



## COMMUNITY-BASED INNOVATIVE INTERVENTIONS

The following is a brief summary of various community-based programs that could be initiated in your community to supplement and augment instructional time provided by the schools. These efforts include programs focused on after school care and learning, skills development, mentoring, and community service. In addition, programs focused on fostering collaboration with the schools are highlighted.

### Youth Involvement

Many non-school-administered programs are geared toward involving youth in more activities and seeking more engagement for children in fulfilling activities. Examples include:

- **Capital Kids<sup>1</sup>**
  - The Capital Kids' mission is to:
    - Provide a safe, and caring environment for kids during nonschool hours;
    - Provide places where children can increase their academic, interpersonal and social skills;
    - Involve families in youth activities; and
    - Promote positive connections between the family, school and the community.
  - Capital Kids is based on five main components:
    - Academic Support;
    - Safety/Wellness/Nutrition;
    - Environment: Indoor and Outdoor;
    - Prevention/Skill Building; and
  - Strong Family Involvement.
- **CHAMPS<sup>2</sup>**
  - CHAMPS is a program designed to add an academic improvement component to existing after school programs in the Palm Beach County School District in Florida.<sup>3</sup>
  - CHAMPS' objectives are to:

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<sup>1</sup> <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database/capital-kids/>

<sup>2</sup> <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database/champs/>

<sup>3</sup> *Id.*

- Increase after school program staff's skills in facilitating academic curriculum; and
    - Increase CHAMPS participants' academic achievement.
  - CHAMPS after school program rotates youths through a variety of activities daily such as:
    - Snack time;
    - Outdoor free time;
    - Homework assistance;
    - CHAMPS activities; and
    - Indoor recreational activities.
  - Youths participate in CHAMPS for 1 hour per day, 4 days per week.
    - An average of one CHAMPS lesson per day.
  - CHAMPS operate under the guidance of CHAMPS staff and a head teacher at each site.
  - The head teacher is a certified school-day teacher who is selected by the school principal and school director.
- **Cookie Cart<sup>4</sup>**
  - Cookie Cart is an urban non-profit bakery run by teens in Minneapolis, Minnesota. Participants receive formal customer service training and financial literacy instruction.
  - The Bakery Program provides participants with basic employment skills including:
    - appropriate workplace behavior
    - problem solving
    - teamwork
    - time management
    - taking direction
    - seeing tasks through to completion
  - Participants have the opportunity to receive a promotion to "Cookie Cart Captain," a supervisory role within the company.
  - 360 Degrees Program is the classroom component to Cookie Cart. Students learn workforce readiness skills including:
    - resume writing
    - interview preparation
    - job searching
  - Cookie Cart participants supports participants in obtaining the National Career Readiness Certification.
  - Cookie Cart is available to youth ages 15-17.
- **LA's BEST (Better Educated Students for Tomorrow)<sup>5</sup>**
  - LA's BEST is an afterschool program that serves elementary school children in Los Angeles, CA.
  - The program provides kids with:
    - A safe environment,

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<sup>4</sup> <http://www.cookiecart.org>

<sup>5</sup> <http://hfrp.org/out-of-school-time/ost-database-bibliography/database/la-s-best-better-educated-students-for-tomorrow-program>

- Enhanced opportunities through integrated educational supports,
  - Educational enrichment activities to supplement their regular educational program
  - Recreational activities, and
  - Interpersonal skills and self-esteem development.
- The program is available at no costs to parents with numerous city-wide events and field trips on the weekends.
- In order to attend, youths must enroll in the program and are expected to participate on a regular basis.
- **VOX Media Café**<sup>6</sup>
  - Media Café is a weeklong summer program taught by acclaimed authors and working professionals from CNN/Turner Broadcasting, the Atlanta Journal Constitution, Atlanta magazine and other media outlets.
  - Professionals help participants create broadcast-ready video packages. Participants develop skills in reporting, writing and photography.
  - The Media Café program is available to middle and high school students.
- **VOX Teen Newspaper**<sup>7</sup>
  - Vox Teen Newspaper participants work to create a citywide newspaper and website by and about teens. The newspaper is published 5 times per year and reaches 90,000 readers. It is distributed to more than 300 schools and organizations. Students learn how to write, take photographs, use computers, design a publication and work in a team setting.
  - Participants have the opportunity to engage with media professionals through one-on-one coaching, job shadowing and field trips.
  - The VOX Teen Newspaper program is available to middle and high school students.
- **VOYCE – Voices of Youth in Chicago Education**<sup>8</sup>
  - VOYCE is a youth organizing collaborative for educational justice led by students.
  - Building an already existing community organization to work on school reform issues.
  - Working on increasing the city’s graduation rate and recently published a paper on the negative effects of exclusionary practices.
- **Youth Radio**<sup>9</sup>
  - Youth Radio provides after-school training programs in broadcast journalism, radio and web production, engineering, and media advocacy and literacy. Programs include the following:
    - Introductory Media Training Program: Students develop basic journalism and broadcast skills, including news and commentary writing, on-air announcing, music programming, web and video production.

