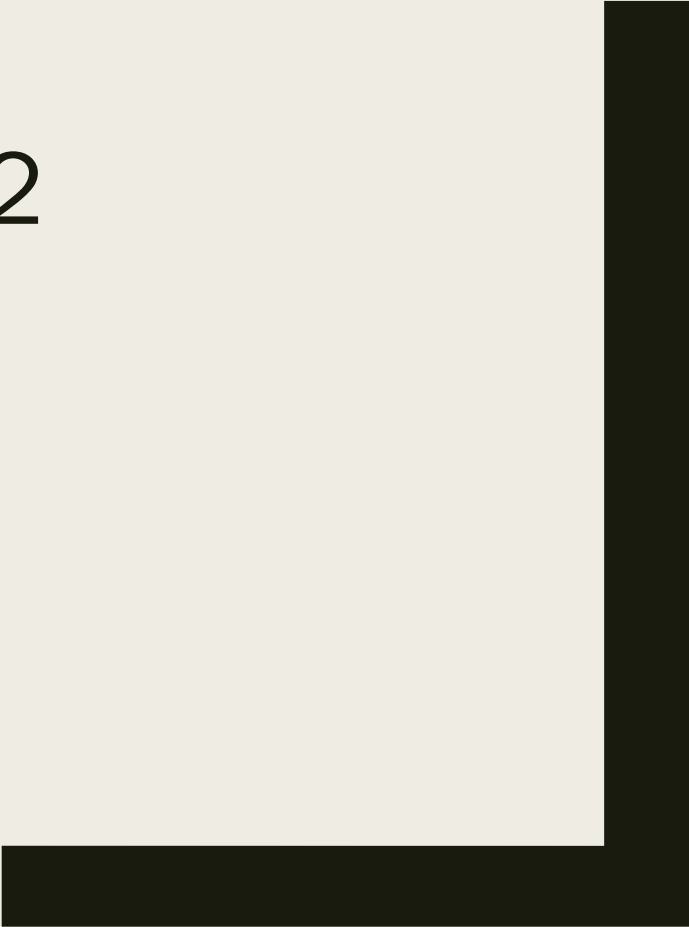




# SRAE COMPONENT 2 PROGRAMMING

SRAE Webinar  
January 14, 2020



# Agenda

- Component 2: Review objectives and proposals
- What does the research say about PYD programs?
- Providers: What is working? What is challenging?
- Resources
- Next steps

# SRAE Component 2

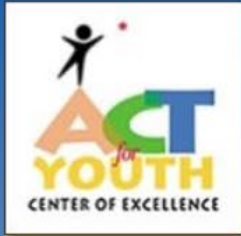
Provide adult-supervised activities that create educational, recreational, or vocational opportunities for youth ages 10-13.

## Examples of activities

- Workplace visits or career exploration
- Cultural events and facilities
- Sports and other physical activity
- Performing arts
- Visual arts
- Scientific exploration
- Games that challenge the mind and encourage deep interaction
- Nature-focused outdoor activities
- Service-learning activities

# Youth Cohort

- Same cohort has to do Component 1 and 2
- Dilemma: What to do with 10 year olds?



Online Reporting System

Logged in as ACT For Youth

Cycle 🧑🧒

[Home](#)

Cycle Name:

This must be unique! Remember this name!

Cycle Number:

This cycle is a:

- Component 1 & 2 cycle
- Component 1 only cycle
- Component 2 only cycle

Start Date:  📅

Setting Name:

Facilitator(s) Name(s):

Setting Type: (select one)

- Afterschool program
- Community-based setting
- Homeless shelter
- Foster care residential setting
- Non-residential clinical setting
- Residential treatment setting
- Other

Priority Population: (select one)

- Recently immigrated youth
- Youth speaking English as a second language
- Youth involved with family court
- Youth with an Individualized Education Plan (IEP)
- Youth living with a disability, diagnosis or disorder
- Homeless and/or runaway youth
- Trafficked youth
- Youth in foster care
- LGBTQ youth
- Youth not otherwise specified

Number of youth participants:



Online Reporting System  
Logged in as ACT For Youth

Record a Session

Home

Show cycles created by others in my organization

Select Cycle: AIM test  
Start Date: 12/9/2019

Date of session:

Session Component: Select  
1  
2  
Both



Online Reporting System  
Logged in as ACT For Youth

Record a Session

Home

Show cycles created by others in my organization

Select Cycle   
Start Date: 1/13/2020

Date of session:

Session Component:

**Record attendance:**


Brief Name of Activity:

