

Youth Development is the **social-emotional, cognitive, and physical** process that all youth **uniquely** experience from **birth to career**; nourishing their need to be loved, spiritually grounded, educated, competent, and healthy.

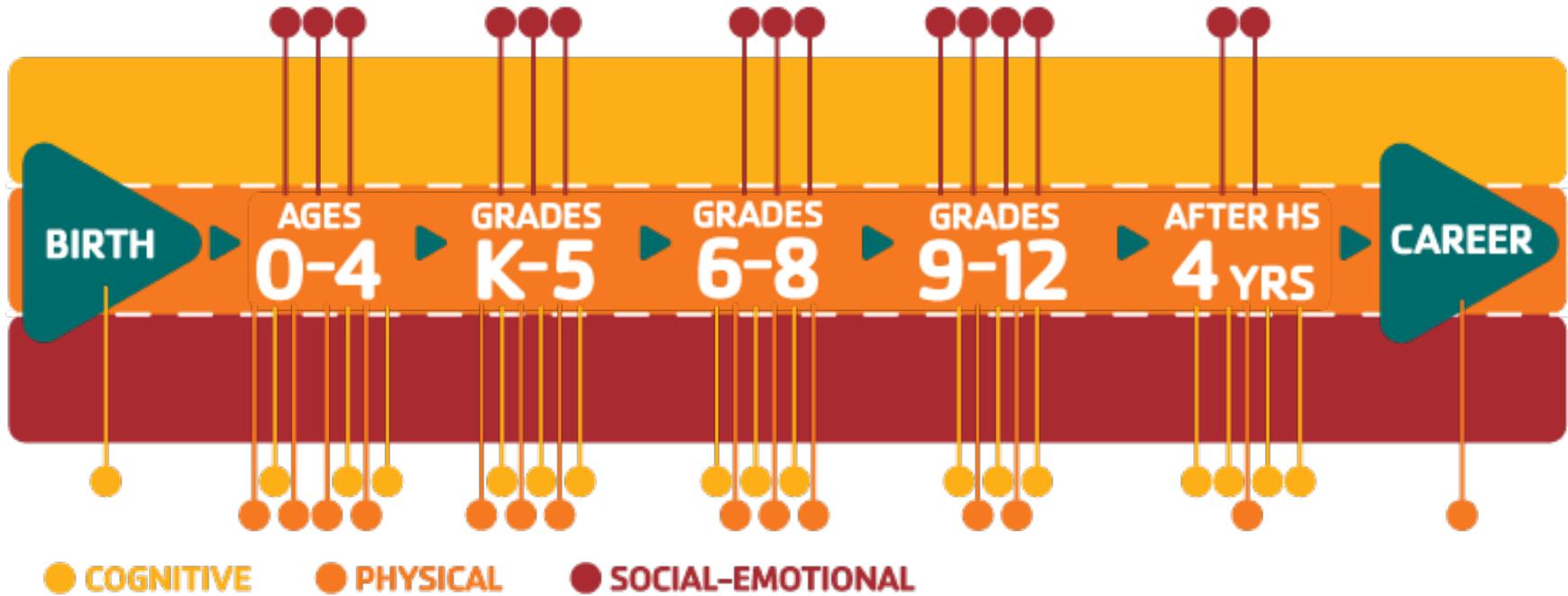
# YOUTH DEVELOPMENT

At the Y, we don't just teach swimming lessons or coach soccer: we're about youth development, about ensuring that the nine million children and teens in our programs reach their full potential by helping them grow—physically, mentally, and socially—from young children into engaged, active members of their communities.

Children and teens' future success depends on adults' efforts to make them feel loved, competent, happy and healthy today. That's why Y staff and volunteers are also mentors and role models, sharing a part of this very important—but very inspiring—responsibility in helping youth realize who they are and what they are capable of achieving.

At the Y, our individual efforts are part of a larger, collective impact: Y programs support youth development across nine proven areas of well-being—including Character, Giving, Inspiration, Health, Achievement, Belonging, Relationships, Meaning, and Safety—in thousands of communities across the country, building strong kids and strong futures for us all.

