

Environmental Scan

**In Child Welfare and Youth Justice Settings**

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| Priorities* Risk management
* Transition and independence
* Well-being

Alignment* Meeting young people’s needs for *physical and psychological safety, caring relationships, and community connections.[[1]](#footnote-1)*
* Supporting the transition from adolescence into adulthood
* Mechanism to deliver services to youth
* Focus on youth engagement
 | Alignment with Creative Youth Development* Child welfare aligns with creative youth development in its **focus on child well-being**.
	+ - * + *Youth feel supported in safe spaces where they can form identities and a sense of self*.
* Creative youth development spaces have always created environments that *foster inclusion and create physical, psychological, therapeutic spaces*.
 |
| Levers* Increasing young people’s sense of belonging**.**
* Risk reduction – reducing the incidence of substance abuse, illegal activity, and gang involvement.
* Supporting transitions and transformations.
* Consider key developmental tasks young people must achieve to transition to adulthood – identity, belonging, connection to community.
* Emphasize how programming fosters and sustains youth engagement.
 | Making the Case for Creative Youth Development* Previous focus on risk reduction, juvenile justice and child welfare are now moving toward increasing young people’s **sense of belonging** in these spaces (Krauss).
	+ New research coins the phrase “transitions and transformations” to incorporate expanding definitions of youth, adolescence, and emerging adulthood.
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| Lead Organizations* The Door (NYC)
* Covenant House International
* Youth Villages

*In this setting, community-based organizations that reach youth* ***before or in between their encounters with child welfare and juvenile justice*** *characterize the lead organizations and possible key partners.*  | Potential Partners in Making the Case***Local Level:**** **The Door** (New York). National recognition, takes a comprehensive approach to serving young people through education, counseling, legal assistance, reproductive health care, career development, etc.
* **Covenant House International** (local chapters). Agency serving at-risk youth experiencing homelessness.
* **United Way or Urban Leagues**. Have local affiliates but seek support, strategy and messaging from national headquarters.
* **Youth Villages**. National group home structure for youth in foster care, in 20 states.
	+ Key Contact**: Mary Lee**, Youth Villages (also on Youth Transitions Funders Network), possible opportunities to partner and do programming.
	+ Could also be an opportunity to be a strategic partner in thinking through future approach with foster care.
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| Funders* Youth Transition Funders Network members
 | Funders * **Youth Transition Funders Network**. Network of national, regional, and community funders working to explore cross-cutting issues affecting all vulnerable youth and support the well-being and economic success of youth ages 14-25**.**
* **McArthur Foundation.** Supports creative people, effective institutions, and influential networks building a more just, verdant, and peaceful world.
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| Frameworks* Positive indicators of child well-being, UNICEF & ChildTrends
 | Driving FrameworksUNICEF and Child Trends developed the Positive Indicators of Child Well-Being framework, a new comprehensive framework that identifies constructs for positive well-being and potential indicators. This international framework provides a strong area for connection with creative youth development . |

Environmental Scan

 **At Home and in Communities**

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| Priorities* Civic engagement
* Morality and virtues
* Service
* Strength of character

Alignment* Developing a young person’s sense of agency and identity
* Developing a youth finding voice, choice and connection in community
* Seeing youth as activists and powerful players in their communities
* Viewing youth as community resources and partners in learning
* Developing a young person’s understanding of how they connect to the world around them, and how they can be a force for good and change in the world
* Building collective impact to improve youth outcomes
* Contributing to community development
 | Alignment with Creative Youth DevelopmentHistorically, social justice, activism, and youth voice have a powerful hold in this setting. The arts have always functioned as a strong vehicle in helping young people understand their voice, particularly as their story changes, and helps young people build communication skills and character development. Through these activism spaces, youth being to ask, “What is the role I play in the neighborhood/community where I live? How can I be a participant?” and feel they have agency in their lives.The bullets below range on a spectrum from progressive values (the top bullet, youth agency/identity, be whoever you want to be, etc.) to conservative (last bullet, community development, moral values, giving back, etc.).* Developing a young person’s sense of agency and identity;
* Developing a young find voice, choice and connection in community
* Seeing youth as activists and powerful players in their communities.
* Viewing youth as community resources and partners in learning
* Developing young people’s understanding of how they connect to the world around them, and how they can be a force for good and change in the world
* Building collective impact to improve youth outcomes
* Contributing to community development

