

**Princeton University
Woodrow Wilson School
Fall 2007
WWS 401d**

Strengthening After-School Systems
Wednesdays, 7:30-10:00
290 Wallace Hall

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Statement of the Mission

Philadelphia does not have a coordinated plan of action to guide the development, delivery, and funding of services, supports, and opportunities for youth. The collective capacity of government agencies, youth serving intermediaries, and community based organizations do not comprehensively address the needs confronting children and youth. The William Penn Foundation has asked Public/Private Venture, in collaboration with other Philadelphia organizations to develop a plan for a coordinated out-of-school (OST) system in time to present it to the next mayor of Philadelphia (who is interested in support OST programs).

Task force members will review what other large cities around the country are doing to create a coordinated system for serving a diverse range of ages and needs after school. Each student will choose a city and highlight both what the city is doing to support OST programming, highlighting innovative practices that could be applied to Philadelphia.

Organization and Requirements of the Task Force

In the first part of the semester, we will familiarize ourselves with (1) what a “system” is and generally what they entail (What policy levers are there to finance programs and ensure quality?), and (2) how to conduct primary qualitative policy research. We are working at the cutting edge of a developing field and there are few written materials, thus, much of your paper information will be obtain through interviews.

The first six weeks of the semester you will be researching and writing an **individual paper** describing what another city has done with respect to its OST system and what lessons Philadelphia could take from that city’s experience.

Papers should be concise, well organized and no longer than 20 double-space pages, with additional appendix material and references as appropriate. I stop reading the body of the text after page 20. Based on the draft of the paper each student will make a 20-minute presentation, followed by 20 minutes of questions and discussion. A **1-2 page briefing memo** of the paper must be prepared and distributed to the class before the presentation.

Each student will provide brief written feedback on each paper. Students should revise their papers based on the verbal and written comments they receive.

In the second part of the semester, the group as a whole will apply what we have learned to addressing what the City of Philadelphia should do. The final product of the task force will be a ***Suggested Plan of Action to Improving the After-School System in the City of Philadelphia.***

The final report should be a consensus report on the principal findings and recommendations of the task force. If there are conflicting views, they will somehow have to be resolved. The report should also be approximately 10 to 15 pages, with appendices if appropriate. Our recommendations will be formally presented to our client on December 12th.

Grading will be based on the quality of the draft (20%) and revised individual paper (30%), the briefing memo and the oral presentation (10%); the usefulness of the written feedback, participation in class discussion, preparation for class (10%) and the contribution of the final Action Plan (30%).

Weekly Plan Readings, Assignment and Discussions Plans

September 19—Introduction

Overview of the Course and Introduction to OST and qualitative research

Reading:

1. Supporting Student Success: A Governors' Guide to Extra Learning opportunities.

This is NGA's policy statement on Afterschool with a list of what Governors can do—their take on system building.

<http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=3386309ca9386010VgnVCM1000001a01010aRCRD>

2. Billie Young- Vision. Leadership and Determination: Cities and their Partners are Creating After-School System

Assignment: Write down 3-5 areas which you believe a poor child or teen might improve if they participate in afterschool programs. Write down the system component you feel is the most important.

Post Class Assignment (due September 27th before class): Email me with the name of the city on which you have decided to write your paper. Each person must choose a city that has not already been chosen by another member of the taskforce.

September 27—Visit by the Client (Leigh Hopkins)

She will present the state of Philly's OST system as of today and lay out our mission. We will start developing the protocol the P/PV team used.

Post-class Assignment: Draft a protocol for your calls that will get you the information you'll need to get. Bring TWO copies to class (Oct 3)—one to hand in, one to discuss from.

October 3—Lessons from Other System Building Efforts (in Childcare and Education)

Guest Speaker: Sharon Deich

Reading: Linking and Learning: Lessons for Afterschool from Early Childhood System-Building Efforts

After the talk we will revisit everyone's protocols and refine questions.

*Post-class Assignment: Turn in your revised protocol and a list of potential interviewees and their contact information (Oct 10). You should be starting your web search to learn as much as possible about the system in your city to develop your list, and start working on your "lit review" which will be **due Oct 17th**.*

October 10—New York City’s System

Guest Speakers: Jake and Martha King, The After School Corporation

They will talk about what TASC is doing and what’s going on in NYC. You should use this opportunity to try out the protocol questions and hone your probing skills.

Post-class Assignment: Hand in (Oct 17 or earlier) the notes you took from one of the interviews you have conducted. Please indicate the respondent’s response, and where appropriate, your probing questions and respondents’ responses.

Assignment for Oct 17th class: Write a ½-1 page summary of each reading and 2 issues (or questions you would like to discuss that pertain to one or both of the readings)

October 17—Discussion of System Building

Reading:

(1) Halpern’s article: The Challenge of System-Building for the After School Field: Lessons from Experience

(2) Proscio’s Making the Most of the Day

Email (by class time on Oct 17th) a summary of what you have learned about your city from the web and other non-interview sources (pamphlets, brochures, etc.). I will comment in the document and email it back.

October 24—Individual meetings to discuss your papers.

Bring your outline, interview notes, lit review summary and be prepare to talk about who else you plan to interview and what you have learned to date.

Sign up for a time slot by email:

7:30-7:50

7:55-8:15

8:20-8:40

8:45-9:05

9:10-9:30

9:35-9:55

Note: Papers are due the first class after break and 3 people will give their presentations that day—November 7th.

BREAK—Happy Writing!!

November 7th —Presentations

Papers are due. Hand them in and email them.

Post-class Assignment—write down which of the things presented today would be good things to bring to Philadelphia, given the situation Ms. Hopkins laid out in the lecture. Hand it in or email it to me before the Nov 14th class.

November 14th –Presentations

Post-class Assignment—write down which things presented today would be good things to bring to Philadelphia, given the situation Ms. Hopkins laid out in the lecture. Hand it in or email it to me before Nov 21st class.

November 21—canceled

(It would be inhumane to hold class from 7:30-10 on the day before Thanksgiving!
Enjoy the break and happy eating!)

November 28th—Plan report which must be emailed to Ms. Hopkins by Monday December 10th

We will discuss as a group what we think we should recommend in our position paper. We will break up into groups and think about assignments (both for the paper and the presentation to be given on Dec 12th).

December 5th—Plan report

Each group will report out where they are and continue work.

Assignment: The 10-15 page position paper must be emailed to Ms. Hopkins (lhopkins@ppv.org) by noon on Monday December 10th.

December 12th –Final Presentation for Leigh Hopkins

Jan 7th—Revised individual papers are due. Papers should be revised based on class and professor comments. Email Dr. Grossman and the designated taskforce members your final paper.

January 8th – A designated taskforce member is responsible for emailing the Final Report along with all the individual paper to Linda Taylor in the Undergraduate Program Office.