# YOUTH DEVELOPMENT ROADMAP



# THE PILOTS

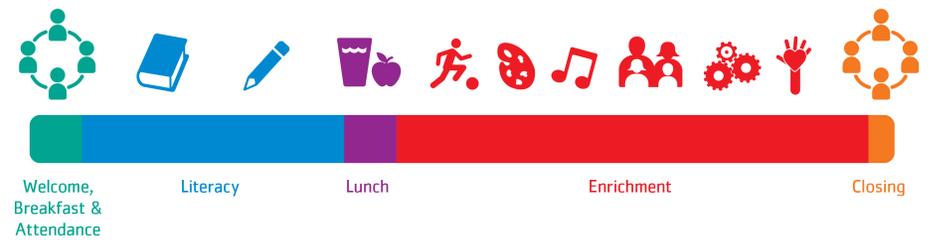
## EARLY LEARNING READINESS

Timespan: 2 hours



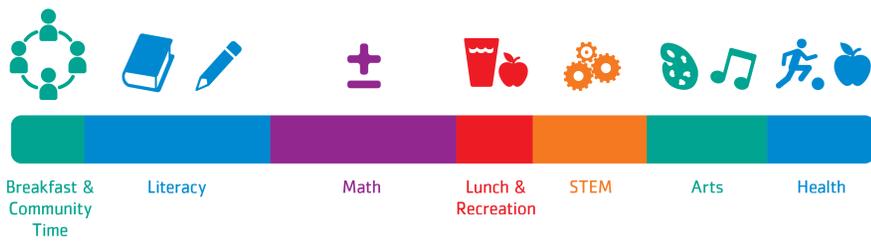
## SUMMER LEARNING

Timespan: 7+ hours



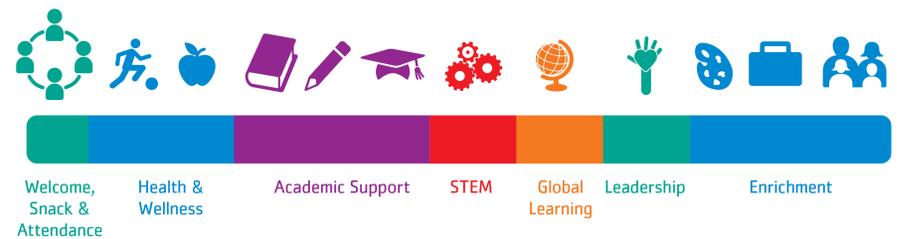
## BELL

Timespan: 8 hours



## AFTERSCHOOL

Timespan: 2.5-3 hours

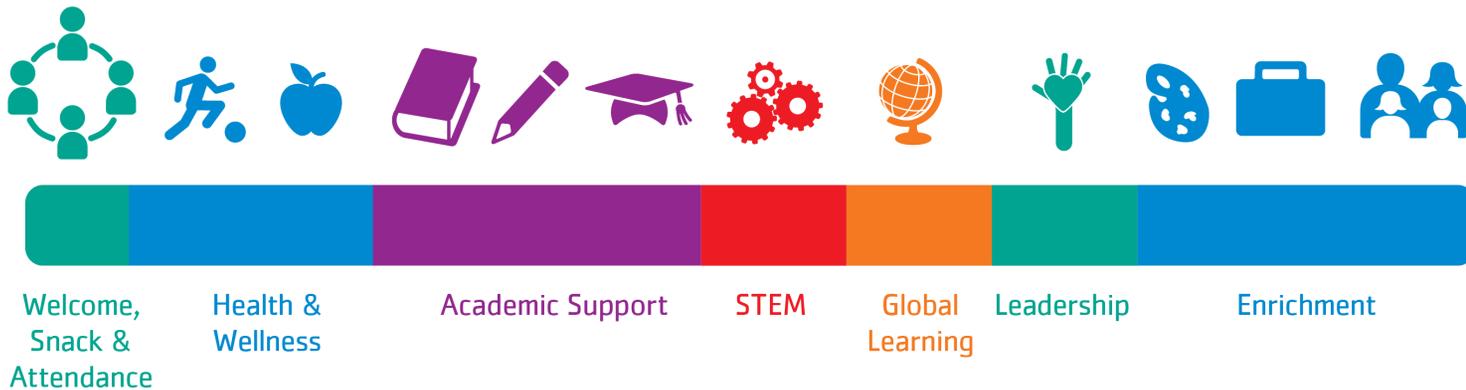


# THE PILOTS

**Afterschool Programs** provide academic intervention, healthy activities and enrichment opportunities throughout the school year to 1st through 5th graders, boosting their grades and reducing their risk-taking behaviors.