For the purpose of creative youth development locating this “sweet spot” of working in this setting, a traditionally more progressive space, they can wash the language to make it more palatable. For example, national security remains a “hot topic” now from election coverage. Creative youth development can cultivate a storyline around taking young people at risk of criminal behavior or violent action and link them with programming that helps them take their emotional management needs and direct them elsewhere. ***There is money for violence prevention*,** but creative youth development must actively figure out why and how it fits with national security. |

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| Levers* Violence prevention by reducing incidence of substance abuse, illegal activity, and gang engagement
* Youth leadership
* Youth storytelling
* Respect for diversity
* Collective impact focused on youth outcomes
 | Making the Case for Creative Youth Development* Violence prevention by reducing incidence of substance abuse, illegal activity & gang engagement
* Youth leadership
* Youth storytelling
* Respect for diversity
* Collective impact focused on youth outcomes

Among funders, **the trendy terms include the rise of collective impact, Promise Neighborhoods, and place-based initiatives**. These projects illustrate authentic youth voice very well. People have also begun to pay more attention to racial equity and justice issues, another lever of connection with creative youth development programs. It’s important for creative youth development to highlight how our best arts programs have *always* been diverse. |
| Lead Organizations* Local youth advisories, councils and commissions
* Local collective impact efforts
* Humankind Media
* StoryCorps
 | Potential Partners in Making the Case* Local youth advisories, councils and commissions
* Local collective impact efforts
* Humankind Media
* StoryCorps

Storytelling mediums provide a powerful platform in this setting, particularly given the content (highlighting youth voice, racial equity, etc). In this pace, ***partnership remains key***. Rather than creative youth development creating something of its own, it can leverage someone else’s efforts and forces. In this section is it **important** to consider how creative youth development is already doing this in individual programs, but also come up with other players they might not be thinking about. In this way, they can build capacity among others considering similar issues.  |
| Funders* Ford Foundation
* Open Society
* Skillman Foundation
 | Funders* [Ford Foundation](https://www.fordfoundation.org/)
* [Open Society Foundations](https://www.opensocietyfoundations.org/)
* [Skillman Foundation](http://www.skillman.org/)

The Ford Foundation is a strong ally here. Many funders’ networks are moving back into the “youth action,” organizing, and activism, which has gained momentum. For example, in the [Opportunity Youth Incentive Fund](https://aspencommunitysolutions.org/the-fund/), funders are looking for new spaces in giving portfolios to support youth organizing and activism in an increased way. In Youth Pathways for Success, half of the giving centers around youth organizing and leadership. |
| Frameworks* Character Strengths and Virtues, John Templeton Foundation or VIA Character Institute
 | Driving Frameworks* [Character Virtue Development](https://www.templeton.org/funding-areas/character-virtue-development), John Templeton Foundation
* [VIA Character Institute](http://www.viacharacter.org/www/)

Think about **character** as a driving framework in this space. |

Environmental Scan

 ***In Schools and Educational Settings***

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| Priorities* 21st Century skills
* College and career readiness
* Deeper learning
* Social emotional competence

Alignment* Helping young people acquire the social, emotional, academic and vocational skills they need.
* Helping young people master the competencies they need to live, learn and lead.
* Integration of the arts, humanities and sciences
 | Alignment with Creative Youth Development* Helping young people acquire the social, emotional, academic and vocational skills they need
* Helping young people master the competencies they need to live, learn and lead
* Integration of the arts, humanities and science

