

The After-School Apprenticeship Program Toolkit

Strategies to develop a high-quality apprenticeship experience for high school youth

THE COLLABORATIVE
for BUILDING
AFTER-SCHOOL
SYSTEMS

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INTRODUCTION

“I know I will be here next year. And would I recommend it [ASAP] to a friend? Absolutely. It’s broadened my horizons so much...it can open your eyes to a number of different organizations and future professions.
–*ASAP Apprentice in Providence, RI*

The After School Apprenticeship Program (ASAP) is a promising after-school strategy that engages teens in experiences that excite them, connects them with career experts, and builds real world skills that prepare them for college and careers. Launched in 2008, ASAP offers teens stipended eight-week apprenticeships where they learn a craft alongside a master practitioner, followed by six-week paid summer internships where students apply the skills that they have acquired working with younger kids as coaches, umpires, lifeguards and arts instructors. ASAP goes beyond job placement to provide teens with leadership training, exposure to careers, and introduces the next generation of leaders to the education and youth development fields.

The goals of ASAP are to:

1. Demonstrate an after-school model for high school students that is scalable and aligned with other high school models.
2. Provide high school students with out-of-school-time experiences that keep them engaged and motivate them to stay in school.
3. Provide high school students with out-of-school-time experiences that cultivate their interest in and prepare them for college and careers.

Using the After School Matters (ASM) apprenticeship model, ASAP was developed by The After-School Corporation (TASC), Boston After School & Beyond and the Providence After School Alliance, in partnership with the Collaborative for Building After-School Systems (CBASS) and with technical support from ASM. Recognizing that high school students vote with their feet and therefore require different strategies, activities and supports than elementary and middle school students, CBASS looked to After School Matters, the nation’s largest and most demonstrably successful apprenticeship program for teens, to inform the development of the ASAP multi-city demonstration project. ASAP was piloted with 40 participants in spring 2008 by TASC, in partnership with two community based organizations, and in 2009, ASAP expanded within New York, added initiatives in Boston and Providence, and with 15 community partners reached more than 220 youth in sports and arts disciplines.

While it is often difficult to identify quality after-school models for high school youth, we believe that the ASAP initiative is successful in engaging teens and can be easily adapted to other localities. The following results demonstrate that an apprenticeship strategy not only appeals to teens, but also, has great promise and potential for scalability:

- > ASAP generated high demand, with more than twice as many applicants as available slots.
- > ASAP, with an 89% attendance rate, achieved higher attendance rates than other after-school programs serving similar students.
- > ASAP led to future employment opportunities for participants, with one third of youth receiving offers for continuing employment with community partners and apprenticeships in lifeguarding and baseball umpiring leading to official certification.
- > Staff viewed the program as a success and believed that the extensive training their apprentices received helped prepare them for the summer internship and improved their communication, job readiness and leadership skills.
- > Two-thirds of the participants considered ASAP as a positive turning point in their life and 72% of participants said they would participate in ASAP again.
- > Initiatives collectively leveraged over \$300,000 in public and private funds from the Pinkerton Foundation, New York Times Neediest Cases Fund, RCN-BecoCom, Inc. and summer workforce development grants to support the ASAP program.
- > Programs can achieve a replicable ASAP model of less than \$4,000 per student, and can tap into existing funding streams.
- > Core elements can be maintained while customizing the model for adaptation in new communities.

Grounded in the experiences of Boston, New York City and Providence, the Collaborative for Building After-School Systems created this toolkit to disseminate effective strategies and lessons learned to support the adaptation of apprenticeship programs for high school youth across the country. The toolkit features:

- > key lessons learned from ASAP initiative
- > core elements of the model
- > evaluation findings demonstrating the promise of the model to engage high school students in after-school and prepare youth for college and career success
- > practical implementation tools, such as student recruitment, curricula and assessment materials
- > cost models and sustainability strategies
- > articles and research on apprenticeships

We are eager to learn more about jurisdictions that are developing similar apprenticeship programs, and TASC, PASA and Boston Beyond are available to provide targeted technical assistance to support adaptation of the model. If you would like additional information, please contact Emily Morgan, National Policy Coordinator, CBASS at emorgan@tascorp.org; 646-943-8737.

LESSONS LEARNED

Lesson 1: Management structure

Partnerships are at the core of the ASAP strategy and fundamental to its success.

The intermediaries, TASC, Boston Beyond and PASA, relied on partnerships with local community-based organizations, city agencies and individual instructors to help develop and implement the ASAP programs. These partnerships supported the leveraging of resources including funding, time, space and expertise, improving the overall quality and sustainability of the model.

The intermediaries provided general oversight of the initiative and selected community partners based on the following criteria:

- > Expertise in sports and arts fields
- > Capacity to train and supervise 20 youth apprentices and interns
- > Commitment to youth development
- > Quality and depth of the curriculum
- > Ability to provide quality apprenticeship and internship experiences, including opportunities to provide work that directly involves teaching younger children

Roles and responsibilities

The intermediary and community partner were jointly responsible for recruiting and screening applicants, and tracking and monitoring student participation and program quality. Specific roles and responsibilities are detailed below:

Intermediary

- > Identify staff to serve as the project manager and oversee implementation
- > Select community based organization/s to operate the program
- > Secure public and private funding to support the initiative
- > Complete monthly narrative reports during the training and internship sessions and participate in phone calls with the other city partners

Community partner

- > Recruit qualified specialists to serve as lead instructors
- > Develop appropriate curriculum
- > Provide appropriate space and materials for apprenticeship activities
- > Identify summer internships for students who complete their apprenticeships, which must include appropriate supervision and opportunities for them to put into practice their newly acquired skills

Lesson 2: Choosing a discipline

When selecting a discipline area, build on local assets and needs.