## AFTERSCHOOL

Timespan: 2.5–3 hours





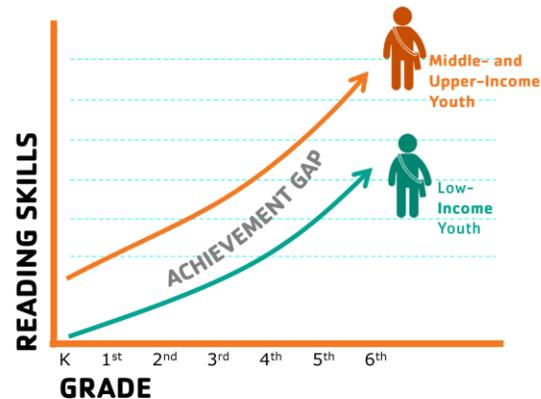
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FOR SOCIAL RESPONSIBILITY

## BUILDING POTENTIAL, CLOSING THE GAP

### Y-USA Achievement Gap Signature Program

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**Y-USA is developing evidence-based programs to improve academic outcomes. Our initial focus on early learning, summer learning, and afterschool programming aligns the Y’s strengths with key educational milestones: being ready to learn for kindergarten, reading at grade level and being academically on track entering middle school.**

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- **Summer Learning Loss Prevention** programs focus on reading and enrichment for 1<sup>st</sup> and 2<sup>nd</sup> graders from low-income families during the summer, getting them on-track to read at grade level by 3<sup>rd</sup> grade.
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## PILOTING & SCALE-UP

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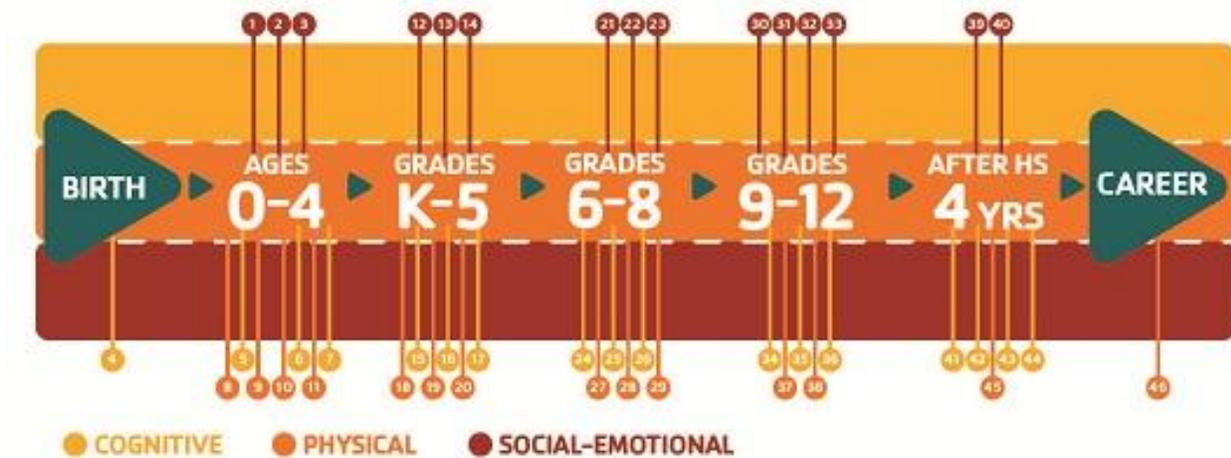