Unfortunately, integration of the arts, humanities and sciences fell low on the priority list in the 2017 budget. In this field, social emotional learning (SEL) was the hot topic, but the new administration has shifted the focus to employment and jobs. Creative youth development should continue to highlight their programs foster learning and innovation skills that youth need in their social, emotional, vocational, and academic lives. Creative youth development should focus on liberal arts angle to articulate that through this integrated approach.  |
| Levers* Developing young people’s 21st century skills, especially learning and innovation skills and information, media, and technology skills.
* Developing young people’s social and emotional competence; focus on social emotional learning.
* Encouraging learning and development through experiential and project-based learning.
* Assessing student learning through performance-based assessments.
* Practicing the principles of student-centered learning.
* Applying a whole child philosophy.
* Implementing a cultural responsiveness and social justice lens.
 | Making the Case for Creative Youth DevelopmentThis setting used focus heavily on 21st century skills, but social emotional learning/competence is the heavy focus now.* Developing young people’s 21st century skills, especially ***learning and innovation skills*** and ***information, media and technology skills***
* Developing young people’s social and emotional competence; focus on social emotional learning
* Encouraging learning and development through experiential and project-based learning
* Assessing student learning through performance-based assessments
* Practicing the principles of student-centered learning
* Applying a whole child philosophy
* Implementing cultural responsiveness and a social justice lens

Education is trending in a direction from learning and assessing standpoint of what arts community has always thought is best way to support and evaluate young people. Creative youth development could work towards integration with this setting through experiential and project-based learning in schools and educational settings. Creative youth development could also partner with schools to advise or consult on how to do more performance-based and student-centered types of instruction, as well as encourage a focus on cultural responsiveness and a social justice lens. |
| Lead Organizations* CASEL
* Jobs for the Future, Students at the Center Assessment for Learning
* NGLC MyWays Project
* ASCD Whole Child Initiative
* New England Secondary School Consortium
* Big Picture Learning Company
 | Potential Partners in Making the CaseWith an eye toward expanding partnerships, creative youth development should focus on national organizations who have place-based affiliates and consider how they can come alongside academically-oriented programming.* [The Whole Child Initiative:](http://www.ascd.org/programs/The-Whole-Child/Healthy.aspx) Storytelling avenue that supports a vision for educating the whole child to action that results in successful, well-rounded young people.
* [Jobs for the Future](http://www.jff.org): national nonprofit that builds educational and economic opportunity for underserved populations.
	+ Develops innovative programs and public policies that increase college readiness and career success and build a more highly skilled, competitive workforce
* [Assessment for Learning](http://nextgenlearning.org/assessment-learning-project): Network of states and places moving towards performance-based assessments, wants to figure out how to do experiential and performance-based work better.
* Regions
	+ New England: has made collective decision to move away from time-based learning to competency-based learning
	+ Rhode Island: leaders in expanded learning and integrated partnerships with after school providers

**Note:*** The Hewlett Foundation has focused on a [Deeper Learning](http://www.hewlett.org/strategy/deeper-learning/) project, but the team is phasing out over the next two years due to term limits.
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| Funders* Hewlett Foundation
* Robert Wood Johnson Foundation
* Nellie Mae Education Foundation
 | Funders* [Hewlett Foundation](http://www.hewlett.org/)
* [Robert Wood Johnson Foundation](http://www.rwjf.org/)
* [Nellie Mae Education Foundation](https://www.nmefoundation.org/) (prioritizes New England)
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| FrameworksK-12: * Deeper Learning Competencies, Hewlett Foundation
* Core Social Emotional Competencies, CASEL
* 21st Century Skills, Partnership for 21st Century learning
* Student-Centered Learning Framework, Jobs for the Future

Higher Education* + Essential Learning Outcomes, AAC&U
 | Driving Frameworks* K-12:
	+ [Deeper Learning Competencies](http://www.hewlett.org/strategy/deeper-learning/), Hewlett Foundation [Core Social Emotional Competencies](http://www.casel.org/core-competencies/), CASEL
	+ [21st Century Skills](http://www.p21.org/our-work/p21-framework), Partnership for 21st Century Learning
	+ [Student-Centered Learning Framework](http://www.jff.org/initiatives/students-center/student-centered-learning), Jobs for the Future
* Higher Education:
	+ [Essential Learning Outcomes](https://www.aacu.org/leap/essential-learning-outcomes), Association of American Colleges & Universities (AAC&U)

Strong points of connection: creative youth development could focus on CASEL and K-12 deeper learning as a driving framework in this setting. |

Environmental Scan

***In Out-of-School Time Settings***

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| Priorities* 21st Century skills
* College and career readiness
* Deeper learning
* Social emotional competence