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<sup>6</sup> <http://www.voxteencommunications.org/mediacafe/default.aspx>

<sup>7</sup> <http://www.voxteencommunications.org/about/default.aspx>

<sup>8</sup> <http://www.voyceproject.org>

<sup>9</sup> <http://www.youthradio.org/about/youth-programs>

- Intermediate Media Training Program: Students spend ten weeks specializing in one aspect of media (news, radio broadcasting, music, web or video).
- Participants have the opportunity to participate in job shadowing and mentorship opportunities at media, communications technology or social justice organizations.
- Youth Radio programs are open to youth ages 14 to 18.

## **Skills Development**

After school programs, especially those that focus on the development of life skills, can be especially effective in helping students find “their thing.” Examples of such programs include:

- **21<sup>st</sup> Century Community Learning Centers (“21<sup>st</sup> CCLC”)**<sup>10</sup>
  - The Community Learning Centers are designed to complement and enhance the youth’s regular academic program(s), such as reading, language arts, math, science and social studies, during nonschool hours (i.e. after school, weekends, summers, etc.) and to provide other valuable services and activities such as drug and violence prevention, character education, technology, art, music, and recreation.
  - The Learning Centers also aim to help working parents by providing a safe, supervised environment for their children during nonschool hours.
  - 21<sup>st</sup> CCLC is available to preschool - high school students.
- **After School Matters**<sup>11</sup>
  - After School Matters provides hands-on, project-based programs that expose teens to rewarding careers, help them develop marketable job skills, and teach them how to operate a business.
  - The programs offered by After School Matters include the following:
    - Culinary Artistry Program: A ten week program that introduces teens to the food service industry. Apprentices learn sanitation, recipe conversion, serving and heat transfer methods and knife skills. Teens create recipes and courses for an array of themed meals throughout the program.
    - Second City Improvisation and Scene Writing: A ten week apprenticeship for teens interested in improvisation, sketch comedy and theatre.
    - Skateboard Production and Design: A multimedia program where apprentices learn production first hand. Participants use assorted painting and mixed medium techniques to create professional work on the surface of skateboards.
    - Urban Teen/ Urban Girl Magazine: A journalism program for teens interested in reporting and publishing news and current events for media placement. Teens create a youth-inspired, camera-ready magazine publication using the latest technology

<sup>10</sup> <http://hfrp.org/out-of-school-time/publications-resources/evaluation-of-21st-century-community-learning-center-programs-a-guide-for-state-education-agencies>