**STATES WITH Ys OFFERING ACHIEVEMENT GAP PROGRAMS**  
 2012(16 STATES) • 2013 (33 STATES) • 2014 (39 STATES + DC)

## A HOLISTIC APPROACH

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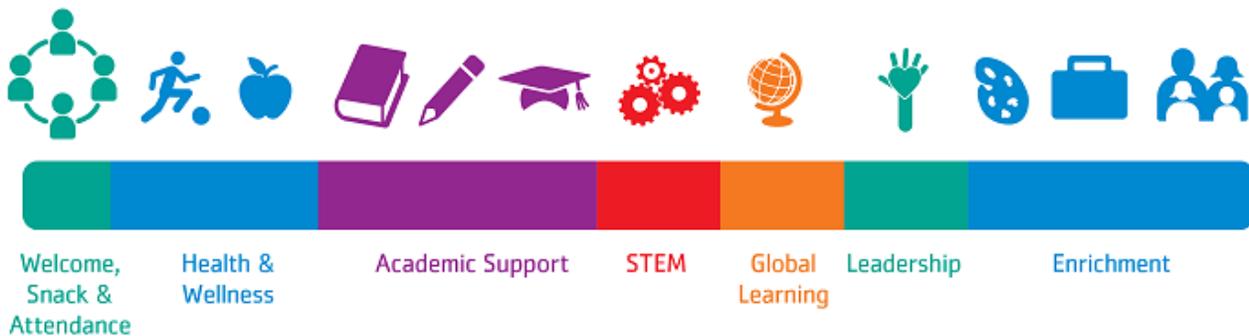
# AFTERSCHOOL ACADEMIC SUPPORT & ENRICHMENT

This program encompasses strong academic and enrichment components for high-need students with clear success measures and school and community engagement. The goal of the program is to increase student achievement and reduce risk-taking behaviors through a balanced program model built on academic intervention, health, and enrichment programming.

## OPPORTUNITY & MODEL

The Y's pilot afterschool program model is based on the CincyAfterSchool program, which currently serves more than 1,300 youth every day across 32 sites in Cincinnati. The model relies on a highly coordinated community partner delivery of academic and enrichment supports aligned with the school district.

The Afterschool program runs 2.5-3 hours per day, five days per week, during the academic school year. The balanced program is designed to support youth's academic and physical development, and also build character, with several components:



## PILOTS & TIMING

First-year pilot sites included Seattle, New York, Cincinnati, Indianapolis, Suncoast, Central Florida, and Southwest Illinois. In 2014, 38 sites are operating programs in 19 states.

## CAREGIVER COMMENTS

- "Tutoring and homework assistance services have been for us the best thing in the world. Because of scheduling, we were not able to tackle homework unless it was late evening or early morning, and our son was just plain tired. With your program, we were freed up to focus on introducing upcoming lessons, as well as other items that help a child grow."
- "Every day, when we pick him up from extended day, he is just the happiest kid you will ever see in your life. We attribute that to your staff and your balanced approach."

## 2013 RESULTS

- 7 sites
- 685 children enrolled
- 84.2% of youth were free/reduced lunch eligible
- Hispanic/Latino was most frequently reported ethnicity of youth (40.3%)

### Devereux Students Strength Assessment (DESSA) show gains in predictors of school success:

- Increase in School Attachment **54.1%**
- Improved School Conduct **57.2%**
- Increased Self-Efficacy **67.3%**
- Displayed improved social-emotional skills development **69%**
- The percentage of youth within the Strength range *increased* from **2.4%** at pretest to **11%** posttest
- The percentage of youth within the Need range decreased from **32.3%** at pretest to **11.5%** at posttest

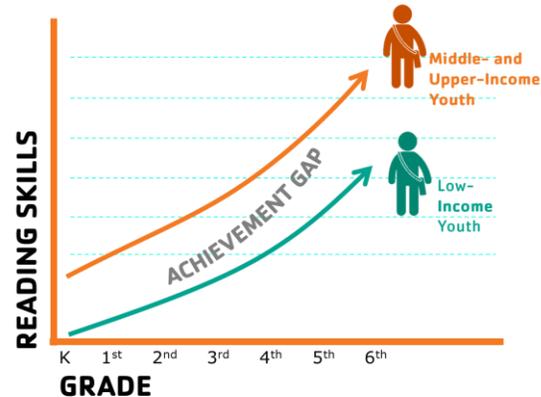


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# EARLY LEARNING READINESS FOR INFORMAL FAMILY, FRIEND AND NEIGHBOR CAREGIVERS

This program is designed to enhance the learning experiences of youngsters being cared for in informal child care settings (primarily homes). The target group includes infants, toddlers and preschoolers being cared for by family members, friends and neighbors.

The program provides a stimulating, preschool-like experience through learning centers that foster development, improve school readiness, and supports the skills and confidence of caregivers.