Alignment* Helping young people acquire the social, emotional, and learning skills they need
* Promoting positive youth development
 | Alignment with Creative Youth Development* Helping young people acquire the social, emotional, and learning skills they need (pulled directly from The Rise of Creative Youth Development article).
* Promoting positive youth development

**This is where creative youth development excels: positive youth development, teaching kids how to be people in the world.** “When kids are engaged in arts programs, they learn who they are as a person, how to be people, how to be people around other people.” |
| Levers* Increasing young people’s self-esteem
* Developing young people’s social and emotional competence
* Asset of strengths-based programming
 | Making the Case for Creative Youth Development* Increasing young people’s self-esteem
* Developing young people’s social and emotional competence
* Asset or strengths-based programming

Here, **creative youth development excels focus on belonging and identity**. Self-esteem is still a code word, but we’re seeing folks coming out and saying, “Young people in US have highest self-esteem and they are not prepared.”**Developing identity and confidence and sense of self in the world is still critically important.** With regard toSEL and focusing on assets, stick with what you’re already doing there. |
| Lead Organizations* Wyman Center
* Weikart Center for Youth Program Quality
 | Potential Partners in Making the Case* [Wyman Center](http://wymancenter.org/)
* [Weikart Center for Youth Program Quality](http://www.cypq.org/)

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| Funders* Wallace Foundation
* Raikes Foundation
* Mott Foundation
* Kellogg Foundation
* John Templeton Foundation
* Susan Crown Exchange
 | Funders* [Wallace Foundation](http://www.wallacefoundation.org/pages/default.aspx)
* [Raikes Foundation](http://raikesfoundation.org/)
* [Mott Foundation](https://www.mott.org/)
* [Kellogg Foundation](https://www.wkkf.org/)
* [John Templeton Foundation](https://www.templeton.org/funding-areas/character-virtue-development)
* [Susan Crowne Exchange](http://www.scefdn.org/)
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| Frameworks* Readiness abilities, skillsets and mindsets, the Forum for Youth Investment
* Developmental Assets, Search Institute
 | Driving Frameworks* Readiness abilities, skillsets and mindsets: [The Forum for Youth Investment](http://forumfyi.org/)
* [Developmental Assets](http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18), Search Institute
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 Environmental Scan

 ***In Settings Serving Opportunity Youth***

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| Priorities* Career readiness
* Employability

Alignment* Helping students reengage in positive learning and developmental experiences
* Reducing risk and promoting healthy decision making and behaviors
 | Alignment with Creative Youth Development* Opportunity Youth do not live in one system: they are served and supported in a variety of settings.
* More than in the past, money and interest are being directed toward Opportunity Youth. Very well-served in arts programming, population is a huge vehicle for creative youth development.

This setting focuses most heavily on helping students reengage in positive learning and developmental experiences, reducing risk and promoting healthy decision making and behaviors. |
| Levers* Reengaging young people into positive learning and working environments.
* Providing safe places for young people to spend time and receive the services and supports they need.
* Providing non-academic venues for building skills and competencies needed for school and work.
 | Making the Case for Creative Youth DevelopmentThese non-academic settings serve to reengage young people into positive learning and working environments by providing safe places them to spend time and receive. These are spaces where youth can build skills and competences needed for school and work.* Focus on arts as way to reengage and equip young people and as safe places for them to drop in and show up.

Language-wise, from “disconnected youth” to “Opportunity Youth”, **the only thing that changed is the terminology for the population being described.** The strategies of what worked have with opportunity youth not change.  |
| Lead Organizations* Opportunity Youth Network
* National League of Cities’ Reengagement Network
 | Potential Partners in Making the Case* [Opportunity Youth Network](https://aspencommunitysolutions.org/the-fund/opportunity-youth-network/)
* [National League of Cities’ Reengagement Network](http://www.nlc.org/reengagement)