<sup>11</sup> <http://www.afterschoolmatters.org/index.php>

- HoopsHigh Sports Broadcast Apprenticeship: The program trains apprentices as sports event broadcasters and media makers. Teens develop skills in announcing, interviewing, camera work, directing, graphics, audio, replay and event production to build toward covering live Chicago Public Schools sporting events.
  - Learning in the Build Environment: The program connects teens to their communities by developing a better understanding of the design of the urban environment. Program participants learn the tools used by designers and architects, which they then use to design and build projects for community organizations in need of design services.
  - Building a New Urban Farm for Chicago: Teens learn about agriculture, the impact of their food choices and how good food can taste when it is local. Teens learn how to grow and harvest food, create and sell value-added products, design logos, and prepare delicious meals.
  - Soccer Referee Training: Teens develop technical and tactical ability in soccer coaching and officiating. During the final weeks of the advanced apprenticeship, teens have an opportunity to take the United States Soccer Federation (USSF) "E" License and Grade 8 Referee Certifications.
  - Stadium Management Apprenticeship: Teens learn land basics (including pest management, fertilization, water management and drainage), sports field management, traffic control, budgeting, scheduling, basic repair, marketing, advertising and maintenance of equipment.
- The After School Matters Retail Store sells artwork, jewelry, soaps, candles and other items produced by participants of After School Matters programs.
- Businesses host the programs on-site or send professionals to volunteer at school-based programs.
- Current sponsors include Bank of America, JP Morgan Chase & Co., UBS, Craft Foods, Motorola Solutions Foundation, United Airlines and the Chicago White Sox Foundation.
- **Baltimore Urban Gardening with Students (BUGS)<sup>12</sup>**
  - BUGS is an after school program that uses activities such as cooking, gardening, and entrepreneurial projects to help increase academic performance in reading and math and improve student behavior.
  - Students learn about gardening and farming by planting fruit, vegetables and flowers in the BUGS Program's greenhouse and gardens. Students reinforce math and science skills by calculating measurements for sowing seeds at the proper depth and spacing, recording plant growth, and determining proportions for mixing compost.
  - Students participate in a farmers' market, where they sell some of the fruit, vegetables and flowers they grow. A portion of the food is also used to teach BUGS participants how to cook.
  - The BUGS program is available to students in grades 3 to 5.
- **Boys and Girls Club Project Learn<sup>13</sup>**

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<sup>12</sup> <http://bugsprogram.blogspot.com>; <http://www.mott.org/news/news/2009/bugs>

<sup>13</sup> "Boys and Girls Club Project Learn." <http://www.findyouthinfo.gov/program-directory-details?Type=p&Id=303>

- Project Learn is a non-school program that seeks to increase the educational performance of economically disadvantaged students ages 10-14. The participants are typically adolescents from public housing.
- The weekly Project Learn curriculum includes:
  - 4 to 5 hours of discussion with knowledgeable adults;
  - 1 to 2 hours of creative writing;
  - 4 to 5 hours of leisure reading;
  - 5 to 6 hours of school homework completion;
  - 2 to 3 hours helping other youth with homework, projects, and skills acquisition; and
  - 4 to 5 hours of games and recreation that draw on cognitive and transferable skills.
- Incentives for participants include:
  - Field trips;
  - School supplies;
  - Additional computer time; and
  - Special privileges.
- **ECHOES After School Program: Cedar Falls Community Credit Union – Tiger Branch**<sup>14</sup>
  - The Cedar Falls Community Credit Union opened a functioning branch of the bank, called the Tiger Branch, inside a high school. The Tiger Branch offers many of the same services as other credit union branches, but all services are run solely by students and school staff.
  - The program offers students the opportunity to learn about working in a banking environment, while also teaching critical business skills and financial literacy.<sup>15</sup>
  - Students receive on-the-job training by helping students, staff, and families use debit cards and ATM services, apply for loans, and open checking and savings accounts.
- **Girls, Inc. Economic Literacy Program**<sup>16</sup>
  - The Girls, Inc. Economic Literacy Program empowers girls to recognize that they can exercise control over their financial futures by enhancing girls’ financial competence and confidence and promoting a sense of economic justice.
  - The program has four age-based curricula:
    - She’s on the Money! (6-8 yrs.)
    - Dollars, Sense, and Me (9-11 yrs.)
    - Equal Earners, Savvy Spenders (12-14 yrs.)
    - Futures and Options (15-18 yrs.)
  - Students learn broad economic concepts (supply and demand, labor and management issues, taxes, government services, etc.) as well as personal financial skills.
  - The program is sponsored by SunTrust.
- **Girls, Inc. Exploring Entrepreneurial Experiences (E3) Program**<sup>17</sup>

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<sup>14</sup> <http://www.icyd.org/iaa/resources/Integrated%20Issue%20Brief%202010%2012%2014%20hng.pdf>

<sup>15</sup> *Id.*

<sup>16</sup> <http://www.girlsincatlanta.org/experience/programs/economic-literacy/>