## OPPORTUNITY & MODEL

For many low-income families, family, friend and neighbor (FFN) caregivers are the most common source of childcare (33%-50% of children age 0-5). FFN caregivers are generally not trained in child development or school readiness.

The program consists of an opening and closing circle times with songs and books. Children are then free to explore 13 learning centers—puzzles, books, dress up, large motor skills, small motor skills, listening station, etc.—where caregivers engage with them in play, ask them questions, suggest ideas for play and more. Y staff teach caregivers how child learn through play and active engagement.

## 2013 RESULTS

- 20 sites/57 groups
- 1,386 children
- 1,083 caregivers

### From The CAREGIVERS: The Program "Helped A Lot" In The Following:

#### About Themselves

- Understanding how children learn **79%**
- Doing new activities at home with the child in my care **78%**
- Reading at home with the child in my care **67%**
- Preparing the child in my care for school success **83%**
- Feeling good about myself as a caregiver **80%**

#### About The Children

- Happiness interacting with me and other adults **77%**
- Playing with other children in positive ways **79%**
- Increasing self-confidence **70%**
- Know his or her numbers **49%**
- Know his or her ABCs **39%**
- Enjoys trying new things **81%**
- Following instructions **60%**



Welcome  
Circle

Interactive Enrichment for  
Children & Caregivers

Closing  
Circle

## PILOTS AND TIMING

The program was piloted in 2012 by 20 YMCAs and grew to 36 sites in 2013. Early reports show that community partnerships have been of critical importance in reaching populations of informal caregivers and that there has been great receptivity to the program among informal community caregivers.

## CAREGIVER COMMENTS

- "It has helped me (with my) granddaughter...how to help her learn."
- "This program has been such an important part of our lives: talking and learning from the instructor, meeting other caregivers, getting ideas of new activities, songs, books."



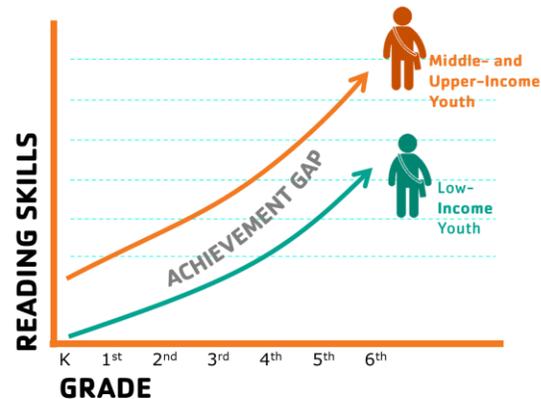
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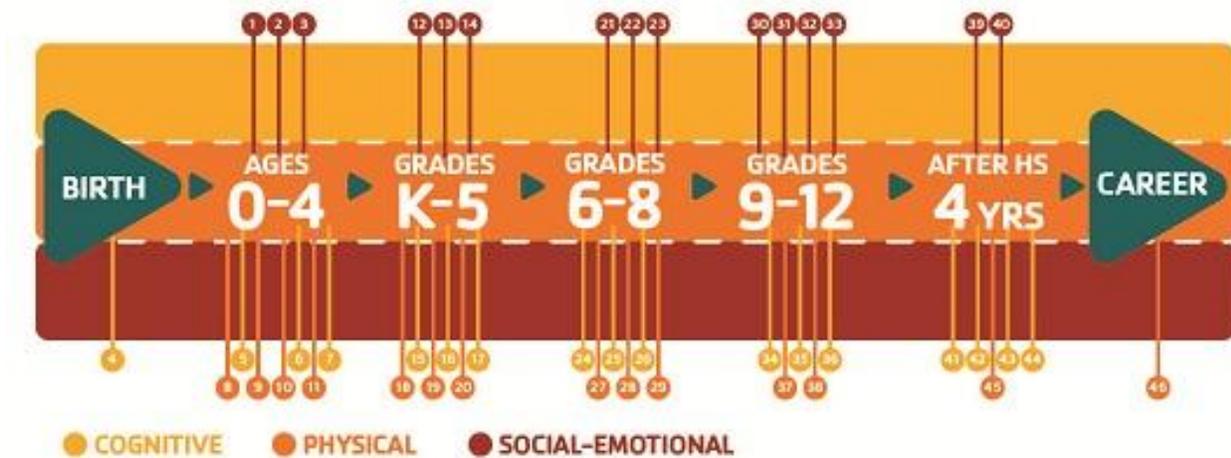


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# POWER SCHOLARS ACADEMY™

In partnership with BELL (Building Educated Leaders for Life) and the Y, Power Scholars Academy™ offers summer learning for youth in grades K-8. The goal of this pilot program is to increase students' academic success and boost self-confidence, while also engaging families in the education process.