Creative youth development should look for national groups with larger footprints, particularly NLC’s reengagement network. The Opportunity Youth Network works specifically with larger nonprofits.  |
| Funders* Aspen Opportunity Youth Incentive Fund members
* Annie E. Casey Foundation – members of the LEAP Initiative
 | Funders* Members of the [Aspen Opportunity Youth Incentive Fund](https://aspencommunitysolutions.org/the-fund/opportunity-youth-network/)
* Members of the [Annie E. Casey Foundation-led LEAP initiative](http://www.aecf.org/work/economic-opportunity/work-education-and-income/learn-and-earn-to-achieve-potential/)
 |
| Frameworks* Opportunity Youth Playbook, the Forum for Youth Investment
 | Driving Frameworks* [Opportunity Youth Playbook,](http://forumfyi.org/files/opportunity_youth_playbook.pdf) the Forum for Youth Investment
 |

Appendix C: Creative Youth Development Cross-Sector Interviews Key Connections and Action Items

| **Field and Interviewees** | **National Think Tanks or Thought Leaders** | **National Networks** **& Affinity Groups** | **State or Local Exemplars** | **Policy and Philanthropy** | **Frameworks, Research & Evaluation** |
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| **Juvenile justice***Michael Umpierre, Center for Juvenile Justice Reform* | **Center for Juvenile Justice Reform, Georgetown University.** Supports and educates leaders across systems to improve outcomes for, and promote the positive development of youth at risk of juvenile justice involvement.* *Connect with Michael Dempsey, CJCA Executive Director.*
 | **Council of Juvenile Correctional Administrators (CJCA).** National nonprofit working to improve local juvenile correctional services, programs and practices, provide national leadership and leadership development for the individuals responsible for the systems. **Juvenile Justice Leadership Network (JJLN).** Facilitates convening of informal small group of progressive and innovative public agency juvenile justice probation and correctional leaders at the state and local level.* ***Center for Juvenile Justice Reform coordinates with CJCA to run JJLN.***
* Connect to Youth in Custody Practice Model Initiative (part of JJLN).
 | **Oregon Youth Authority** Contact: Fariboz Pakseresht, Director of the Oregon Youth Authority.* + ***Plethora of research capacity and resources, incredible database, leadership team that “gets it” across the board, strong executive team.***

**Massachusetts**Contact: Peter Forbes, Commissioner for the Department of Youth Services.* + ***State leader in the field, Forbes has deep understanding of issues.***

**Sacramento County**Contact: Mike Shores, Juvenile Probation Chief.* ***Shores is introducing new programming in his facility.***
 | **Youth Transition Funders Group.** Network of national, regional, and community funders working to explore cross-cutting issues affecting all vulnerable youth and support the well-being and economic success of youth ages 14-25**.****McArthur Foundation.** Supports creative people, effective institutions, and influential networks building a more just, verdant, and peaceful world. * ***Recent work came to close, but was an important driver in field. Could do some research to see if they’re interested.***
 | **Standardized Program Evaluation Protocol (SPEP).** Meta-analysis of 500+ studies in juvenile justice, found that programs steeped in therapeutic philosophy, are family-centered and skill-focused are extremely effective in reducing recidivism.* Mark Lipsey, Peabody Research Institute, Vanderbilt.

**Recommend rigorous evaluation process for programs**. Look at quality assurance, implementation with fidelity, looking at outcomes measures around public safety and positive youth outcomes. |
| **Child Welfare***Bryan Samuels, Chapin Hall* |  | **Catholic Charities**. National network of agencies serving poor and vulnerable persons and families.* ***Broad range of programming and credibility in youth development and child welfare fields.***