- The E3 Program is designed to help girls age 12-15 recognize their interests, talents, and skills and consider entrepreneurship as an option for becoming financially independent.
- Professionals volunteer to teach a workshop about starting, leading and managing a business. Workshop topics include business plan development, financing and funding resources for small businesses, operations, marketing and public relations and corporate social responsibility.
- Past sponsors include Coca-Cola and Sam’s Club.
- **Girl’s Inc. Operation Smart**<sup>18</sup>
  - Operation SMART was designed to help bridge the gender gap in the fields of science, math, and technology.
  - Students participate in outings to science centers, college labs, museums, natural settings, industrial sites, and other places where girls see science and technology at work and get acquainted with women in nontraditional careers.
  - Operation Smart connects professionals in the fields of Science, Technology, Engineering and Mathematics with program participants. Participants gain exposure to potential careers and areas of study through career exploration sessions.
  - Operation Smart is sponsored by Women in Technology.
- **Independence Youth Court**<sup>19</sup>
  - The Independence Youth Court is a diversion program for young offenders, ages 7-16. It was established in 1985 in Jackson County, Missouri, as a joint initiative between the local bar association, the Family Court, the city, and the police department.
  - The program uses a youth judge and youth attorneys, who all must pass a youth bar exam.
  - Typical proceedings last between 10 – 30 minutes.
  - While a majority of referrals come from police, others come from local schools.
- **Junior Achievement: JAMS (Junior Achievement Means Success)**<sup>20</sup>
  - Students participate in JA’s entrepreneurship, financial literacy and workforce readiness programs, including:
    - JA Job Shadow - Students visit a host company, where they spend one-on-one time with employee volunteers and learn about the different departments within the company.
    - JA College Pipeline – Students tour a college campus. Business volunteers and college staff co-facilitate workshops about college admissions and preparing for a career. Business volunteers discuss the role of education in their lives.
  - JAMS graduates are invited to apply for the JA Fellows Program, an entrepreneurship-focused after school program for high school students.
  - JAMS is available to students in grades 6-9.

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<sup>17</sup> <http://www.girlsincatlanta.org/2012/12/coca-cola-e3-one-day-entrepreneurship-workshop/>

<sup>18</sup> <http://www.girlsincatlanta.org/experience/programs/operation-smart/>

<sup>19</sup> “Independence Youth Court.” <http://www.findyouthinfo.gov/program-directory-details?Type=p&Id=12>

<sup>20</sup> [http://georgia.ja.org/programs/Hispanic\\_Outreach\\_Academy.php](http://georgia.ja.org/programs/Hispanic_Outreach_Academy.php)

- Acceptance to the program is based upon an application, teacher recommendations and participation in an interview.
- **Junior Achievement Fellows<sup>21</sup>**
  - Companies host and advise program participants in an in-depth leadership and entrepreneurship program.
  - Students gain real-world business experience by working in teams of 15-20 to conceptualize, capitalize and manage their own small business.
  - Students learn about market research, business leadership and financial management.
  - The program culminates at an annual competition, where teams showcase their businesses' success and compete for scholarships, internships and the title of Company of the Year.
  - The Junior Achievement Fellows program is available to students in grades 9-12.
- **Living Classrooms: Fresh Start<sup>22</sup>**
  - Fresh Start is a 40-week job skills training program that serves out-of-school youth, ages 16-19, most of whom are referred by the Department of Juvenile Services. The Program operates in Washington, D.C and Baltimore, Maryland.
  - Fresh Start (Baltimore) uses carpentry as a medium to teach reading, writing, math, history, and science. Students work in the Living Classrooms Foundation's Maritime Institute workshop and participate in the Douglass-Myers Maritime Park boatbuilding workshop. Participants build toolboxes, furniture, and boats. They also receive classroom instruction and one-on-one tutoring. Student-built furniture is available for purchase.
  - Fresh Start (D.C.) uses metal working as the teaching medium. Students earn a stipend while in the program and are able to sell the metal products they create. The profits from all products are rewarded to the students.
- **Microsociety After School Program<sup>23</sup>**
  - The Microsociety after school program is implemented in schools nationwide. By running a “town” within the school, students develop higher-order thinking skills through hands-on, project-based, real world activities.
  - The organization is available to help schools implement the program. Schools may tailor the program to fit their particular needs. A school’s “town” may include the following:
    - A student-run, on-campus restaurant that serves after school snack.
    - Micro University, where younger students receive homework assistance from older students.
    - A student-run wellness center with planned activities (located in the gym).
    - Town Hall meetings, where the student-elected mayor addresses citizen’s concerns and citizens propose new ideas for the town.
    - A court system, where student leaders address behavior infractions.
    - Entrepreneurial ventures, including a store selling student-made goods.

