



GOING ABOVE AND BEYOND (THE BELL) WITH INTENTIONAL OPPORTUNITIES FOR YOUTH DEVELOPMENT

VOICE, CHOICE, AND LEADERSHIP

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American Institutes for Research

Established in 1946, the American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research on important social issues and delivers technical assistance, both domestically and internationally, in the areas of education, health, and workforce productivity.

Beyond the Bell[®]

Beyond the Bell[®] is a suite of professional development services, products, and practical tools designed to help afterschool program leaders and staff create and sustain high-quality, effective afterschool and expanded learning programs.

The practical, easy-to-use *Beyond the Bell Toolkit* provides information about program management, design, partnerships, delivery, evaluation, and improvement. It contains 96 tools that are ready to use and has a set of related professional development services.

Today's Goals

- Have fun!
- Connect with others from around the state
- Learn from each other
- Leave with actionable strategies you can implement in your program as you work to support voice, choice, and leadership

Agenda

1. Introductions
2. The “evidence base”
3. Strategies and practices to support voice, choice, decision-making, and leadership
4. Reflection

Mindful Minute

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Introductions



Word of the Day: Intentionality

Purposeful decisions about allocating resources, hiring staff members, and deciding on programming and practices to meet your vision and reach your goals.

Youth Development “101”

BOX ES-1

Personal and Social Assets That Facilitate Positive Youth Development

Physical development

- Good health habits
- Good health risk management skills

Intellectual development

- Knowledge of essential life skills
- Knowledge of essential vocational skills
- School success
- Rational habits of mind—critical thinking and reasoning skills
- In-depth knowledge of more than one culture
- Good decision-making skills
- Knowledge of skills needed to navigate through multiple cultural contexts

Psychological and emotional development

- Good mental health including positive self-regard
- Good emotional self-regulation skills
- Good coping skills

- Good conflict resolution skills
- Mastery motivation and positive achievement motivation
- Confidence in one’s personal efficacy
- “Planfulness”—planning for the future and future life events
- Sense of personal autonomy/responsibility for self
- Optimism coupled with realism
- Coherent and positive personal and social identity
- Prosocial and culturally sensitive values
- Spirituality or a sense of a “larger” purpose in life
- Strong moral character
- A commitment to good use of time

Social development

- Connectedness—perceived good relationships and trust with parents, peers, and some other adults
- Sense of social place/integration—being connected and valued by larger social networks
- Attachment to prosocial/conventional institutions, such as school, church, nonschool youth programs
- Ability to navigate in multiple cultural contexts
- Commitment to civic engagement

Youth Development “101”