**United Ways.** Local affiliates fight for health, education, and financial stability for community-based affiliates. * ***Nontraditional funder in this space, but raises money and an easy sell to donors, would be supportive of long-term projects.***
 | **The Children’s Aid Society** (New York City). Provides comprehensive supports to children and families in targeted high-needs New York City neighborhoods.* + ***Has broad range of programming and credibility in youth development and child welfare fields.***
 | **Annie E. Casey Foundation**. Works to develop a brighter future for children at risk of poor educational, economic, social and health outcomes.**The Wallace Foundation**. Fosters improvements in learning and enrichment for disadvantaged children and the vitality of arts for all. | **Utilize peer reviewed journal article to make case for relevance to child welfare audience**. Helps draw connection for potential partners. |
| **In Settings Serving Opportunity Youth** | **Opportunity Youth Network, the Forum for Youth Investment**. Network of national organizations working to reduce the number of disconnected youth, aligning related efforts in the field, catalyzing efforts where gaps exist.* + ***Contact: Thaddeus Ferber, Forum for Youth Investment,*** thaddeus@forumfyi.org
 | **100,000 Opportunities Initiative.** Employer-led coalition focused on hiring opportunity youth.* + ***Add value: as youth become employed, would be great if they could stay connected to CYD programs to provide support.***
	+ ***Contact: Steve Patrick, Executive Director,*** Steve.Patrick@aspeninstitute.org
 | **The Osborne Association** (New York). Develops programming and opportunities for individuals currently and formerly incarcerated, including treatment, education, and vocational services.* ***YouthBuild’s newly-seated CEO came from the Osborne Association. Zeno-Martin could connect.***
 |  | **Opportunity Youth Playbook, The Forum for Youth Investment.** Highlights practices, strategies and resources to help communities support 16-24 year old boys and young men of color who are not in school or working.  |
| **Workforce Development***Erica Kashiri,\* Director of Workforce Development, Office of Mayor Darrell Steinberg, Sacramento, CA**Monica Zeno-Martin,\*\* Senior Vice President for Program Impact, YouthBuild**\*: Noted by Kashiri**\*\*: Noted by Zeno-Martin* | \*G**lobal Pathways Institute.** Coalition working toprovide high-quality multiple pathways to economic independence for all young people. * + Contact: Bill Symonds, William.Symonds@asu.edu

**\*Linked Learning Alliance**. Education approach that integrates rigorous academics with work-based learning and student support.* + Contact: Alex Taghavian, Vice President, Alex@linkedlearning.org

**\*\*US Chamber of Commerce Foundation.** Foundation dedicated to educating the public on the conditions necessary for businesses and communities to thrive.* + Contact: Carrie Samson, Manager of Programs, Center for Education and Workforce csamson@uschamber.com

**\*\*Council for State Government’s Justice Center**. Provides research-driven strategies to strengthen communities.  | **StriveTogether.** National nonprofit of more than 70 communities, provides coaching, connections, and resources to local partnerships and work together to measurably improve six results from cradle to career.***National Workforce Development Coalitions*** (affinity groups) | **Thousand Strong Initiative** (Sacramento, CA). Community effort to strengthen Sacramento by preparing youth for success in careers through training and year-long paid internships (Kashiri). | **State or federal Departments of Labor and Education**. **Office of Juvenile Justice Delinquency Prevention.** Works to improve juvenile justice policies and practices.* ***Works in grant making, mentoring spaces, and substance abuse prevention.***
 | **Couple evidence-based research with anecdotal evidence to translate policy into practice.** Allows potential partners to see that programs have made an impact somewhere. |
| **Health, Wellness and Prevention***Brita Roy, Assistant Professor, Yale University School of Medicine and 100 Million Healthier Lives**Carley Riley, Assistant Professor, Cincinnati Children’s Hospital and 100 Million Healthier Lives*(Interviewed jointly) | **100 Million Healthier Lives.** Collaboration of change agents across sectors working to have 100 million people living healthier lives by 2020. | **100 Million Healthier Lives Affinity Groups and Topical Hubs.** Organized by geographic region or topic area, provides central landing point for organizations interested in similar topics. | **Institute for Integrative Health (Baltimore, MD).** Nonprofit working to create a wellness and medical model to shift focus from managing disease to promoting lifelong health.* [Diane Hannemann](https://tiih.org/what-we-do/convene-forums/building-bridges-defining-metrics-forum1/steering-committee/diane-hannemann/)**,** PhD, Director of Academic Programs managing the Institute’s Scholars, Fellows, and Forum programs
* [Branden Bowden](https://tiih.org/who/people/staff/brandin-bowden/), Senior Community Programs Manager
 | **Robert Wood Johnson Foundation.** Philanthropy solely dedicated to research and programs targeting pressing health issues.* Funded 100 Million Healthier Lives’ initial 25 communities, could be interested in similar initiatives.
 | ***Turn the Tide RX Campaign with the Office of the Surgeon General***. Initiatives came and partnered with 100 Million Healthier Lives and took metrics helpful to communities engaged in the epidemic.  |
| **Out-of-School Time Settings***Dara Rose, Senior Vice President of Strategy and Operations at Horizons National (formerly at The Wallace Foundation)* | **University of Chicago Consortium on School Research (CCSR).** Builds capacity for school reform by conducting research on student success and school improvement.* Powerful literature in youth development space, particularly middle and late adolescence.
* **Camille Farrington, Senior Research Associate**. Work focuses on policy and practice in urban high school reform. She is a national expert on the role of noncognitive factors in academic performance.