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<sup>21</sup> [http://www.georgia.ja.org/programs/JA\\_Fellows.php](http://www.georgia.ja.org/programs/JA_Fellows.php)

<sup>22</sup> <http://www.livingclassrooms.org/training/fresh-start.html>;  
<http://www.livingclassroomsdc.org/FreshStartProgram.html>

<sup>23</sup> [http://www.microsociety.org/after\\_school.php](http://www.microsociety.org/after_school.php)

- A bank, where students manage the town’s finances and distribute currency that can be used in the town’s stores and restaurants.
    - A news station or newspaper that reports the town’s news and interviews community leaders.
  - A number of corporate sponsors support the program by facilitating town “business ventures,” adopting schools, and teaching financial literacy lessons. A list of sponsors is available at <http://www.microsociety.org/families.php>.
- **Say It Straight Training**<sup>24</sup>
  - Say It Straight Training promotes pro-social skills (i.e. self-awareness, personal and social responsibility) and aims to prevent risky-behavior (i.e. drug abuse, violence, etc.).
  - Participants are co-creators of the program’s training which could lead to their feeling of ownership and responsibility for the program.
- **Technovation**<sup>25</sup>
  - Technovation is a twelve week after school program that exposes high school girls to the technology industry. Female technology entrepreneurs serve as mentors to teams of five high school girls.
  - Student teams make mobile apps that solve problems in their lives and communities. The teams use App Inventor, a Web-based program that allows users with little programming experience to create mobile apps.
  - Each team competes in a regional competition by submitting a 4-minute video pitch, a business plan, and its app. The regional competition winners participate in the national competition, where they present their apps to a panel of judges. The national winner's app gets professionally produced and is put on sale on Google Play.
  - Throughout the program, guest lecturers talk with the girls about opening their own businesses in the technology field.
- **Teen REACH Program**<sup>26</sup>
  - Teen REACH stands for Responsibility, Education, Achievement, Caring and Hope.
  - The program aims to provide positive youth activities during nonschool hours for Illinois’ youth.
  - Teen REACH is funded by the Illinois Department of Human Services (DHS).<sup>27</sup>
  - Teen REACH seeks to expand the choices and opportunities that enable, empower and encourage kids to achieve success for the future.
  - Teen REACH is required to provide the following core services:
    - Academic assistance
      - Homework, tutoring, etc.
    - Recreation, sports, cultural and artistic activities
    - Positive adult mentors who uphold a positive relationship with participants

<sup>24</sup> <http://www.promisingpractices.net/program.asp?programid=241>

<sup>25</sup> <http://www.edweek.org/dd/articles/2012/06/13/03mobile.h05.html?qs=after+school+programs;>  
<http://iridescentlearning.org/programs/technovation-challenge/about/>

<sup>26</sup> <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database/teen-reach-program>

<sup>27</sup> *Id.*

- Life skills education
    - Promoting preventative behaviors or abstinence from risky behaviors (i.e. crime, violence, sexual activity).
  - Parental involvement activities
- **Venture Foundation: College 4 Careers**<sup>28</sup>
  - The College 4 Careers after school program provides students the opportunity to prepare for college and gain job skills.
  - Participants attend financial literacy workshops, vocational training and college preparation lessons two afternoons per week. Participants go “on-site” to an apprenticeship two or three afternoons per week.
  - The College 4 Careers program is available to students in grades 10-12.

## Mentoring

Numerous studies have demonstrated the importance that positive, trusting bonds between students and caring adults have on positive behavior, improved academic performance, connectedness to the school and educational outcomes.<sup>29</sup>

- **Achievement Mentoring Program**<sup>30</sup>
  - This is a school-based prevention and intervention program targeted for at-risk students in grades 4-11, which involves trained staff (teacher, social worker, counselor, school nurse, psychologist) to meet with students on a regular basis.
  - Measured outcomes include improved grades, increased school attendance and graduation rates, and decreased behavioral problems and drug abuse.
- **Big Brothers Big Sisters of America (“BBBS”)**<sup>31</sup>
  - BBBS is a national mentoring program whose goal is to emphasize continuity and consistency in mentor relationships through matches of at-risk youths (“Littles”) with older volunteer mentors (“Bigs”).
    - Typically pairing youths from poor, single-parent homes with older mentors who are well-educated young professionals.
      - Matches are to share everyday activities such as eating out, playing sports or attending sporting events, going to movies, sightseeing or just hanging out together.
      - Matches are to meet two to four times per month.
  - BBBS also runs school-based mentoring programs in which both adults and high school students act as the “Bigs.”
  - Research has found that youths in the Big Brothers Big Sisters program,