Among several discipline options, TASC, Boston Beyond and PASA focused the apprenticeships in sports and arts for the following reasons:

- > Availability of summer employment opportunities for older youth
- > Unmet community need during after-school and the summer that could be filled by qualified and trained high school students, e.g. need for lifeguards and baseball umpires
- > Opportunities to build a pipeline for strengthening the after-school workforce
- > Relationships with community based organizations with interest, capacity, and experience to implement apprenticeship program in discipline area
- > Opportunities for a wide range of focus areas within sports and arts theme

Spotlight:

TASC identified sports as its initial ASAP discipline in the pilot year due to the availability of summer internship placements in CBO-run summer camps. TASC also recognized the potential for future employment of the trained ASAP youth as counselors and sports instructors in after-school programs. When expanding discipline areas in 2009, TASC also looked into areas of community need. While there are not enough adequate facilities in New York City to meet demand, lack of trained lifeguards often forces the Parks Department to close sections of larger pools resulting in crowded and dangerous water. To address this lifeguarding shortage, TASC partnered with a community organization to provide 20 youth opportunities to gain training and certification in First Aid and lifeguarding. This initiative is similar to the successful After School Matters lifeguard apprenticeship programs that train Chicago teens for lifeguard jobs at Park District pools and beaches during their summer vacations.

Boston Centers for Youth and Families (BCYF) recognized that while a range of baseball programs are available in suburban neighborhoods, elementary school students in the city of Boston lacked access to little-leagues in their community. To address this need, BCYF created the City of Boston Summer Baseball League, which expanded participation in baseball programs among younger kids and provided summer internship placements for the ASAP apprentices to build the core of trained umpires.

PASA identified arts as an ASAP discipline area to complement the strong arts community in Providence. Rather than limiting the program to one arts field, PASA and Traveling Theatre partnered with other community arts organizations to provide a wide range of arts-based apprenticeships. PASA also selected the arts because of the availability of summer internship and continuing employment opportunities in its AfterZone arts-enrichment programs.

Lesson 3: Leadership opportunities

Leadership opportunities are critical component of the model, and require constant attention.

A common challenge identified by After School Matters through their technical assistance across the cities was empowering teens to assume leadership roles.

“It’s hard for people to give up control of the classroom. Specifically the first time is very difficult,” commented a Providence staff member. ASM staff observed that in the training portion, apprentices were not typically engaged in opportunities to lead lessons and put skills into practice.

Partners adapted their programs in the following ways to improve youth leadership opportunities:

- > **PASA** met with program providers and instructors to encourage joint lesson planning with apprentices and identify opportunities for youth leadership such as conducting the opening and closing activities.
- > Instructors in **Boston** implemented a peer-teach strategy where students with greater content knowledge helped explain baseball rules to their peers. The instructors also made classroom sessions more interactive by having students work in groups to practice umpiring signals and strategies to manage unruly coaches and spectators.
- > ASAP sites in **NYC** adapted the structure of apprenticeships and internships to offer participants opportunities to plan and teach their own lessons to the campers, with support from the program instructors. Over the summer, TASC also sought feedback from ASM around strategies for appropriately engaging youth on the job to utilize the skills they learned in the apprenticeship. As a result, TASC sites adapted their programs to provide more opportunities for interns to lead warm-up and ice-breaker activities and give interns specific roles during games or activities (e.g. observing games to identify areas where campers could improve).

As a result of these program modifications, apprentices gained valuable leadership experience. According to youth surveys, three-quarters of participants learned about the challenges of being a leader and 63% or more participants had an opportunity to be in charge of a group of peers.

In focus groups, apprentices described their leadership experiences in more detail. A lifeguarding apprentice in NYC described jumping in and saving a camper who had gone down the slide but couldn’t swim, while a visual art apprentice described the reward of leading younger kids. She explained, “the best part is seeing a kid learn something that you taught them, and use the words that you taught them, and you kind of feel like you’ve changed somebody’s life because you’ve taught them something new.”

Program staff also observed growth in the apprentices’ leadership skills. Tom Cahill, president and CEO of Studio in a School, remarked, “The apprentices took seriously being teachers. That meant they had to learn presentation skills, give positive feedback to kids, write up their lessons and present them orally.”

Lesson 4: Scheduling and timeline

Start planning and recruitment early to allow for flexibility in length of apprenticeships and internships.

Across the three ASAP initiatives, intermediaries and their partners agreed that starting the program earlier in the year would improve the recruitment process and allow programs more flexibility in the delivery of the apprenticeship training.

In New York City focus groups, staff commented that the quick program start-up caused recruitment challenges for sites that did not have an existing pool of applicants from which to draw from. They recommended that funding be secured in the fall to allow for more targeted recruitment efforts and adequate time to interview and select youth who remain committed to the program.

Completing the recruitment and selection process earlier would also allow more time for the spring apprenticeship training and summer internship. In New York City, both ASAP staff members and participants acknowledged the difficulties of completing 72 training hours in eight weeks and expressed interest in spreading the hours over a longer period of time to reduce the strain on participants' schoolwork and other obligations.

Additional training time would also allow for more practicum experiences. In Providence, one participant said, "We got enough training, but I think we should have spent more time in the class because teaching the theories on how to teach, you can teach anyone that, but actually putting it into practice is the hardest part." In focus groups, participants also expressed interest in lengthening the summer internship, and in fact, BCYF was able to extend the internship to 8-weeks with additional private funding. In Chicago, After School Matters uses a 10-week model for program cycles.