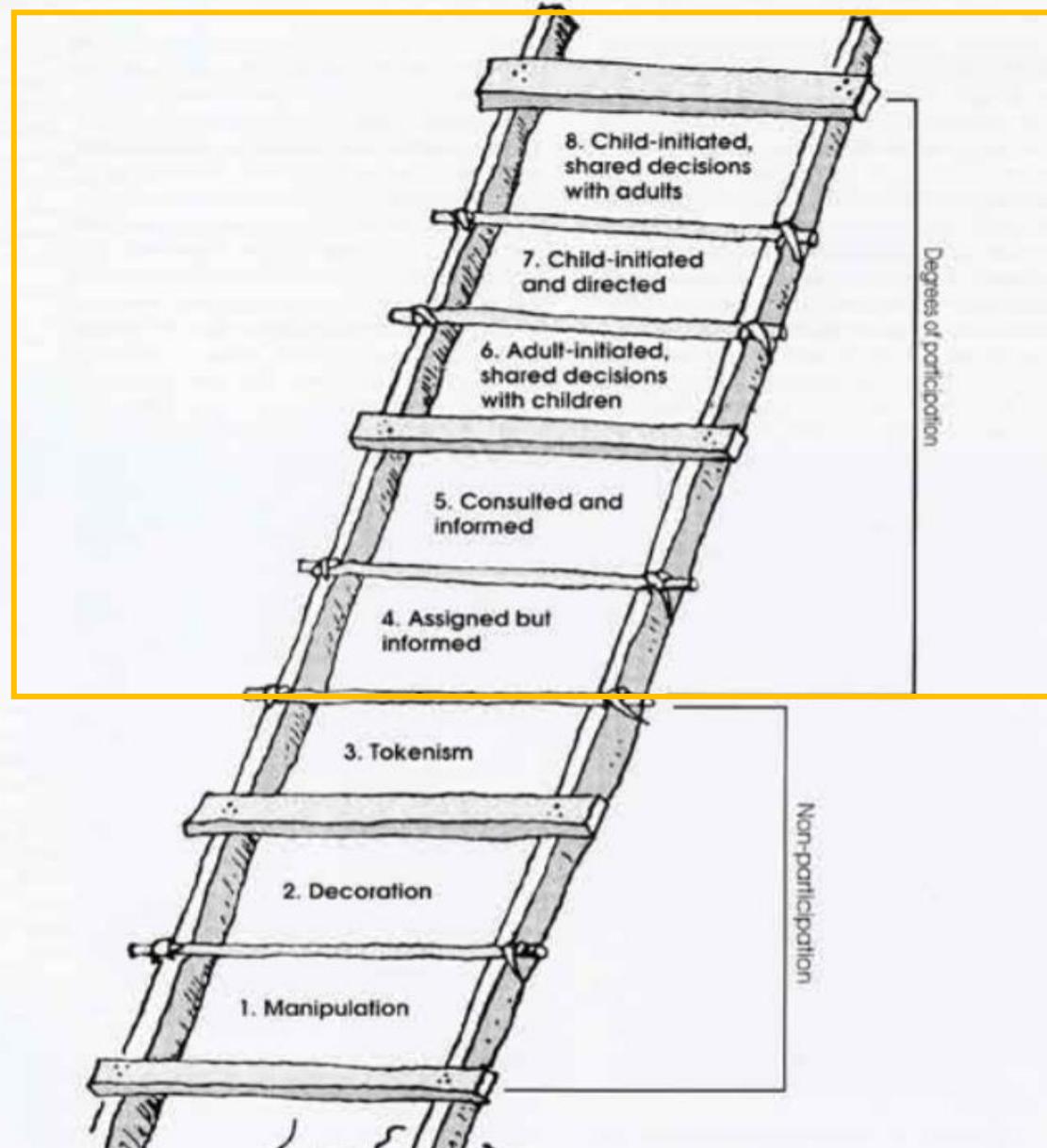
- Physical and psychological safety and security;
- Structure that is developmentally appropriate, with clear expectations for behavior and **opportunities to make decisions, to participate in governance and rule-making, and to take on leadership roles as one matures and gains more expertise;**
- Emotional and moral support;
- Opportunities for adolescents to experience supportive adult relationships;
- Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors;
- Opportunities to feel a **sense of belonging and being valued;**
- Opportunities to develop positive social values and norms;
- Opportunities for skill building and mastery;
- Opportunities to develop confidence in one’s abilities to master one’s environment (a **sense of personal efficacy**);
- Opportunities to make a contribution to one’s community and to **develop a sense of mattering**; and
- Strong links between families, schools, and broader community resources.

Youth Development “101”