<sup>28</sup> <http://www.future-foundation.com/programs/college-4-careers/>

<sup>29</sup> See, e.g., "Discipline is Always Teaching: Effective Alternatives to Zero Tolerance in Schools," Russell J. Skiba, M. Karega Rausch and Shana Ritter, Center for Evaluation and Education Policy, Indiana University (Summer 2004), <http://gwired.gwu.edu/hamfish/merlin-cgi/p/downloadFile/d/16949/n/off/>; "Building School and Teacher Capacity to Eliminate the School-to-Prison Pipeling," D. Osher, J. Coggsall et al., Teacher Education and Special Education: The Journal of the Teach Education Division of the Council for Exceptional Children (August 3, 2012), <http://sagepub.com/content/35/4/284>.

<sup>30</sup> <http://supportiveschools.org/solutions/achievement-mentoring/>

<sup>31</sup> <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database/big-brothers-big-sisters-of-america-program/>

compared to those not in the program, do doing better in school, at home, and in relationships with their peers.

- **New American Partnership / BBBS (New York City)**<sup>32</sup>
  - The New American Partnership matches immigrant youth with first-generation Americans for a mentor relationship.
  - Focuses on sharing of cultures to create lasting relationships (also helps with “culture shock”).
- **Peer Group Connection**<sup>33</sup>
  - Recently, the National Dropout Prevention Center/Network (NDPC) recognized the Center for Supportive Schools Peer Group Connection (PGC) as a Model Program for dropout prevention.
  - The PGC program, created in 1979, received the highest rating awarded by the NDPC. Designed to ease the transition from middle to high school, PGC seeks to create a nurturing environment for freshmen.
  - High school juniors and seniors take a year-long leadership course—for which they receive class credit—to become trained peer leaders.
    - The leadership course meets daily, and is taught by school faculty.
    - Once the upperclassmen become trained peer leaders, they meet once weekly with freshmen in outreach sessions to develop important skills and to make relationships stronger across all grades.
  - The program promotes relationships, independence, competence, creativity, optimism, and behavior both in and out of school.
  - PGC addresses several risk factors for students, including:
    - peer groups
    - misbehavior/negative social behavior
    - low attendance
    - low achievement
    - low expectations
    - low commitment to school
    - lack of effort
  - PGC also addresses family factors:
    - low educational expectations
    - low contact with the school
    - lack of family discussions about school
  - After the freshmen become sophomores, they receive “booster sessions” to emphasize what they learned the previous year.
  - A peer mediation program adopted from the Partnership of Children in New York City was brought to Bridgeport, Connecticut through a GE grant.
    - Students and adults are trained under this model and student peer mediators are not limited to “positive” or “successful” leaders - the school tries to keep a diverse group of mediators of students at all levels.
    - The Bridgeport peer mediation program begins in the 4th grade.
    - In the program, students are occasionally sent to a “refocus room” to

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<sup>32</sup> <http://www.teachsafeschools.org/mentoring-organizations.html>

<sup>33</sup> Additional information is available at [http://dropoutprevention.org/modelprograms/show\\_program.php?pid=360](http://dropoutprevention.org/modelprograms/show_program.php?pid=360) and <http://supportiveschools.org/solutions/peer-group-connection/>.

regroup themselves.

- This is the school’s version of in-school suspension. Overall, the peer mediation program has been perceived by school administrators in Connecticut to be successful.
- **Student Advisories<sup>34</sup>**
  - Student Advisories is another strategy recommended by the Baltimore City Public Schools District to build positive relationships between an adult adviser/advocate and a small group of students.
  - The adviser and students meet every day or a few times a week to discuss day-to-day issues, develop trusting relationships, offset peer pressure in other areas, improve communication skills and participate in social justice or service learning projects.