Lesson 5: Quality assurance

Multi-faceted quality approach supports continuous improvement efforts.

PASA, Traveling Theatre, TASC, and BCYF employed a range of mechanisms to monitor progress and promote improvement of ASAP sites, including discussions with staff and participants, external observations, and student reflection. Frequent feedback and support from intermediary and community partners helped programs successfully adjust and enhance the model.

Quality assurance

TASC, Traveling Theatre and BCYF conducted regular site visits to ASAP sites throughout the apprenticeships and internships, using observation tools that collected information on attendance, engagement, youth-instructor relationships, and program highlights and challenges. Similarly, After School Matters and other CBASS partners utilize frequent program visits to monitor quality. Through these site visits and ongoing technical assistance, initiatives worked to identify areas for improvement and develop plans to address these areas.

- > **In New York City**, TASC employed three field specialists to conduct weekly site visits to the twenty-one internship sites operating over the summer. Field specialists observed the interns at work and provided feedback to the TASC program manager in a site visit report. As a result of field specialists' observations that interns were not always engaged during summer internship placements, TASC provided site staff with strategies to offer more meaningful experiences where interns could put their training to use, including managing sports drills and shadowing lead instructors.
- > **In Providence**, Traveling Theatre adapted TASC's site visit tool and conducted weekly visits to monitor program quality. Traveling Theatre staff also spoke with instructors and participants to learn more about their goals and expectations for the program. As a response to the program manager's feedback that sites were struggling to engage parents, PASA and Traveling Theatre encouraged programs to incorporate more opportunities for family involvement, including an end-of-program graduation celebration for apprentices and their families.
- > **Boston** implemented the BCYF monitoring tool, an assessment administered to programs citywide, during bi-weekly site visits. The assessment consists of several rating scales that examine program environment, administration and activities/goals, which was used to compare ASAP to other BCYF programs. BCYF found that the ASAP program was successful in keeping participants engaged, improving communication skills, and fostering positive relationships between apprentices and instructors.

Student data tracking

Initiatives used participant tracking tools to record students' demographic information and monitor program attendance. Both PASA and TASC sites utilized on-line tracking systems through Youthservices.net, created by Cityspan, to collect attendance data weekly. As participants received stipends based on attendance, the on-line monitoring system provided a more accurate recording of hours worked and facilitated the payment process.

Professional training

During the summer internship, PASA invited ASAP apprentices to attend the Building Exemplary Systems for Training (BEST) youth worker training for site staff at the summer AfterZones. Participants learned the basic principles and practices of youth development, and received a certificate upon completion of the 32-hour program.

Prior to the start of the summer internship, TASC offered a two-day training workshop for participants on topics including, working with children with disabilities, authentic reflection journaling, career planning, and cultural competency. Trainings were intended to prepare apprentices for working with younger kids during the summer internship.

Lesson 6: Post-apprenticeship employment

ASAP leads to employment opportunities for youth.

“Teens have told us over and over that they’re concerned about being skilled enough to enter the workforce. They want to develop concrete, hard skills...They want to be able to see how far they’ve come, and to talk about their work using the language of that profession.”

-David Sinski, Executive Director, After School Matters

Through high expectations, opportunities for leadership and high quality training and internship experiences, in just a few months ASAP prepares students with marketable skills and the confidence to strive for positions that challenge and stretch their skill set. Of the ASAP participants that successfully completed the summer internship over the past two years, thirty-five percent were hired back by community organizations to serve as coaches and after-school program staff. In addition, teens that successfully completed lifeguarding and baseball umpiring apprenticeships had the opportunity to receive official certification. These credentials will support future employment for the teens beyond ASAP and enable youth to earn as much as \$30 per hour.

ASAP aims to prepare participants for post-secondary success through:

- > **Rigorous recruitment** and selection process consisting of application and interviews
- > **High expectations** for participation throughout the program, with reduction in stipend or termination for non-excused absences
- > **Skills assessments** to determine readiness for summer internship
- > **Professionalism trainings** that focus on interview skills, resume writing, and workplace etiquette
- > **Opportunities to explore a range of career opportunities**, including field trips, guest speakers, and job shadowing

Selection process

TASC, Traveling Theatre and BCYF conducted a comprehensive recruitment and selection process that resulted in the selection of a diverse cohort of 176 youth from a competitive pool of more than 400 applicants. Specific recruitment venues included: existing networks of youth, community center sites, school guidance offices, weekly school e-newsletters, and job bank postings.

To encourage professionalism and prepare youth with skills that translate to the workplace, students participated in a rigorous two-tier selection process that included a written application and interviews. In addition, parents or guardians were required to provide consent for youth to participate in ASAP in NYC and Providence.

Demonstrating mastery for internship

Upon completion of the spring training, ASAP apprentices were expected to successfully demonstrate mastery of skills before continuing on to the summer internship. For example, in Boston apprentices were required to pass a rigorous skills assessment consisting of both a paper

exam and field demonstration to ensure participants were prepared to umpire little league games independently. The written assessment was modeled after the professional umpire certification exam, requiring participants to demonstrate clear understanding of umpiring rules. The field test allowed instructors to gauge apprentices' readiness to handle play-calling in action.

Credentialing opportunities

In 2009, two apprenticeships equipped teens with professional certificates. Apprentices in Henry Street Settlement's lifeguarding program gained Red Cross certification in Lifeguarding, Responding to Emergencies and CPR for the Professional Rescuer. Participants in BCYF's baseball umpiring apprenticeship will have the opportunity to receive official certification from the Eastern Massachusetts Baseball Umpires Association in spring 2010, opening the door to future employment.