**Erikson Institute.** Higher education institute committed to ensuring that all children have equitable opportunities to realize their potential.* **Robert Halpern**. **Former Director of the Child Development program**,

**Cynthia Coburn**, Professor of Education and Social Policy at Northwestern University.* Discusses scaling of programming: spread, dosage, depth.
 | **State Afterschool Networks**. Funded by the Mott Foundation, coalition of diverse stakeholders working to build good policies and practices to sustain and expand quality afterschool and summer learning opportunities.**Boys and Girls Clubs (national and local).** Working to enable all young people to reach their full potential as productive, caring, responsible citizens.* Peter Rogovin, part of project where Wallace commissioned research with Boys and Girls Club to distill eight principles for high-quality arts education for adolescents.

**YMCA (national and local)**. Nonprofit working in 10,000 neighborhoods nationwide, community-centered, promoting social change.**4-H**. National reach and local programs, provides experiences where young people learn health, science, agriculture and citizenship by doing.**Young Audiences Arts for Learning**. Nation’s largest arts in education learning network, has 30 local affiliates. | **Center for Arts Education (New York City).** Committed to ensuring that every child in New York City public schools has equal access to a well-rounded education, of which arts are a central component.* ***Example of a local intermediary that has brokered teaching artists getting into schools.***

**Urban Arts Partnership.** Advances the intellectual, social and artistic development of underserved public school students through arts-integrated education.* ***Evidence-based and evidence-oriented, members of the Student Success Network, trying to position themselves in SEL.***
 | **The Ford Foundation.** Working to reduce poverty and injustice and advance human achievement. Have long been involved in arts and culture.**The Mott Foundation.** Supports projects around the world that promote a just, equitable and sustainable society. | ***Readiness abilities, skillsets and mindsets***, The Forum for Youth Investment.* ***Ready By Design: The Science (and Art) of Readiness.***

***Gifts of the Muse: Reframing the Debate About the Benefits of the Arts,*** RAND and Wallace Foundation report.* Discusses intrinsic and extrinsic benefits of the arts.

***Something to Say: Success Principles for Afterschool Arts Programs from Urban Youth and Other Experts***, Denise Montgomery, Peter Rogovin, and Neromanie Persaud. |
| **School and Educational Settings***Audrey Hutchinson, Director of Education and Expanded Learning at the Institute for Youth, Education and Families, National League of Cities* | **National League of Cities**. Resource and advocate for the nation’s cities and their leaders. | **National League of Cities’ Institute for Youth, Education and Families.** Expertise in early childhood success, education and expanded learning, reengagement of disconnected youth. Institute brings together local leaders to develop strategies.**Mayors’ Education Policy Advisors Network**. Represents 75 of the largest cities in the US. | **Say Sí.** Year round, long-term, tuition-free creative youth development program that provides students in San Antonio with opportunities to develop artistic and social skills in preparation for higher educational achievement and professional careers. |  |  |
| **Allied Youth Fields***Cheri Hoffman, Director, Division of Children and Youth Policy, Department of Health and Human Services* | **Federal Interagency Working Group on Youth Programs.** Composed of representatives from 20 federal agencies that support programs and services focusing on youth. Promotes the goal of positive, healthy outcomes for youth. |  |  |  | **Youth.gov** helps local organizations understand the value of program evaluation, research, and evidence-based practices. **Huge focus on youth engagement, youth ownership, and youth leadership.** Working group wants to show that youth engaged in programs have better outcomes than disengaged youth. |

1. Per, The Rise of Creative Youth Development 2016. [http://www.tandfonline.com/doi/full/10.1080/10632913.2015.1064051.](http://www.tandfonline.com/doi/full/10.1080/10632913.2015.1064051) [↑](#footnote-ref-1)