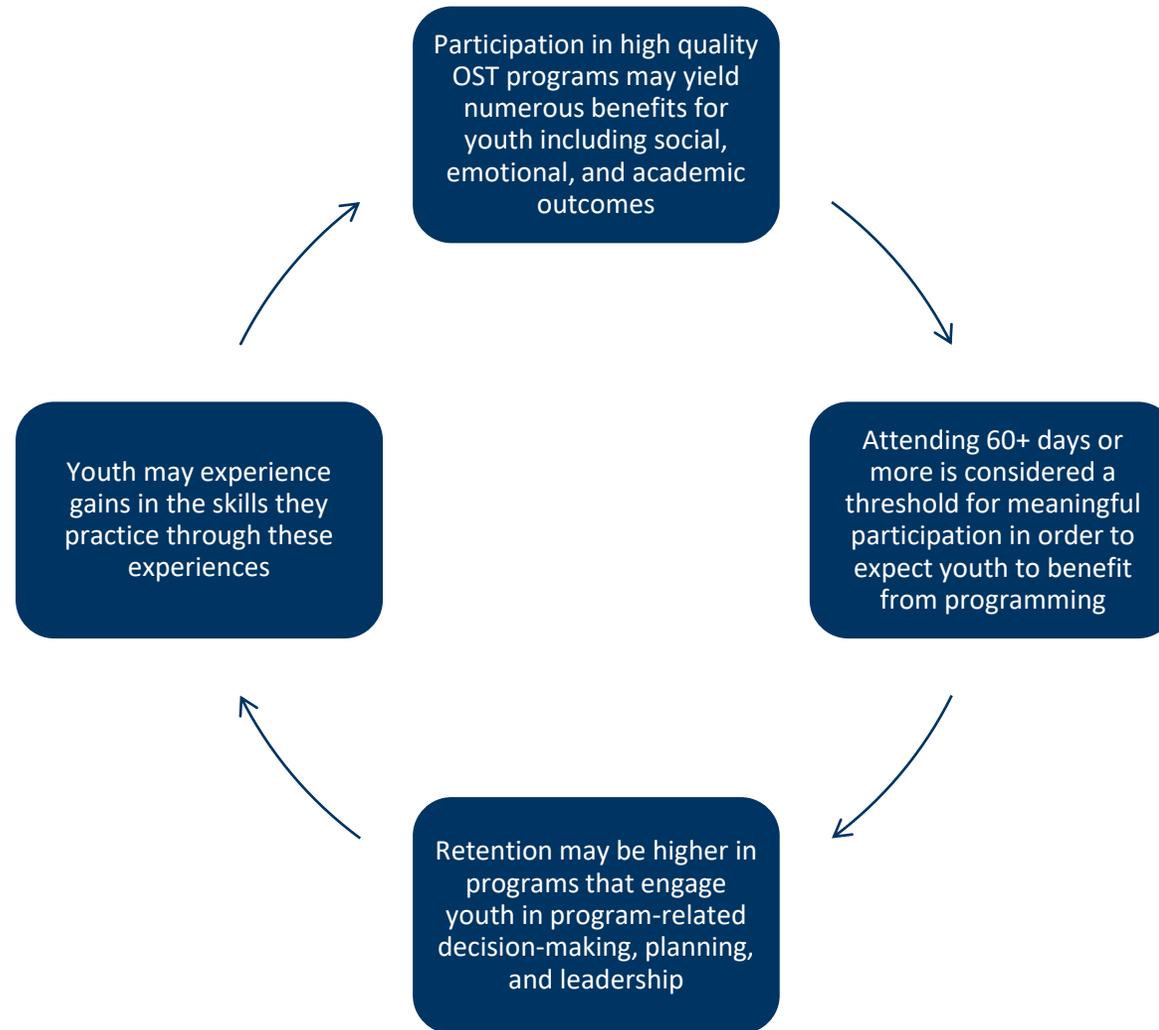


David P. Weikart Center for Youth Program Quality. (n.d.). *Approach*. Retrieved from <http://cypq.org/about/approach>.

The Ladder of Participation



Why?





Activity!

Youth Development Checklist (Tool 63)

- Warm and welcoming environment
- Support for positive behavior
- Supportive relationships and opportunities to belong
- Opportunities for voice, choice, decision-making, leadership, and reflection
- Opportunities for learning and skill development

Beyond the Bell
Tool 63

Youth Development Checklist



As you learned in Chapters 2 and 4, youth development refers to various means of fostering positive growth in youth, building on their strengths, and addressing their developmental needs. You can use this checklist to gain an overall view of how your entire program is incorporating youth development principles and practices.

Directions: Read the following list of youth development principles and practices and then indicate how well you think your program is addressing each one. When you have finished, review your checkmarks to determine the areas that appear strong and the areas that could be improved. This checklist can be completed and reviewed individually or discussed as a group.

Youth Development Checklist	Yes	In Process	No
Warm and Welcoming Environment			
Procedures are in place to ensure young people's safety (e.g., emergencies, security).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult supervision is provided at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency and contact information is available for all youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy eating and physical activity are promoted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy snacks are offered daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program's hours of operation are based on families' schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural and linguistic differences are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program or activity has a name that youth can identify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth are respected for their individuality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs are available for all youth who want to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for Positive Behavior			
Youth understand the expectations of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members regularly offer sincere praise with specific comments and feedback for positive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participate in setting program or activity rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules are clear, consistent, and fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Tool 63



Youth Voice

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Strategies to Encourage Youth Voice