Name of person leading session

Session Description

# Current Component 2 Activities

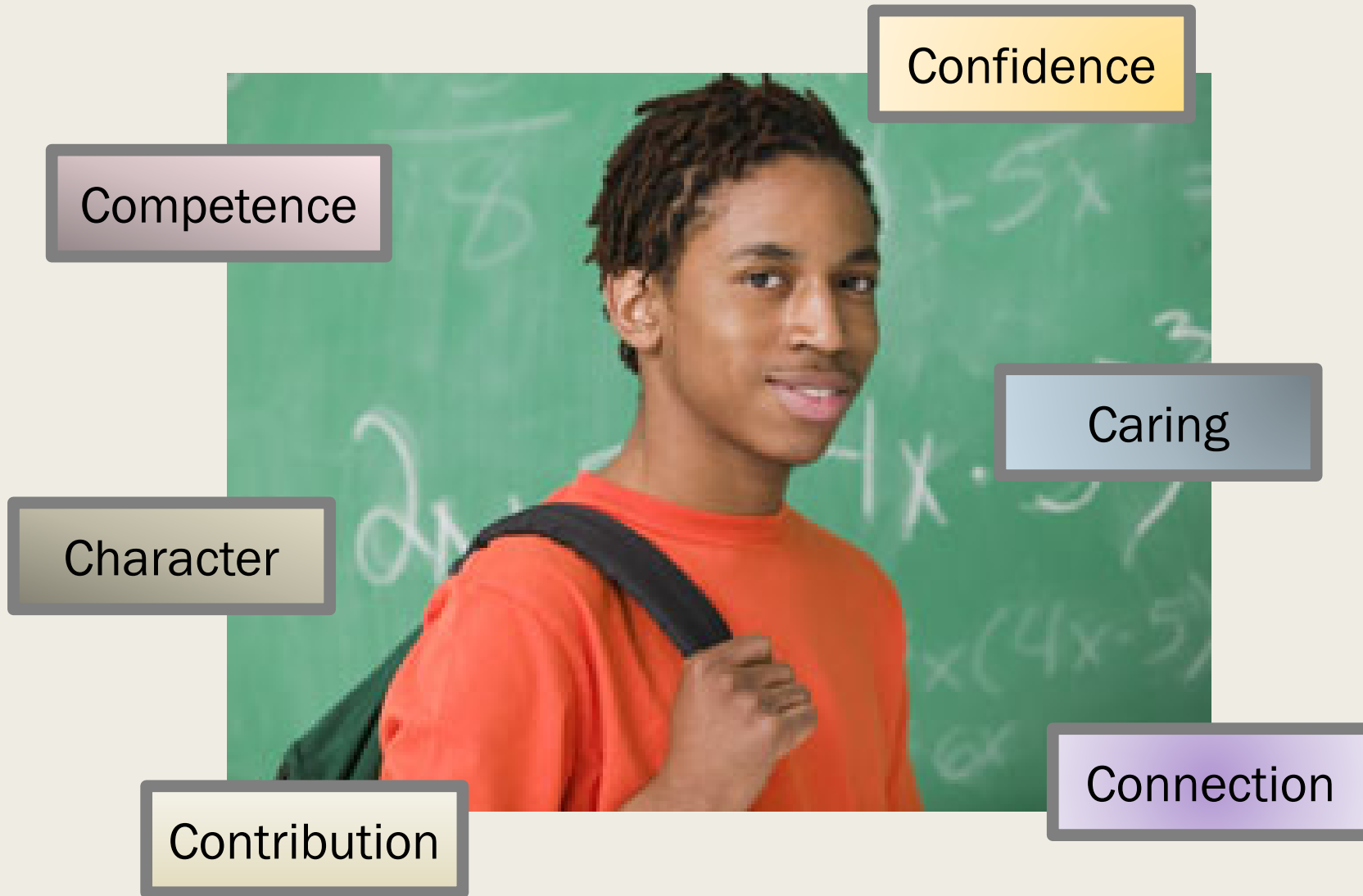
- Sessions on communication, relationship skills, social skills, other life skills
- Career exploration
- Social and emotional learning activities
- Speakers
- Field trips
- Creative expression
- Recreational activities



# Using a PYD Lens...



# 6 Cs



# Youth Development Programming

- Promote bonding
- Foster resilience
- Promote competencies in several domains
- Foster self-determination
- Foster spirituality
- Foster self-efficacy
- Foster clear and positive identity
- Foster belief in the future
- Provide recognition for positive behavior
- Provide opportunities for prosocial involvement
- Foster prosocial norms

# PYD Evaluation Findings

*Although a broad range of strategies produced these results, the themes common to success involved methods to strengthen social, emotional, behavioral, cognitive, and moral competencies; build self-efficacy; shape messages from family and community about clear standards for youth behavior; increase healthy bonding, bonding with adults, peers, and younger children; expand opportunities and recognition for youth; provide structure and consistency in program delivery; and intervene with youth for at least nine months or longer.*

Catalano, R.F. et al. 2004.