Pipeline for youth workers

Experience gained through ASAP not only provides valuable job skills, but also serves to orient the next generation of future teachers and after-school educators. The spring training arms participants with strategies to teach and manage younger kids, while the summer internship provides an opportunity to gain valuable experience working with younger kids in a supported environment. After participating in ASAP, 94% of participants across the three cities expressed interest in pursuing careers that involved working with young people. As one apprentice described, "It's [ASAP] definitely changed what I want to do, because I used to want to be a lawyer... And now I want to be a teacher. I want to inspire kids, and I want to teach them."

College and career readiness

Beyond the skills acquired through ASAP, the program also prepares students to enter college and the workforce by providing training in areas such as resume-writing, interviewing, positive work habits and life skills. Sixty percent or more of participants in all three cities felt that the program opened up job or career opportunities for them. In addition, 64% of participants reported that ASAP helped them prepare for college, while 65% reported that ASAP increased their desire to stay in school.

- > **TASC** hosted a range of training sessions for ASAP participants designed to prepare students for post-secondary success, including a College and Career Fair held at New York University where students met with college representatives, attended career panel sessions, and participated in mock interviews and résumé review sessions.
- > In Providence, **Traveling Theatre** met with apprentices during Saturday sessions where they delivered professionalism trainings on topics including resume-writing, conflict-resolution and interviewing strategies.
- > In Chicago, **After School Matters'** apprenticeship model helps in improving teens' abilities to work in groups, personal growth and learning vocational skills such as how to apply and interview for a position, regular and prompt attendance and appropriate workplace behavior.

Lesson 7: Sustainability

The ASAP strategy has potential for scalability and sustainability with increased access to public funds and alignment with school reform strategies. After School Matters and CBASS have long supported this concept.

To ensure continued growth and long term sustainability of ASAP, TASC, Boston Beyond and PASA realized early on the need to:

- > Increase public investments from workforce and after-school funding streams
- > Examine the feasibility of incorporating credit bearing opportunities to provide low cost incentives to participants

Given the availability of summer jobs funding and need to stipend participants for the summer internships, the intermediaries leveraged local public funding streams to cover internship expenses. Looking forward, initiatives are tapping into funds through the federal Workforce Investment Act program to cover the costs of more summer internships.

Public funding

This year, **TASC** was the recipient a Federal appropriations award by Rep. Yvette Clarke (D-NY) to support ASAP in her Brooklyn district. This one-time discretionary grant issued through federal appropriations bills, reflected Representative Clarke's legislative priorities of advancing apprenticeship models to promote workforce development. TASC's earmark was included in the Commerce, Science and Justice Appropriations bill with specific funding from the Department of Justice, Office Juvenile Justice and Delinquency Prevention.

PASA allocated grant funds from Workforce Solutions of Providence/Cranston (WSPC), one of two local Workforce Investment Boards in Rhode Island, to support ASAP in 2009. The grant, funded by the federal Workforce Investment Act (WIA) and the state Job Development Fund (JDF) through the Rhode Island Department of Labor and Training, supports youth employment programs that operate during the school year and over the summer. However, eligibility requirements under WIA may preclude some participants.

Boston Beyond is exploring the use of funds through the Boston Youth Fund to cover the costs of the summer internship wages for ASAP participants and preliminary discussions have been positive. The Boston Youth Fund (BYF) is a city-run youth employment program established by Boston's Mayor Menino. Through BYF, youth in Boston ages 15-17 work with community-based organizations after school and over the summer. Since youth are selected through a random lottery, a challenge remains to ensure students are placed in summer jobs that build upon the spring apprenticeship training.

Initiatives are also exploring cost-efficient ways to provide snacks for participants, including tapping into federally-funded food programs through the US Department of Agriculture.

NEXT STEPS

Building on the success of the first two years of the ASAP initiative, Boston, New York and Providence are now looking to broaden apprenticeship opportunities for youth and connect ASAP with current high school reform efforts.

Credit-bearing opportunities

Informed by the experiences of the PlusTime initiative in New Hampshire, which provides opportunities for students to earn high school credit for learning that occurs outside the traditional classroom, TASC, Boston Beyond and PASA are examining the potential of integrating a credit-bearing component to strengthen in-school and out-of-school alignment and promote sustainability of the model.

In New York City, TASC is consulting with the NYC Department of Education and other experts from the fields of after-school and high school education to explore the feasibility of adding a credit-bearing component to ASAP. Building on its experience with after-school science programming and informed by ASM's Science37 program, which offers science apprenticeship opportunities that build on the school day, TASC identified Science, Technology, Engineering and Math (STEM) as a potential content area for credit-bearing work. However, access to laboratories and the current requirement for certified instructors pose barriers to developing a credit-bearing apprenticeship model.

Professional certification

Given the enthusiasm for certification opportunities connected to the lifeguarding and baseball umpiring apprenticeships this year, Boston, New York and Providence are exploring additional fields where licenses are issued to link apprentices with additional jobs opportunities. Initiatives are looking to ASM, which has several apprenticeships leading to certification, including soccer officiating where apprentices have the opportunity to gain official "E" License and Grade 8 Referee certification from the United States Soccer Federation (USSF).