## **Community Service / Philanthropy**

Many after school programs and non-school-administered programs use community service projects as an outlet for students to become more engaged in school and the community. Some of the programs discussed in other Sections include various philanthropic components, but the below programs are more focused on community service:

- **Across Ages<sup>35</sup>**
  - Across Ages is a mentoring initiative that uses a comprehensive intergenerational approach to increase the resiliency and protective factors of at-risk middle school students.
  - Across Ages relies on the following four key components:
    - Mentorship, with each volunteer mentor above the age of 55;
    - Community service, including biweekly visits to nursing homes and journaling about the experience;
    - Positive Youth Development curriculum to teach life skills and substance abuse resistance, for middle school classes who choose to participate; and
    - Weekend and evening workshops for parents, mentors and students.
- **Initiative for Community Engagement (“ICE”)<sup>36</sup>**
  - Initiative for Community Engagement (“ICE”) is a community engagement component of a larger program in Alaska called Quality Schools/Quality Students (“QS2”).
    - OS2 is a school improvement program overseen by the Association of Alaska School Boards.
  - ICE’s goal is to help communities recognize their strengths as a way to strengthen student achievement.
  - Examples of how ICE has helped communities connect to its students are:<sup>37</sup>

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<sup>34</sup> *Keep Kids in School: Improving School Discipline*, Connecticut Appleseed Report (2010); available at [http://ctappleseed.org/pdfs/707/CTAppleseed\\_SchoolDiscipline\\_ExecutiveSummary.pdf](http://ctappleseed.org/pdfs/707/CTAppleseed_SchoolDiscipline_ExecutiveSummary.pdf)

<sup>35</sup> “Across Ages.” <http://www.findyouthinfo.gov/program-directory-details?Type=p&Id=288>

<sup>36</sup> <http://www.centerforpubliceducation.org/Main-Menu/Success-stories/Community/AK-To-foster-community-support-add-ICE.html>

<sup>37</sup> *Id.*

- Alaska Marine Lines buying space in the newspaper to spotlight a high school senior each week.
    - A local church sponsored an old-fashioned drive-in movie theater.<sup>38</sup>
  - Getting parents involved in school by featuring Grandparents Day, Math day and school fairs.
- **New Jersey After 3<sup>39</sup>**
  - New Jersey After 3 seeks to increase the number of after school programs for youth in New Jersey that provide a safe environment during after school hours, offer enriching academic activities and homework assistance, and expose youth to nurturing adults and meaningful experiences that promote intellectual, physical, social and artistic development.
  - Programs are offered between 3:00 a.m. to 6:00 p.m. every day school is in session, and youth are expected to attend every day.
  - Programs offer a comprehensive and balanced set of activities such as:
    - Academic support;
    - Arts;
    - Sports; and
    - Community service.
  - Programs have 1:10 staff to youth ratio for K-6 and 1:12 ratio for grades 7-8.

## **Community and Stakeholder Organization**

As we have reviewed and discussed non-school-administered programs, we have found many community organizations that seek to inform and create change in schools. VOYCE (described above) is such a program and the program and organization can play an important role.

- **National Community of Practice on School Behavioral Health<sup>40</sup>**
  - Cross-stakeholder team in 15 states teaming with local organizations and promoting promising approaches and new collaborative among other things.
  - Annual meetings, webinars, etc.
  - This model could be used to create a Community of Practice in the Alternatives to Suspension area?
- **The After-School Corporation (“TASC”)<sup>41</sup>**
  - The After-School Corporation (“TASC”) operates in New York City and throughout the state of New York.<sup>42</sup>
  - TASC aims to:
    - Enhance the quality of afterschool programs by emphasizing program components associated with student success and program sustainability; and
    - Increase the availability of afterschool opportunities by providing resources and strategies for establishing or expanding afterschool projects.