## OPPORTUNITY & MODEL

Studies show that without access to summer learning activities such as camp, travel, and visit to libraries and museums, children from low-income environments can experience significant summer learning loss. Over time, these children continue to lose ground and by fifth grade, many are two to three school years behind their peers.

Power Scholars Academy™ is a six-week, full-day summer learning experience that combines small group, rigorous academic instruction with fun, hands-on enrichment activities, field trips, and service projects. It is designed to help students gain new academic skills, strengthen their literacy and math skills, and stay on track so they can enter school in the fall ready to succeed. Instruction is led by certified teachers and supported by teaching assistants.

## 2013 RESULTS

- 3 sites
- 276 scholars served

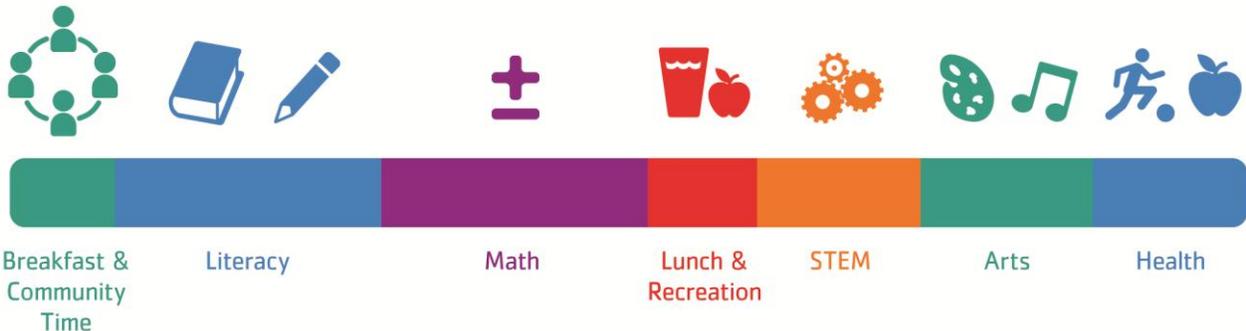
### Grade Equivalent Gains\*

- In mathematics **7.1 months**
- In reading **5.2 months**

### Parents Survey Results:

- Parents reported high satisfaction **93%**
- Parents reported they are more involved in their child's education **94%**

*\* Results from paper-based Stanford Diagnostic Math test. In 2014, the pilot will utilize computer adaptive Star Enterprise Assessments, which offer a different scale of detection aligned to Common Core standards.*



## PILOTS AND TIMING

First-year pilot sites included Chicago, IL; Hartford, CT; and Orlando, FL. Early results show significant academic gains for participating students. Six additional sites will offer Power Scholars Academy™ in 2014.