ASAP initiative plans for 2010:

- > **TASC** is continuing its partnerships with Asphalt Green, Henry Street Settlement, and Studio in a School to offer sports, arts and lifeguarding apprenticeships to high school youth across the city. Further, with a Legislative Appropriation from Representative Clarke, TASC is developing an ASAP program in the 11th Congressional District in Brooklyn, NY. In addition to partnering with community-based organizations, TASC is also looking to local museums and other cultural institutions to offer apprenticeships that are tailored to the community and build on local resources.
- > **Boston After School & Beyond** is continuing its baseball umpiring apprenticeship program in summer 2010, in partnership with Boston Centers for Youth and Families. Approximately

20 teens will serve as umpires in Boston's City-wide Baseball League and will have the opportunity to receive official umpiring certification as part of the summer internship experience. Boston Beyond and BCYF have also developed an instructional assistant position for up to five high school students who completed the ASAP program last year and want to serve as mentors to the new apprentices.

- > Currently, **PASA** and its city and community partners are building an expanded learning system for high school aged youth in Providence. Key elements of the initiative include a virtual and physical "HUB" that will connect youth with community resources, including social services, after-school and employment opportunities, as well as a transportation system that will improve access for young people. PASA is exploring ways to integrate ASAP into its high school strategy and is seeking additional funds to continue the program.
- > **CBASS** is continuing our work to inform policy and advocate for increased federal investments in high school after-school programming, promoting ASAP as an example of a successful model for engaging teens.

Appendix A

ASAP Partner Organizations

Collaborative for Building After-School Systems

The Collaborative for Building After-School Systems (CBASS) is a partnership of intermediary organizations dedicated to increasing the availability of quality after-school programming by building citywide after-school systems. The mission of CBASS is to make after-school a part of the system of essential services that support children and youth, and to promote the development of quality after-school service systems nationwide. Partner intermediaries include: The After-School Corporation, The After-School Institute, After School Matters, Baltimore's Safe and Sound Campaign, Bay Area Partnership for Children and Youth, Boston After School & Beyond, The DC Children and Youth Investment Trust Corporation, Providence After-School Alliance, and Prime Time Palm Beach County. CBASS was founded in 2006 with support from The Atlantic Philanthropies

After School Matters

After School Matters (ASM) is a non-profit organization that offers Chicago teens innovative out-of-school activities. ASM provides these programs through a network of public and private partnerships that include the City of Chicago, Chicago Public Schools, Chicago Park District, Chicago Public Library, and community organizations throughout the city. ASM has been recognized nationally for its innovative approach to coordinating city resources and delivering unique and diverse programs. ASM's hands-on, project-based programs expose teens to rewarding careers and help them develop marketable job skills.

ASM's unique and diverse offerings include programs in five content areas:

- > gallery37: Visual, culinary and performing arts
- > science37: Science, engineering and math
- > sports37: Sports, health and fitness
- > tech37: Web site development, television/video production, digital photography and hardware/software development
- > words37: Literature, journalism, photojournalism, community and social development

By anchoring programs around community organizations and “campuses” – each consisting of a public high school and a nearby park and library – After School Matters maximizes the use of existing public infrastructure and invigorates neighborhoods.

The After School Corporation

The After-School Corporation (TASC) is a non-profit organization based in New York City dedicated to giving all kids opportunities to grow through after-school and summer programs that support, educate and inspire them. TASC's vision is that kids from all backgrounds will have access to the range of high quality activities beyond the school day that every family wants for their children: experiences that support their intellectual, creative and healthy development and help them to be their best, in and out of school.

To achieve this vision, TASC is working to:

- > Expand the time and ways kids learn to ensure that enrichments such as arts and sports and community service are part of every student's experience
- > Enhance the quality of programs by supporting the people and organizations that keep kids safe and engaged
- > Direct more resources to after-school, and increase efficiency and equity of resources
- > Demonstrate after-school solutions to meet the needs of children, youth and families

Boston After School & Beyond

Boston After School & Beyond (Boston Beyond) is a public-private partnership, founded in 2004, dedicated to supporting, strengthening, and expanding Boston's out-of-school time sector. Working with public, foundation, and program leaders, Boston Beyond seeks to improve outcomes for Boston's youth by ensuring that young people experience the entire day and the entire year as a series of aligned and coordinated education and enrichment opportunities.

The organization pursues its mission through its strategic functions – convening and communication, policy and advocacy, research and analysis, and networks and program innovation. In addition, Boston Beyond manages several system initiatives: BOSTONavigator, a unified citywide database of more than 1,500 out-of-school time programs; Partners for Student Success, a multi-year initiative that is establishing high quality, school-linked after-school programs in the Boston Public Schools; and three networks – the Teen Initiative, Boston Youth Environmental Network, and the Boston Youth Sports Initiative.

The Providence After School Alliance

The Providence After School Alliance (PASA) aims to improve and increase quality after-school opportunities for the children and youth of Providence. PASA received initial funding from The Wallace Foundation and Bank of America to expand and improve after-school opportunities for the youth of Providence by organizing a system of after-school supports. This system will ensure access for all Providence youth to high quality after-school programs and learning opportunities. PASA was created and formed through the collective efforts of more than 150 public and nonprofit after-school providers in a planning process led by Mayor David N. Cicilline.

Since its founding in 2004, PASA and the Mayor have successfully built a city-wide after-school system comprising a core AfterZone model, Quality Improvement Strategy, baseline systems and unprecedented levels of public-private partnership. The innovative AfterZone model serves more than 1,000 youth per year through five school-centered, community "campuses" that provide a variety of programs for middle-school youth in the areas of the arts, sports, science and life skills.

