

Q1 2022

# play it forward



A quarterly newsletter for the Afterschool Development movement across America.

## IN THIS ISSUE:

*Play it Forward* is a quarterly newsletter that introduces you to the builders and influencers in the field of Afterschool Development, offers updates on the latest and most innovative thinking and practices in the field and lets you know how you can become involved. Play It Forward also provides a forum for exploring some of the latest topics of interest in the Afterschool Development community.

To find out more about Afterschool Development [CLICK HERE.](#)

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# Building the future of afterschool development

One of Chicago’s most innovative and inclusive theater companies – and an active member of the city’s Afterschool Development Working Group – **Collaboraction’s** mission is to “incite social change through original devised theatre and community engagement that cultivates knowledge, dialogue and action around Chicago’s most critical social issues.” Since the company’s founding in 1996, Collaboraction has involved Black and Latinx youth in “pushing artistic boundaries” through programs such as **Peacemakers**, a group of teen artists who “generate their own work dedicated to telling their stories and cultivating a dialogue of hope and change.”

Most recently, the company has created a youth ensemble, some of whom participated in a February staged reading of *Trial in the Delta: The Murder of Emmett Till*. Produced in partnership with the DuSable Museum of African American History, *Trial in the Delta* is an adaptation of the trial transcript of the State of Mississippi vs. Milam and Bryant, the men who were found not guilty of murdering 14 year old Emmett Till in 1955. The trial transcript was uncovered by Chicago news anchor Marion Brooks while doing research for her documentary, *The Lost Story of Emmett Till: The Universal Child*.



Adia Alli plays Emmett Till’s mother, Mamie Till-Mobley



Collaboraction’s Artistic Director Anthony Moseley, center, talks with Associate Producer Pricilla Torres, left.



“It was powerful to see and hear the cast bring to life the vivid testimonies of Emmett’s mother, uncle and various witnesses. The post-show conversation featured moving comments from the audience and illustrated how much this 67 year-old crime continues to resonate with the people in our communities.” David Cherry, City Leader, ASP of Chicago.

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# On the cutting edge

“ It’s about society viewing health more holistically. You don’t just have to have clinical or pharmacological interventions. You can also have creative interventions that could be just as important to someone’s recovery.

– Dr Pippa Burns, University of Wollongong

As the U.S. enters a new phase of pandemic life, serious concerns are being raised about the ability of the country’s health care systems to effectively address what U.S. Surgeon General Vivek Murthy calls “mental health challenges in children, adolescents, and young adults that are real and widespread.” In response, a growing number of health and mental health advocates are beginning to look at ways to address these concerns in a more holistic way. One of the ideas being explored is social prescribing, a practice now popular in the United Kingdom and other parts of Europe. According to the U.K.-based [Social Prescribing Network](#), social prescribing is a “means of enabling professionals (often healthcare practitioners) to refer people to non-clinical services to support their health and wellbeing. They help people identify what matters to them and to design their own personalized solutions for social, emotional or practical needs. The solutions often utilize voluntary, community, faith and social activities such as choirs, gardening clubs, exercises classes and art groups.”

Hoping to add to this body of evidence are [Dr. Sudha Shreeniwas](#) (University of North Carolina, Greensboro) and [Shayna Gleason](#) (University of Massachusetts, Boston), who were recently funded by the National Endowment for the Arts to be among the first to systematically review the feasibility of large-scale Social Prescribing for Arts (SPA) programs in the U.S. Sudha and Gleason are initially looking at older adults; however, their findings may suggest promise for this approach for youth as well.

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# Philanthropic Partnerships



In his 2009 book, *The Means to Grow Up*, pioneering afterschool advocate and child and youth development researcher Robert Halpern described the “...pedagogical importance of apprenticeship” as a growing movement designed to “re-engage youth through in-depth learning and unique experiences under the guidance of skilled professionals.” Paramount, Accenture, Aon and Zurich North America are among the growing number of companies who have incorporated apprenticeship into their philanthropic, social responsibility, inclusion and diversity initiatives.