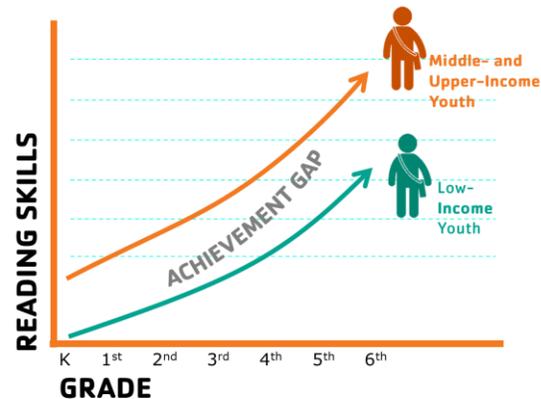
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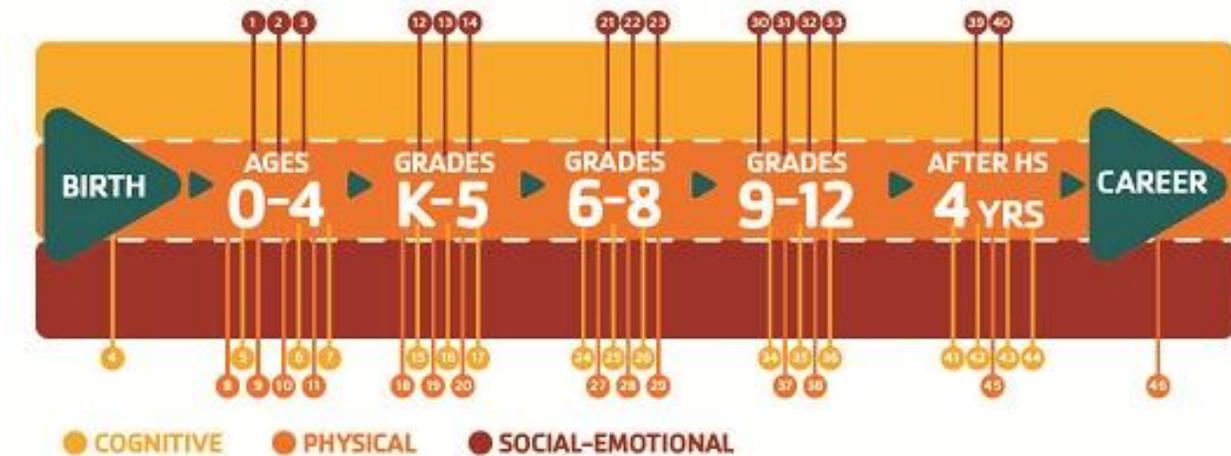


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# SUMMER LEARNING LOSS PREVENTION

This program offers summer reading and enrichment for 1<sup>st</sup>-2<sup>nd</sup> grade children from low-income environments. The goal of this effort is to mitigate summer learning loss. This program is modeled after the YMCA of Charlotte's *Y Readers Program*.

Summer Learning Loss refers to the loss in academic skills and knowledge over the course of summer months.

## OPPORTUNITY & MODEL

This summer learning loss prevention program employs certified teachers and assistants to work with students who are reading below grade level. Lesson plans follow the Four-Blocks multilevel literacy model, which focuses on working with words (phonics), writing, self-selected reading and guided reading.

Students attend the program Monday-Thursday at their local school, typically from 8 a.m. – 4 p.m. Mornings are dedicated to literacy work, while afternoons are filled with enrichment activities that include art, music, science, and/or swimming lessons. Parents also participate in workshops designed to encourage reading at home.

## 2013 RESULTS

- 34 sites
- 985 children enrolled

### From the Student Literacy Assessments & Youth Development Outcomes Survey\*:

- Average months gained in reading by all youth in program **2.4**
- Average months gained in reading by youth with 85% or higher attendance rates **2.4**
- Parent/Caregiver reports child "more excited to learn" **97.6%**
- Parent/Caregiver reports child "increased self-confidence" **97.9%**

### From Parent/Caregiver Satisfaction Survey\*:

- Believe their child will do better in school **99.7%**
- Reported the program helped their family read more books **98.3%**
- Stated the program helped them get more engaged in their child's education **97.2%**

\*Includes "Strongly Agree" and "Somewhat Agree"



Welcome,  
Breakfast &  
Attendance

Literacy

Lunch

Enrichment

Closing

## PILOTS AND TIMING

In the summer of 2013, 34 pilot sites across the U.S. partnered with YMCA of the USA to continuously improve this program. Measurement and program modifications are being made with plans for significant expansion in the summers of 2014 and 2015.

## CAREGIVER COMMENTS

- *"It helped me understand the importance of reading more books."*
- *"I especially loved the fact that Chance's strengths were recognized ... This approach empowered him. I feel that because of these types of methods children will make positive decisions because of confidence that the program leaders/teachers instilled."*
- *"I believe the push for reading increased his comprehension & love for reading. I would like to commend the staff for taking the time to work with the children individually. It allowed them to understand my son more and therefore created an environment for success."*

## **Pilot Models for the Achievement Gap - Links**

- <https://vimeo.com/87780215>
- [https://www.youtube.com/watch?feature=player\\_embedded&v=G7oGnjn\\_Sm4](https://www.youtube.com/watch?feature=player_embedded&v=G7oGnjn_Sm4)