Appendix B

ASAP Timeline

YEAR ONE: New York City

December 2007	MetLife Foundation awards grant
Jan. - March 2008	NYC planning for ASAP pilot <ul style="list-style-type: none">> Hired program director> Identified CBO partners> Visited After School Matters in Chicago
April - June 2008	Spring apprenticeship <ul style="list-style-type: none">> Issued student application> Conducted interviews> Selected 40 participants> Completed eight-week apprenticeship training program> Technical assistance visit by ASM
June - July 2008	Six week summer internship
Sept. 2008 - ongoing	Ongoing employment <ul style="list-style-type: none">> Participating CBOs hired forty percent of the participants to work in after-school programs throughout the school year

YEAR TWO: New York City, Boston, and Providence

Jan. - March 2009	Year two expansion and planning <ul style="list-style-type: none">> ASAP expanded to Boston and Providence.> Recruited and selected participants (140 students in NYC; 20 students each in Boston & Providence)> Identified community partners to implement program> Technical assistance visit to ASM in Chicago
April - June 2009	Spring Apprenticeships <ul style="list-style-type: none">> Participant orientations in each city> Eight week (72+ hours) apprenticeship training> Technical assistance visits by staff at ASM to all three cities
June - Aug. 2009	Summer Internship <ul style="list-style-type: none">> Internships as sports and arts instructors, lifeguards, and little league umpires> Students in lifeguarding received official credentialing
Fall 2009 - ongoing	Ongoing employment <ul style="list-style-type: none">> Participating CBOs hired one-third of the participants to work in after-school programs throughout the school year as sports and arts instructors

Appendix C

ASAP Core Elements

The ASAP strategy builds on local assets, while maintaining broad core elements to support program success. Informed by ASM and TASC's year one experience the core elements include:

Community partnerships: Programs are operated by community organizations, which bring content and youth development expertise, and have strong ties to schools and older youth.

Staffing: Youth have opportunities to develop relationships with caring adults who are experts in their field and who have youth development experience. Programs maintain low (10:1) youth to staff ratios.

Participation: Youth are held to high expectations for intensive participation. Training program requires participation after-school and on weekends, three days a week, with 8-week apprenticeships and 6-week internships

College and career readiness: Program provides youth with authentic, hands-on work experience and aims to advance career and college-readiness skills through a two-tiered selection process consisting of an application and interview, stipends, and opportunity to advance to an internship after successful completion of the training program.

Youth development: Programs hold high expectations for youth and create opportunities for leadership and exploration of new talents and skills.

Coordinating entity: Intermediary organizations help support implementation of the ASAP strategy by providing project oversight, brokering relationships with key stakeholders, and promoting program quality.

Appendix D

City ASAP Initiatives

In its adaption to multiple jurisdictions, the ASAP strategy promotes local innovation informed by community context and resources. The table below provides a summary of the ASAP initiative over the past two years.

	Number of Cities	Total Participants	Participant Demographics	Discipline Areas	Participant Attendance Rate	Retention Rate	Post-Program Employment in Partner Organizations
Year 1	1	34	Black: 47% Latino: 30% White: 16% Asian: 7%	2 (sports)	91%	79% (43/34)	44% (15/34)
Year 2	3	153	Black: 33% Latino: 35% Multi-racial: 6% White: 18% Asian: 3% Other: 5%	5 (sports) 6 (arts)	87%	88% (173/153)	33% (50/153)
TOTAL	3 cities	187 participants	Black: 36% Latino: 34% Multi-racial: 5% White: 17% Asian: 4% Other: 4%	11 disciplines (sports & arts)	89%	87% (216/187)	35% (65/187)

The structure and implementation of ASAP in each city is described below.

Boston

Through ASAP, Boston Beyond is demonstrating how baseball can provide high school students interaction with caring adults, paid employment, portable job skills and leadership opportunities. In 2009, through its Youth Sports Initiative, Boston Beyond partnered with the city agency, Boston Centers for Youth and Families (BCYF), to provide 21 teens with apprenticeships in baseball umpiring leading to summer internships as umpires for the city-wide little league.

BCYF contracted with two individual instructors to operate the apprenticeship trainings and supervise the internship: a professional umpire who served as the content specialist and a youth development expert. Through a combination of classroom instruction and on-the-field experience, participants mastered the skills needed to serve as little league umpires. As a complement to the technical instruction on rules of the game and umpiring calls, the apprenticeships also received youth development skills through related diversity awareness and conflict resolution trainings. To

support the program, BCYF also contributed classroom and field space and a portion of the umpiring certification and youth stipend costs.

As a result of the ASAP program, BCYF was able to serve an additional 200 kids through a newly created Boston city-wide summer little league. Upon successful completion of the 8-week apprenticeship and a skills assessment modeled after the professional certification exam, ASAP interns served as umpires for the little league. The league held three games each night and interns rotated roles including officiating the games, cleaning and maintaining the field, managing the scorebook, and serving as peer-to-peer observers to offer feedback to fellow umpires. Apprentices will also have the opportunity to take the official certification exam administered by the Eastern Massachusetts Baseball Umpires Association in the spring.

New York City

The After-School Corporation (TASC) piloted ASAP in 2008 at two sites in New York City and expanded the initiative in 2009 to include five additional sites. In the pilot year, TASC partnered with two community organizations, Asphalt Green and Samuel Field YM and YWHA, that trained and served 40 teens in basketball and soccer apprenticeships. After successfully completing the spring training, teens were placed in paid internships where they worked at the training partners' summer camps, leading younger children in soccer and basketball drills and games, communicating with parents, and helping group leaders manage children throughout the camp day.

