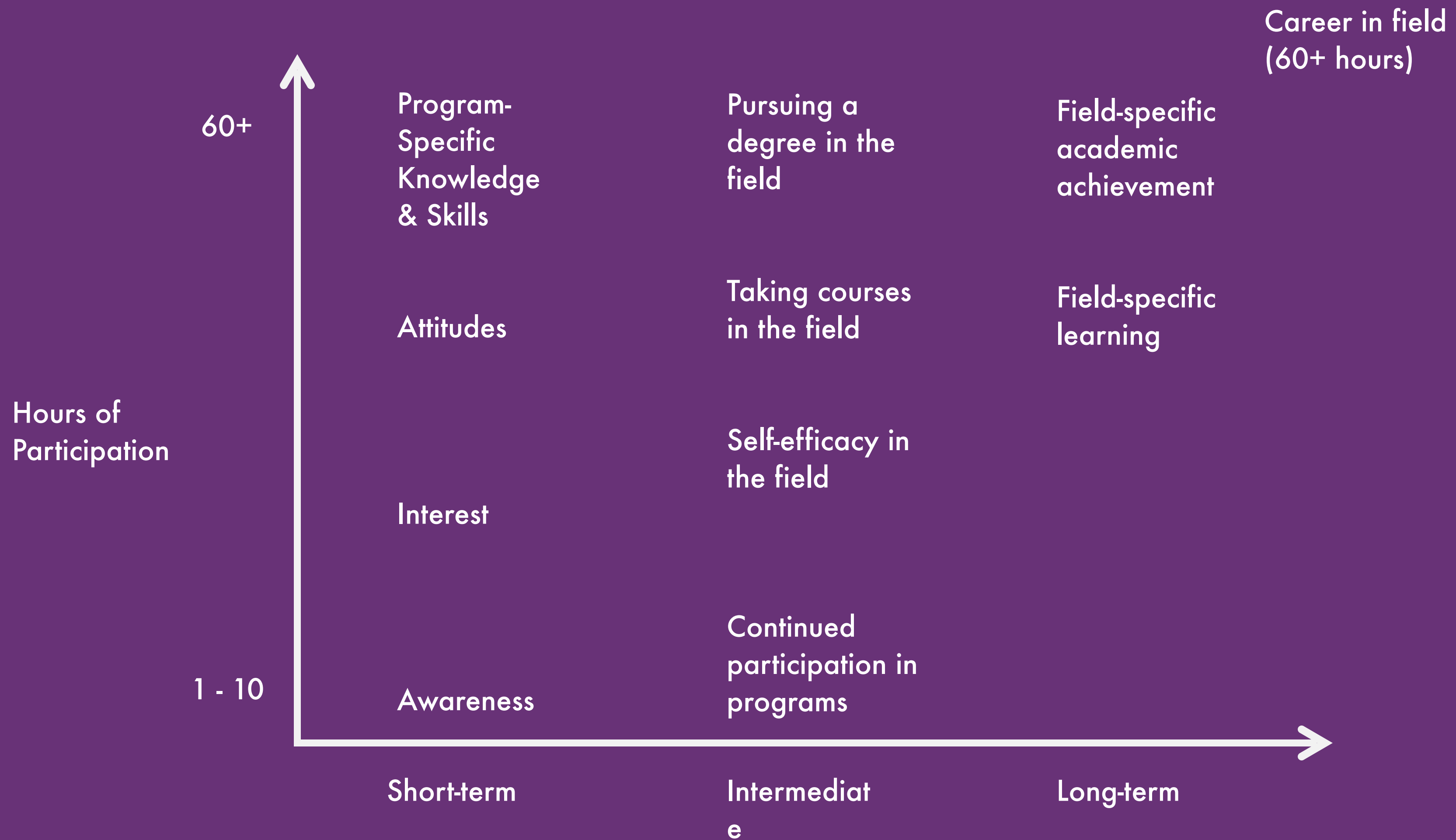




# DOSAGE, DURATION & INTENSITY

- ▶ **Providers should offer at least one hour of programming per week during the school year and more intensive services over the summer months in the form of internships and specialized camps.**
- ▶ **Providers seeking longer-term impact should design multi-year programs at least two years in duration that support longer-term relationship-building with youth and families.**
- ▶ **Providers should consider the breadth of activities offered as it relates to dosage and duration. Highly specialized programs may require more intensity within a shorter duration and an investment in a coordinator that provides a consistent, caring adult relationship.**

# SPECIALIZED PROGRAMMING



# GOVERNANCE

- ▶ **The OST Collaborative will be governed by a Community Advisory Board (CAB) that meets quarterly.**
- ▶ **The CAB will focus on setting overall direction, developing policy, securing resources, and ensuring accountability for the OST Collaborative.**
- ▶ **SAM will function as the fiscal agent and maintain fiduciary responsibilities for the OST Collaborative.**



# TIMELINE

- ▶ **Host public launch of the OST Collaborative on Lights On Afterschool Day – Oct 24, 2019**
- ▶ **Complete 100-day post-launch plan that includes:**
  - ▶ Expanding access to Fundamentals for Youth Serving Providers certificate program
  - ▶ Developing transportation plan, including exploring partnerships with faith-based organizations
  - ▶ Strengthening school district engagement around space, facilities, and governance

# INVESTMENT OPPORTUNITIES

- ▶ **Sustain and grow the investment in Summer Shakedown from \$13K in 2019.**
- ▶ **Secure funding necessary to support a dedicated staff person to lead the OST Collaborative.**
- ▶ **Invest in common assessment system including professional development for providers.**
- ▶ **Explore strategies for funding scholarships for participation in afterschool/summer programming for middle/high school youth.**



# PER STUDENT COST

- ▶ **High-quality youth development programming for older youth tends to be more intensive and expensive due to the individual attention required to compensate for the lack of attention many of the youth experience at school and at home.**

## Key Findings: Average Cost Per Slot

	Average Cost Per Slot					
	Hourly			Daily		
	Out-of-Pocket Expenditures	Full Cost	Midpoint (25th to 75th Percentile Ranges of Full Costs)	Out-of-Pocket Expenditures	Full Cost	Midpoint (25th to 75th Percentile Ranges of Full Costs)
<b>Elementary/Middle School Programs (ES/MS)</b>						
School Year <sup>a</sup>	\$6.00	\$7.40	\$5.50 (\$3.20-\$9.10)	\$20	\$24	\$21 (\$14-\$31)
Summer <sup>b</sup>	\$3.50	\$4.10	\$2.80 (\$2.30-\$4.80)	\$27	\$32	\$28 (\$21-\$36)
<b>Teen Programs</b>						
School Year <sup>c</sup>	\$8.30	\$10.30	\$6.40 (\$4.40-\$12.00)	\$27	\$33	\$22 (\$15-\$49)
Summer <sup>d</sup>	\$6.90	\$8.40	\$6.30 (\$3.40-\$11.70)	\$37	\$44	\$36 (\$24-\$63)

<sup>a</sup> n=70, <sup>b</sup> n=45, <sup>c</sup> n=41, <sup>d</sup> n=26

Note: All costs have been converted to 2005 "Average Urban Dollars"—an estimation of costs for the typical US city—derived from the ACCRA Cost-of-Living Index. See Appendix B for a detailed explanation.

From *The Cost of Quality Out-of-School-Time Programs* (2009), p. iv, available for free at [www.wallacefoundation.org](http://www.wallacefoundation.org)