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<sup>38</sup> *Id.*

<sup>39</sup> <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database/new-jersey-after-3>

<sup>40</sup> <http://www.ideapartnership.org/creating-community/cop-in-practice/school-behavioral-health.html>

<sup>41</sup> <http://hfrp.org/out-of-school-time/ost-database-bibliography/database/the-after-school-corporation-tasc>

<sup>42</sup> *Id.*

- TASC provides grants to nonprofit organizations that have partnerships with individual public schools.
  - The grants support school-based project aiming to improve academics, healthy development and reduce anti-social behavior.<sup>43</sup>
  - Afterschool services are provided through a partnership between a public school (“host school”) and a local nonprofit organization with ties to the host school’s community.
  - All students enrolled in the host school are eligible to participate in the afterschool program/project, free of charge, from the end of each school day to 6:00 p.m.
- The intent is to combine the community connections, youth expertise, cultural resources and specialized foci of nonprofit organizations with the academic focus.
- **“What Counts?” – Maryland<sup>44</sup>** (and other jurisdictions)
  - Gathering of small groups of stakeholders to explore the effectiveness and quality of public school education.
  - Trying to get opinions from a broad spectrum of people.
  - Goes beyond the typical PTA and reaches further into the community.

## Other Programs

- **All Stars<sup>45</sup>**
  - All Stars is a character-based approach to preventing high-risk behaviors in teens between the ages of 11 and 15.
  - This program works to strengthen five qualities vital to prevention:
    - Positive norms;
    - Strong personal commitments;
    - Positive parental attentiveness;
    - Positive ideals and future aspirations; and
    - Bonding with school and community organizations.
  - All Stars can be implemented by a program specialist or regular classroom teacher.
  - All Stars can also be implemented in community-based settings such as:
    - Afterschool programs;
    - Faith-based communities;
    - Girls and Boys Clubs; and
    - Community centers.
- **Peers Making Peace<sup>46</sup>**
  - Peers Making Peace is a peer mediation program aimed to improve school environment by:
    - Reducing violence;
    - Reducing assaults;

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<sup>43</sup> *Id.*

<sup>44</sup> <http://www.centerforpubliceducation.org/Main-Menu/Success-stories/Community/MD-Learning-what-counts.html>

<sup>45</sup> “All Stars.” <http://www.findyouthinfo.gov/program-directory-details?Type=p&Id=293>

<sup>46</sup> <http://www.promisingpractices.net/program.asp?programid=220>

- Reducing discipline referrals; and
    - Increasing academic performance.
  - Mediations groups consist of teams of students trained to act as peer mediators.
- **LifeSkills Training (“LST”)**<sup>47</sup>
  - The LifeSkills Training program is a school-based substance abuse prevention program.
  - The LST program is taught over a 3 year time frame, consisting of 15 lessons in the first year followed by 10 “booster” sessions during the second and 5 booster sessions in the third.
    - The “booster” sessions are used to reinforce earlier materials and to provide for more opportunities of skill development.
- **Multisystemic Therapy (“MST”)**<sup>48</sup>
  - Multisystemic Therapy (“MST”) is an intensive, family-based treatment approach for improving the antisocial behavior of serious juvenile offenders.
  - MST’s goal is to reduce youth criminal activity along with other negative behavior without the need for incarceration or other types of out-of-home placement.
  - Adaptations of MST have been developed for:
    - Child abuse;
    - Psychiatric issues;
    - Substance abuse; and
    - Problem sexual behavior.
  - MST is based on nine principles:
    - Find the fit;
    - Focusing on positives and strengths;
    - Increasing responsibility;
    - Present-focused, action-oriented and well-defined;
    - Targeting sequences;
    - Developmentally appropriate;
    - Continuous effort;
    - Evaluation and accountability; and
    - Generalization.
  - The MST curriculum is held in natural settings (i.e. the kid’s home, school or community).
    - The idea is that the children and their families will learn how to function more effectively within their natural environment.
- **National Guard Youth ChalleNGe Program**<sup>49</sup>
  - The National Guard Youth ChalleNGe Program (“ChalleNGe”) is a rigorous residential program aiming to “reclaim the lives of at-risk youths” by giving them the skills and values needed to succeed.
  - ChalleNGe was developed by the National Guard Bureau in the U.S. Department of Defense.
  - ChalleNGe is a 17 month program divided into three phases:

<sup>47</sup> <http://www.promisingpractices.net/program.asp?programid=48>

<sup>48</sup> <http://www.promisingpractices.net/program.asp?programid=81>

<sup>49</sup> <http://www.promisingpractices.net/program.asp?programid=275>

- A two-week assessment period;
  - A 20-week Residential phase; and
  - One-year Post-Residential phase.
- Participants live at the program site during the first two phases.
  - Participation is voluntary with no requirements for military service.