Initial results from the 2008 year were positive. High school students' combined attendance averaged 85%. Of 40 participants, 34 successfully completed their summer internships, and 17 were offered continued employment during the following school year. Program staff reported that teen participants improved in their self-confidence, understanding of life skills and ability to work as a team. Apprentices reported gains in problem-solving skills, leadership, patience, responsibility and working with and understanding children. Many teens stated that if they hadn't been involved in the program, they would have been "getting into trouble" or sitting at home.

When TASC scaled up the program in 2009 and expanded discipline areas, it issued an RFP to identify community organizations that could provide high-quality instruction and supervision to support the initiative. Leveraging additional support from the Pinkerton Foundation and New York Times Neediest Cases Fund, TASC expanded the ASAP program to seven program sites, serving a total of 140 youth in coaches-in-training and arts apprenticeships. TASC continued its partnership with the Urban Assembly, a community of content-specific New York City Public Schools, to recruit and provide ongoing support to nearly 40% of ASAP participants. Throughout the apprenticeship and internship, apprentices were encouraged to complete weekly journal entries reflecting on the highlights of ASAP, challenges they have encountered as well as their college and career interests.

TASC's non-profit partners for the 2009 apprenticeship cycle include:

- > **America SCORES** is a national youth development organization with programs in 14 cities nationwide, that empowers youth through soccer, creative writing and service learning. During the apprenticeship, students received instruction on soccer skills and coaching fundamentals. Apprentices also applied their skills in practicum settings with elementary and middle school students, through the Downtown United Soccer Club, one of New York's leading youth soccer organizations. During the internship, participants worked at Downtown United Soccer Club's summer camps, where they helped younger kids refine their soccer skills.

- > **Asphalt Green** is a premier sports center renowned for its robust programming and staff expertise. At Asphalt Green, apprentices received training on leading sports drills, managing groups of children and communicating with parents. During the internship, participants served as junior camp counselors and junior activity specialists in soccer, basketball, and baseball.
- > **Henry Street Settlement (Henry Street)** is a 115-year old multi-service agency serving Manhattan’s Lower East Side. Henry Street provided apprentices with certified lifeguard training. Apprentices also received instruction on job skills and working with children. For their internships, youth were placed at a private pool club at Camp Henry or at Central Queens Y, where they served as lifeguards and swim instructors.
- > **Kids Creative** offers arts-based, peace education programs to pre-k through high school age students in after-school programs, workshops and summer camps. Apprentices learned how to lead younger children in the development and performance of original plays, including directing, story-boarding and scripting. Once a week, apprentices shadowed Kids Creative expert instructors teaching theatre arts in after-school programs. During the summer internship, interns worked as counselors for Kids Creative’s summer “Create-a-Play” camps, leading groups and working individually with children.
- > **Samuel Field YM & YWHA (Sam Field Y)** has been providing the Northeast Queens community with an array of services for more than 50 years. Apprentices at Sam Field Y learned the fundamentals of coaching soccer and applied these skills in a practicum setting, where they worked with an after-school girl’s sports league and a group of children with autism. During their internship participants served as junior coaches and sports activity specialists at Sam Field Y’s day camp programs, where they led soccer drills and games.
- > **Studio in a School** provides high-quality visual arts instruction to several thousand New York City students, in partnership with schools and community-based organizations. Apprentices learned about art media in two-week units that included collage, painting, printmaking and murals. During the summer, interns served as junior art instructors at day camps across the city and met weekly as a group at the Queens Museum to further solidify their art-making and instruction skills.
- > **Urban Dove** operates after-school programs for children ages 8-11, and employs high school students to work as junior counselors. During 3 intensive Saturday training sessions, apprentices learned about coaching soccer and basketball. Apprentices then practiced their coaching skills with younger kids in after-school 2 days per week. During the summer, interns worked at Urban Dove’s day camps as sports activity specialists where they were responsible for playing games, setting up equipment, keeping score and coaching.

More than one-third of the apprentices were hired after the program to work during the school year in after-school programs run by ASAP community partners or at other organizations, such as community pools, utilizing the skills gained during their ASAP experience.

Providence

The Providence After School Alliance (PASA) worked in partnership with Traveling Theatre, a local arts-enrichment organization, and several other community-based arts organizations to provide 20 high school students with arts apprenticeships in: film production, jewelry-making, improvisational theater, performance theater, visual arts, and ceramics. PASA identified Traveling Theatre as a strong partner because of its experience training high school age workers in the principles of enrichment education and youth development. The objective of the ASAP program was for

participants to serve in an internship as arts counselors during Traveling Theatre and PASA's six-week summer camp.

During the apprenticeship, participants served as “master students” in after-school arts programs working directly with elementary and middle school youth. Through the “master student” approach, apprentices gain leadership skills gradually, moving from observer to practitioner over the course of the apprenticeship. In Saturday sessions, the apprentices engaged in team-building exercises and were trained in topics including theater skills, youth engagement, cross-cultural communication, behavior management and professionalism. Participants also submitted weekly blog entries to reflect upon their experiences with ASAP, questions they had and lessons they learned through the program.

Upon successful completion of the apprenticeship, ASAP students worked as counselors in PASA and Traveling Theatre's summer camps. Building on the skills developed through the spring apprenticeship, interns worked directly with camp instructors to prepare and teach arts-based enrichment lessons to over 200 elementary and middle-grades students. Traveling Theatre continued to provide ongoing support to students throughout the summer internship, holding weekly check-ins to discuss challenges and provide youth development trainings on job skills such as resume writing, conflict-resolution and interviewing. At the conclusion of the program, two apprentices were hired by the Police After School Sports (PASS) program, where they serve as coaches and mentors to middle school youth in the AfterZones.

