

Q2 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.](#)

MORE



# Building the future of afterschool development

## What do we mean when we say that young people are developing?

A [five-year study](#) undertaken by the All Stars Project (ASP) and Southern Methodist University (SMU) identified and measured how young people in one ASP program are growing. A key question explored was, “What do we mean when we say that young people are developing?” The study landed on eight dimensions – Appreciation, Giving, Interpersonal Competence, Personal Responsibility, Vocational Competence, Confidence, Improvisation and Open World-View – that by themselves or taken together are aspects of holistic growth relevant and useful to the life journeys of young people of color from places of poverty.

Recently, Afterschool Development Working Group members in Dallas and Chicago – leaders and front-line practitioners – collectively and creatively considered these dimensions as potentially illuminating their own philosophies and program approaches. In the working group sessions, members also created poems based on their discussions. Here’s one:

**Giving** | I believe that all members of a group, team or community can contribute something  
Giving is courageous, trusting,  
sacrificing time, taking risks,  
sharing thoughtful assets, elevating experiences,  
taking & making space,  
filled with good intentions and a willingness to be vulnerable which ultimately leads to growth  
I believe that all members of a group, team or community can contribute something

Josephine Robinson, co-founder of Cradle to Success reflected, “What they [the dimensions] do is really look at assets... A lot of times when we work with young people in communities that have limited financial resources we look at what isn’t – the deficits – rather than the richness that is there... This gives us a framework for teaching young people how to negotiate those limitations, which is so important because I’ve seen people bloom because people give them a chance to contribute and give.” To join an Afterschool Development Working Group, [click here](#).

MORE  
↓

# On the cutting edge

## Reclaiming Community: Race and the Uncertain Future of Youth Work by Bianca Baldrige



In her book *Reclaiming Community: Race and the Uncertain Future of Youth Work* (Stanford University Press), Harvard professor [Bianca Baldrige](#) shares the results of her qualitative research study of Educational Excellence (EE), one of thousands of community-based programs across the country that offer a range of support to some 2.4 million Black youth. For Baldrige, the story of EE that emerges reflects what can happen to community-based youth work “in an era marked by market-based approaches to public education, education restructuring aligned with deep privatization, and racialized paternalism.”

“Important scholarship has shown how public education and schools have been shaped by the effects of privatization discourses and reform efforts...” she writes. “Yet there is little work exploring how these approaches inform community-based after-school programs. But these programs have been especially impacted . . . and we stand to lose as a result.” For Baldrige, development is a priority for Black youth, in particular engaging them in “deconstructing systems of inequality,” and “helping them process what they are experiencing every day of their lives.” To not do so is “irresponsible because it leaves kids believing that all that is happening to them is their fault.” Yet, in her study, she found that this critical activity was often under-funded and left out of the organizational messaging – and more broadly is also often left out of the narrative about what Black and other marginalized youth need.

Baldrige’s research draws closer attention to community-based educators and youth workers. She calls for more robust investment in their pedagogies, philosophies and understandings of the inter-relationship of education and youth development. Youth work has been a constant for Baldrige herself – in the Bay Area, Washington, DC, New York City and Madison, Wisconsin. In our interview with her, she commented, “There was a running thread in the research literature that I felt was very dismissive of the skill, the knowledge and the expertise of community educators and youth workers... The programs I love the most are those that allow young people to make sense of racism, patriarchy and environmental injustice...” She underscores that the ability of youth workers to “hold space for them to process these things” is “life or death.”

Baldrige’s current research continues to focus on youth workers. She says that it is part of the job of scholars to “talk about who youth workers are, why they are important to the fabric of education and development... and to be able to then pass the mic to those youth workers and community educators to themselves talk about what they do.”

In addition to her position as Associate Professor at the Harvard School of Education, Baldrige serves as Program Chair of the Out of School Time Special Interest Group of the American Educational Research Association.

**MORE**  
↓

# Philanthropic Partnerships



“ If philanthropy wants to get it right, we have to trust and invest in community-led programming and priorities. ”  
– *Nabeeha Kazi Hutchins*

In an article written for The Center for Effective Philanthropy, non-profit executive [Nabeeha Kazi Hutchins](#) applauds the philanthropic community for not only increasing giving during the COVID crisis, but loosening – or eliminating entirely – grant restrictions. She calls on corporate and foundation funders to make this new degree of flexibility the “new normal” in philanthropy.

Hutchins, who leads [PAI](#), an organization that champions universal access to sexual and reproductive health and rights for women, youth, and vulnerable communities, both gives and receives grants. For PAI, it comes down the “one simple question” their funded partners are asked: “What do you need?” Concludes Hutchins, “If philanthropy wants to get it right, we have to trust and invest in community-led programming and priorities – and the organizations that support them. If we are going to have a real, lasting impact on the issues we care about, the flexible funding practices adopted during the past year need to extend beyond the current crisis and become the rule – not the exception.”

MORE



# A new conversation about Evaluation



“What is measurable is not the same as what is valuable.”

As Afterschool Development leaders and practitioners continue to advance new measures and evaluation methods, important conversations are also taking place in the school-based education community. [“Can We Please Start Using the Full Spectrum of Evidence to Measure and Support Student Growth”](#), took place in April as part of the annual **ASU + GSV Summit** sponsored by Arizona State University (ASU) and Global Silicon Valley (GSV).

Session panelists **Adam Carter** (Marshall Street at Summit), **Alcine Mumby** (Envision Learning Partners), **Andrew Calkins** (Next Generation Learning Challenges (NGLC)), **Nicole Allard** (Vista Unified School District) and **Jamila Dugan** (JD Learning Partners) are leaders of a movement to broaden the ideas, practices and policies on student-growth measurement. They are asking, “What’s most important to learn, and how can we best understand that it’s happening?” They believe that in order to help young people develop into high-functioning adults, “...schools need to work with the full spectrum of evidence that demonstrates their development of complex capabilities.”

Dugan has also contributed to the national dialogue with the book (co-authored with Shane Safir) [Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation](#). Dugan and Safir argue that education “...can be transformed if we eradicate our fixation on big data like standardized test scores as the supreme measure of equity and learning... Street data reminds us that what is measurable is not the same as what is valuable and that data can be humanizing, liberatory and healing.”

MORE  
↓

# Sign Up Today!

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.

to sign up for a working group  
or contact Kathy Fiess at  
[kfiess@allstars.org](mailto:kfiess@allstars.org)  
or 917-969-2627.



## 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.

[CLICK HERE TO  
TELL US  
WHAT YOU THINK](#)

Or email Kathy Fiess at  
[kfiess@allstars.org](mailto:kfiess@allstars.org)



## spread the word

Share Play It Forward with others and invite them to

[SUBSCRIBE](#)



MORE  
↓



## 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.



[www.allstars.org](http://www.allstars.org)

FOLLOW US



[Unsubscribe](#)

All Stars Project