- Ask open-ended questions
- Ask follow-up questions
- Provide youth with structured opportunities to talk about what they are doing, learning, or thinking about during activities
- Provide structured opportunities for youth to get to know each other
- Share strategies for creating a safe space while sharing
- Encourage small group and teamwork during activities

Strategies to Encourage Youth Voice

- Daily reflection
- Co-developed behavior guidelines and norms (Tools 12, 68)
- Surveys and focus groups to get feedback on programming (Tools 64, 72, 87, 88, 90)
- Youth Council or other governing body

Strategies to Encourage Youth Voice: Portfolio Guide (Tool 14)

A youth portfolio is a collaborative process that can be a great way for program staff members and youth to document their experience in the program. The primary purpose of a portfolio is to allow a young person to showcase his or her program experiences and successes, and to enable program staff members to monitor and support youth by understanding their work, their interests, and their lives outside of the program. Young people should be the primary drivers of constructing their portfolios, and the process should help to develop bonds between youth and staff.

Strategies to Encourage Youth Voice: Portfolio Guide (Tool 14)

- The basics
- Youth interests
- Youth assets
- Program participation
- Youth work
- Community context

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Tool 14
Portfolio Guide



In Chapter 1, you learned that creating a portfolio is a collaborative process that can be a great way for program staff members and youth to document their experience in the program. The primary purpose of a portfolio is to allow a young person to showcase his or her program experiences and successes and to enable program staff members to monitor and support youth by understanding their work, their interests, and their lives outside of the program. Young people should be the primary drivers of constructing their portfolios, and the process should help to develop bonds between youth and staff.

Directions: This tool suggests a variety of information that you might want to include in youth portfolios. You can easily start with basic demographic information gathered at enrollment and then add more over time. Youth and program staff members should update portfolios with notes regarding participant accomplishments, areas of interest, participant and family surveys, interest inventories, and other work products described below. You may not want or be able to collect all the information right away; youth and staff members should actively gather information for different sections of the portfolio over time.

Creating a portfolio should be a joint effort between the young person and staff members. There is no "correct" format for a portfolio. You may just have manila folders or binders that you add to over the course of the year with photos, printouts, report cards, reflections, surveys, and other materials. Alternatively, you may have something more extensive and organized that includes different sections and that formally captures data; it could even be electronic. The format you choose will depend on how much time you have to dedicate to this and how you anticipate using the portfolio throughout the year. Whatever your format, remember that your portfolios contain a great deal of confidential information and that they should be kept in a safe place, preferably in a locked drawer or a password-protected file on a computer.

Basic Information

You should capture basic demographic information at enrollment. You can include your enrollment form in the folder or transfer it onto a separate form. If you use an online participant tracking system, you may be able to print out a demographic information sheet to include in the portfolio. Include, at a minimum, the following information:

- Participant name
- Date of birth
- Gender
- Languages spoken, including primary home language
- School name
- Year/grade level
- Years in the program
- Reasons for attending the program (Interest? Family members? How did you hear about the program? Do you have friends in the program?)

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Youth Choice and Decision-Making

Strategies to Support Youth Choice

- Give them choices
 - Activities offered
 - Activities within the offering
 - Content-related
 - Process-related



Strategies to Support Youth Decision-Making

- (Give youth a voice and opportunities to make choices)
- Decision Wheel (Tool 65)
- Peer Consultation Process (Tool 69)

Youth Leadership

Strategies to Support Youth Leadership Development

- Provide youth with opportunities to take on authentic responsibilities throughout the program – during offerings and across the program
- Engage youth as mentors through one-to-one partnerships with other youth: where can you step back and let youth teach others?
- Provide opportunities for youth to lead groups (think back to the portfolio and each young person's interests and goals: where can they shine?)

Strategies to Support Youth Leadership Development: Service Learning Projects

Community Inventory for Service Learning

Beyond the Bell Tool 78

Community Inventory for Service Learning



In Chapter 4, you learned that service learning can help improve youth academic success, develop a sense of civic responsibility, and support connections to the community. Identifying the needs in your community can help you develop service learning activities that are beneficial for youth while also providing an important service to the community.

Directions: Youth, in partnership with adult advisors, should read the following list of topic areas and put a check next to the ones they believe are priorities in your community or in your school. Then have them circle the three issues they believe are most important or are of most interest and list them below. Finally, youth and their advisors should brainstorm ideas for projects or community partners based on these needs.