Appendix E

ASAP Cost Model

Full operating costs of the ASAP initiative averaged at \$3,500 per participant with stipends and staffing as the largest expenditures. Participants in all three cities received a stipend of \$280 for full participation in the spring apprenticeship and an hourly wage ranging from \$7.25 to \$10 per hour for the summer internship, totaling \$970 to \$1550 per participant.

Other costs included public transportation to accommodate extra trips for students to activities after-school and on the weekends, program supplies and equipment, and t-shirts or uniforms. Participant feedback included need for programs to budget for snacks, particularly since students had long commutes during the evening hours.

Informed by the ASAP initiatives in New York, Providence and Boston, below is a sample cost model for an ASAP program with 20 participants. Please note that the cost model may vary according to city needs and minimum wage requirements.

Table 1: Sample cost model for 20 participants

Category	Amount
Personnel	
Intermediary ASAP Manager	5,000
ASAP community partner staff and instructors*	12,000
Spring apprenticeship stipend (\$280/student)	5,600
Summer internship wages (\$8/hr, 25 hrs/wk, 6 wks)	24,000
Training sessions for youth (orientation, youth development training, etc.)	3,000
Staff professional development (ASAP guiding principles)	2,000
Fringe (25% of FT/ PT, 12% for youth)	8,500
Total Personnel	60,100
Other than Personnel Services (OTPS)	
Supplies/Materials (e.g. t-shirts, sports equipment, art supplies, etc.)	4,000
Travel (e.g. youth metrocards, transportation)	3,000
Other costs (e.g. food, field trips, etc.)	4,000
Total OTPS	11,000
TOTAL PROGRAM COST	71,100

* Personnel expenses varied by jurisdiction, but the average cost per instructor was \$30/hour.

Appendix F

ASAP Evaluation

Overview

The Center for After-School Excellence (The Center)¹, a division of TASC, completed an evaluation of ASAP in Boston, New York City and Providence. The purpose of the evaluation was to identify program successes and areas for improvement and to determine if the program delivered positive socio-emotional and professional benefits to the apprentices.

Four research questions guided the program evaluation:

1. How does participation in ASAP impact career expectations, academic resilience, self-efficacy, civic efficacy, and educational aspirations?
2. How has participation in ASAP impacted the development of “soft skills” such as problem solving, time management, leadership and responsibility?
3. How do survey and focus group results compare across cities? What are the key differences?
4. What aspects of ASAP offer lessons to other internship programs?

Methodology

Participants

Overall, 153 participants completed both the spring apprenticeship and the summer internship across the three cities (see Table 1). There were nearly equal numbers of female (49%) and male (51%) participants. The majority of participants identified as either Hispanic (35%) or Black (33%).

Measures

Evaluation of the ASAP national expansion was two-fold. First, ASAP participants were surveyed at the beginning of the apprenticeship, at the end of the apprenticeship, and at the end of the internship. Staff members at each site were responsible for the distribution, collection, and return of the surveys to The Center. Second, The Center conducted focus groups with apprentices and site staff in all three cities using focus group protocols.

Findings

The cross-city evaluation revealed the following major findings:

ASAP participants were very positive about their experience in the program. Almost all participants reported developing better social skills, problem solving skills, time management and cooperation. 80% or more of the ASAP participants rated highly on group process skills, feedback and leadership responsibilities at the end of the program. Participants noted that their ASAP experience helped them to think more about their own development and future goals. ASAP also had a substantial positive effect on the participants’ health and physical activity levels, especially those programs that focused on sports.

¹The Center for After-School Excellence at TASC is dedicated to ensuring that during the critical hours beyond the school day, young people are served by well-trained staff in high-quality after-school and summer programs.

ASAP had positive effects on identity development. Overall, the majority of the apprentices (60% or greater) rated highly on the identity measures used in this study. 81% of participants tried doing something new through ASAP, 69% reported that ASAP was a turning point in their lives, and 77% started thinking more about their future as a result of ASAP.

ASAP participants found value in the program beyond earning a wage. Approximately three-quarters of participants (72%) across the three cities who completed the internship stated that they would like to participate in ASAP again next year. Even if they were not paid, 45% of participants reported that they would participate in the program.

ASAP prepares participants for college and career success. Overall, 79% of participants in all three cities felt that the program opened up job or career opportunities for them. In addition, 44% of participants definitely planned on pursuing work in sports or arts after the program is over, while an additional 48% were considering pursuing this work. 64% of participants reported that ASAP helped them prepare for college, while 65% reported that ASAP increased their desire to stay in school.

Participants derived great value from their ASAP experience. While several participants reported that their routine during the apprenticeship was difficult because of their school schedules and responsibilities, overall, they believed that the internship period was very successful and benefited both themselves and the younger children with whom they worked. Many of the focus group participants found that their interaction with the younger kids during the summer internship was their favorite part of ASAP.

ASAP participants expressed interest in a range of future careers, with a particular focus on helping others and working with kids. At the end of the program, 93% of participants across the three cities expressed interest in pursuing careers that involved working with young people. 99% of participants expressed some interest in a career in which they could help others, and 67% reported being very interested in this career path.

Staff viewed the program as a success and appreciated the extensive training that their apprentices received. Supervisors reported that the apprentices entered their internships well prepared as a result of what they learned and with the relationships developed during their apprenticeship.

ASAP participants recognized varying levels of effort among their peers. Several focus group participants voiced concern that the other apprentices at their sites sometimes created more work for them by not taking the job as seriously as they did. On surveys, 13% of participants stated that they had to do more than their fair share of work, while 14% reported feeling stressed at their internship.