In 2021 **Paramount** (formerly Viacom/CBS) partnered with the All Stars Project to create a New York City-based apprenticeship program as a way to ensure that young people of color who applied to the company were successful candidates for employment. ASP worked with Paramount to recruit and support young candidates of color, as well as working with their Paramount supervisors to create more developmental environments.

Accenture, Aon and Zurich North America were founding companies of the **Chicago Apprentice Network** (CAN), which works to “...bridge the gap by raising awareness of apprenticeship and helping more businesses establish successful apprentice programs to offer more opportunities to more people in Chicagoland.” Since 2017, CAN has grown to more than 75 companies across multiple industries and partners with multiple non-profits including i.c.stars, Year Up, Genesys Works, and 1 Million Degrees. More than 1,000 apprenticeship opportunities have been offered through CAN.

“...bridge the gap by raising awareness of apprenticeship and helping more businesses establish successful apprentice programs to offer more opportunities to more people in Chicagoland.”

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# A new conversation about Evaluation



Yorel Lashley, Ph.D



Erica Halverson, Ph.D.

With the publication of their article “[Towards a collaborative approach to measuring Social-Emotional Learning in the arts](#),” in *Art Education Policy Review*, [Yorel Lashley](#) and [Erica Rosenfeld Halverson](#) (University of Wisconsin-Madison) join the growing number of academic voices calling for the development of evaluation tools specifically designed to measure the impact of outside of school programs – and especially arts-based programming – on the young people who participate. Lashley is Director of Programs for [PLACE](#) and the Director of Student Empowerment for the Center for Arts Education and Social and Emotional Learning (SEL) at UW-M while Halverson is a professor in the Department of Curriculum and Instruction and the Mayor of Whoopsocket, an arts residency focused on creativity, expression, writing, collaboration and community-building. Halverson is also the author of a new book, [How the Arts Can Save Education](#); a KQED interview with her is available [here](#).

Lashley and Halverson argued that we are far from having a body of research practices that effectively communicates the nuances of what arts educators and teaching artists do or assesses the impact as measurable outcomes. This lack of evidence also means that the young artists who find voice and power in art spaces have yet to have their journeys understood. In their article, they describe their work to better understand how arts education leads to SEL skills and how those experiences represent real and lasting growth for students. They developed nine shared outcome constructs to assess SEL in four arts programs – **discipline, confidence, coping, collaboration, community connection, resiliency, empowerment, leadership** – and tested these in two youth arts programs.

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# Sign Up for Working Groups

In **Afterschool Development Working Groups** (ADWG), leaders and frontline practitioners come together to create a rich and vibrant environment for exploring new ways of thinking, learn innovative practices, and create partnerships that both strengthen the field and help meet the day to day demands of their work.

Working group meetings are still virtual and are open to afterschool practitioners and leaders across the country.

Sign up for a working group or  
or contact Kathy Fiess at  
[kfiess@allstars.org](mailto:kfiess@allstars.org)  
or (212) 356-8487.

CHICAGO  
APRIL 14

DALLAS  
APRIL 26



## let's talk

Please share your responses to anything in Play it Forward and thoughts you have on Afterschool Development and what it means for our communities and country.

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WHAT YOU THINK](#)



## spread the word

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## coming up

### **In the Next Quarter Issue of *Play it Forward*:**

**In the Field** – Profiles of people on the frontlines in our communities who are changing lives and making a difference.

**Building the Future of Afterschool Development** – Updates on the issues that practitioners, academics, and business, civic and community leaders are coming together to discuss in Afterschool Development working groups and conferences.

**On the Cutting Edge** – The latest developments in thought leadership, research and policy helping to shape the conversation about Afterschool Development, education and poverty in America.

**Philanthropic Partnerships** – Featuring partners and funders who are stepping up and investing in Afterschool Development and its growth nationally.

**A New Conversation about Evaluation** – Highlights of the growing national conversation about evaluation and the need for new tools.



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