Cultural

- Cross-cultural communication
- Supporting recognition of cultural connections in the community
- Other cultural issues

Education

- High-quality early childhood education
- Afterschool and expanded learning programming
- High school completion
- Ninth-grade transition
- Other educational issues

Employment

- Youth employment
- Building the local workforce
- Job training
- Other employment issues

Environment

- Recycling
- Parks/green space
- Neighborhood beautification
- Community gardening
- Other environmental issues

Health

- Access to health care
- Prenatal care
- Substance abuse prevention
- Nutrition
- Other health issues

Recreation

- Access to open space
- Fitness for adults
- Sports and recreation opportunities for youth
- Other recreation issues

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Service Learning Project Development

Beyond the Bell Tool 79

Service Learning Project Development



In Chapter 4, you learned that service learning is an activity that promotes many of the youth development principles (e.g., connection with the community) and practices (e.g., youth decision-making, leadership, and reflection). Staff members can use service learning activities or projects to help improve youth academic achievement, develop their leadership skills, strengthen ties to the community, and provide real-life experience.

Directions: Use this template in partnership with youth to design a service learning project. There are a variety of ways to come up with a service learning project. You can use the Community Inventory for Service Learning (Tool 78). We also suggest identifying your service learning project through a youth-led asset mapping activity (Tool 34) or conducting a youth-researched market analysis (Tool 15) or a needs assessment (Tool 35). Ideally, youth should drive the development of the activity. Younger youth may need additional support to complete this template. Staff members should provide support and guidance throughout the process.

Service Learning Project Plan

Project Name: _____

Subject Area/Grade Level: _____

Purpose of the Project: _____

Provide a short description of the service learning project and issue that will be addressed:

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Embedded Higher-Order Engagement Strategies Across Offerings

Embedding Voice, Choice, Leadership, and More!

Sample Activity Planner

Beyond the Bell **Tool 71**

Sample Activity Planner



In Chapters 2 and 4, you learned that making and having a plan for program activities is key not only to smooth implementation but also to integration of youth development principles and intentionally supporting participants' engagement, learning, and development.

Directions: This sample activity planner integrates all of the program delivery practices described in Chapter 4. Staff members can use this planner or modify as needed. We recommend that staff members complete the activity planner at least once for each activity. After trying the activity out, use the reflection questions to adapt and revise.

Logistics

1. Activity name: _____
2. Staff member(s) and youth leader(s) facilitating the activity: _____

3. Duration of activity (number of sessions/weeks/days/hours): _____
4. Supplies/materials/space required: _____

5. Ages/grades of participants: _____
6. Number of participants: _____

Content Area (check all that apply, but circle the primary content area)

<input type="checkbox"/> Creative arts	<input type="checkbox"/> Health and wellness	<input type="checkbox"/> STEM	<input type="checkbox"/> Personal and social skills
<input type="checkbox"/> Sports and recreation	<input type="checkbox"/> Service learning	<input type="checkbox"/> Tutoring	<input type="checkbox"/> Homework help
<input type="checkbox"/> Literacy	<input type="checkbox"/> Other, please specify: _____		

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Academic Enrichment Planning Tool

Beyond the Bell **Tool 75**

Academic Enrichment Activity Planning Tool



In Chapter 4, you learned that academic enrichment activities and projects (sometimes referred to as embedded learning) present academic concepts in ways that differ greatly from traditional school day instruction.

Directions: Use this tool to plan your academic enrichment activities or projects to make sure they meet academic learning goals and also to present information in a way that draws on recommended youth development practices. Staff members can reference **Tool 53: Aligning With Learning Standards** to help strengthen the connections between the activity or project and explicit learning outcomes.

Activity Name

Give the activity or project a name.

Description of the Activity

Provide a general overview of the activity.

Desired Outcomes for This Activity

List the desired learning outcomes from the activity. Be sure to address which academic standards will be strengthened by the activity or project. Also list the various skills and competencies that will be explicitly targeted. Plan your academic enrichment activities based on participants' academic needs, social needs, and interests. For example, two possible goals for a business development activity might be:

- Example: Improve arithmetic skills (budgeting, making change)
- Example: Encourage youth to use creativity in advertising (research marketing strategies)

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Reflection



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