# Features of Positive Developmental Settings

Physical and Psychological Safety

Appropriate Structures

Supportive Relationships\*

Opportunities to Belong

Positive Social Norms

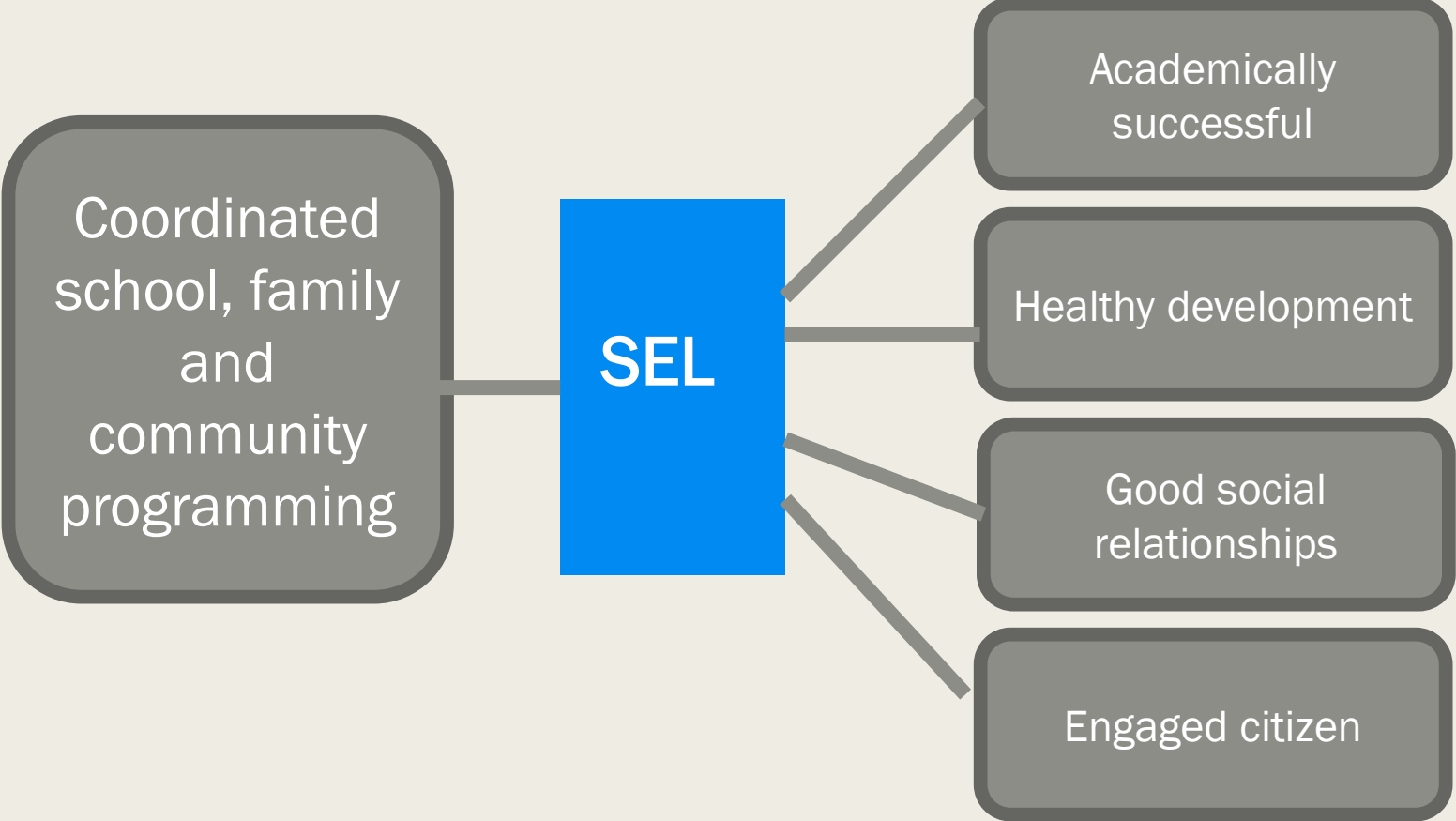
Support for Efficacy and Mattering\*

Opportunities for Skill Building\*

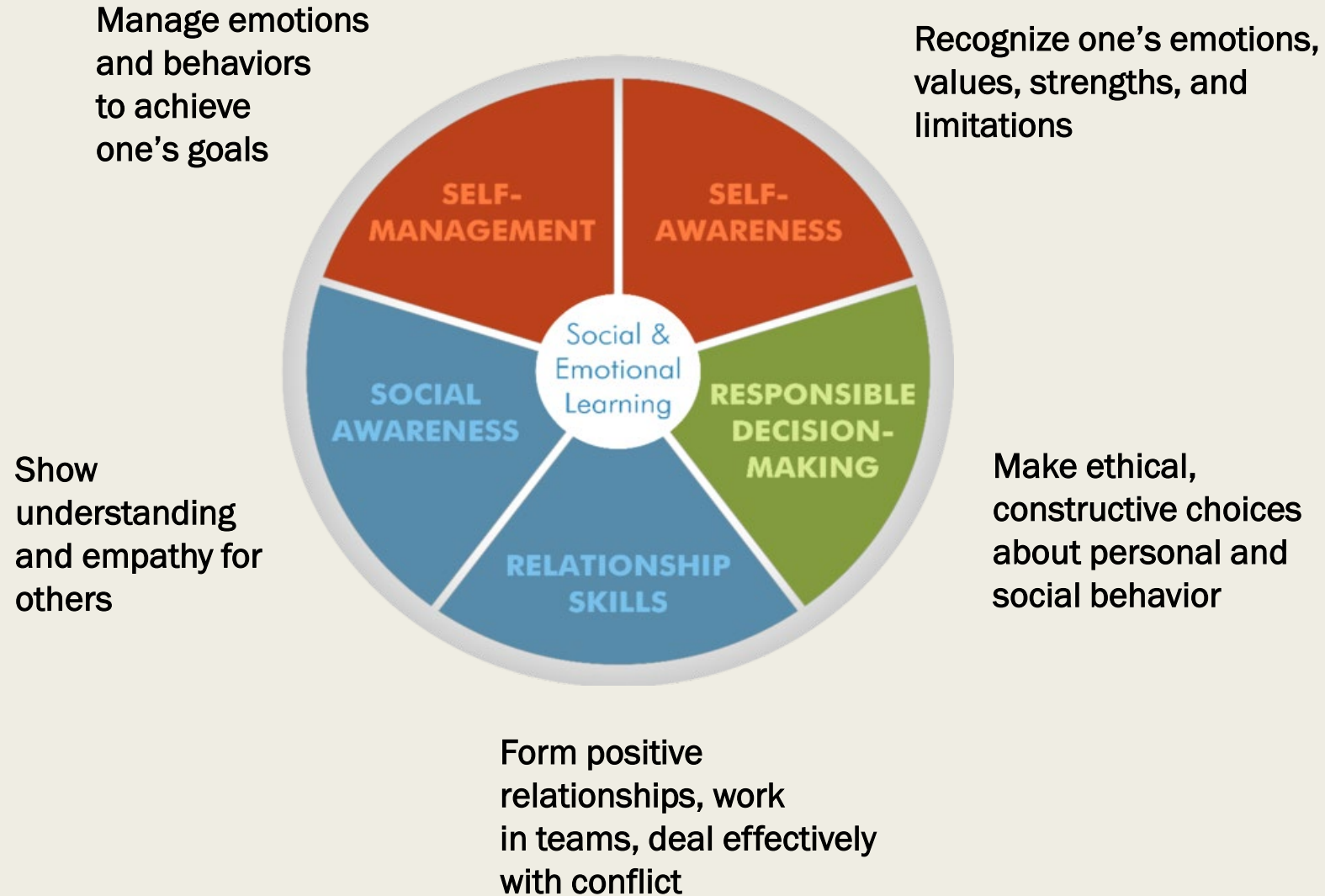
Integration of Family, School and Community Efforts

National Research Council (2002)

# Additional Support from SEL



# 5 Core Competencies



# Effective Programming

**S**equential: Sequenced activities to teach skills

**A**ctive: Active learning to practice skills

**F**ocused: Focused time on skill development

**E**xplicit: Explicit targeting of specific skills

<https://casel.org/the-impact-of-after-school-programs-that-promote-personal-and-social-skills-2007/>



# Providers Share Successes & Challenges

ABC Rochester

Victoria Allen  
Najua Baaith-  
Mercado

BronxCare Health  
System

Alexandra  
Smith

# PROWD COMPONENT 2: WHAT WE HAVE DONE SO FAR...

- THE LION KING
- YOGA





# PROWD COMPONENT 2: CHALLENGES AND SUCCESSES

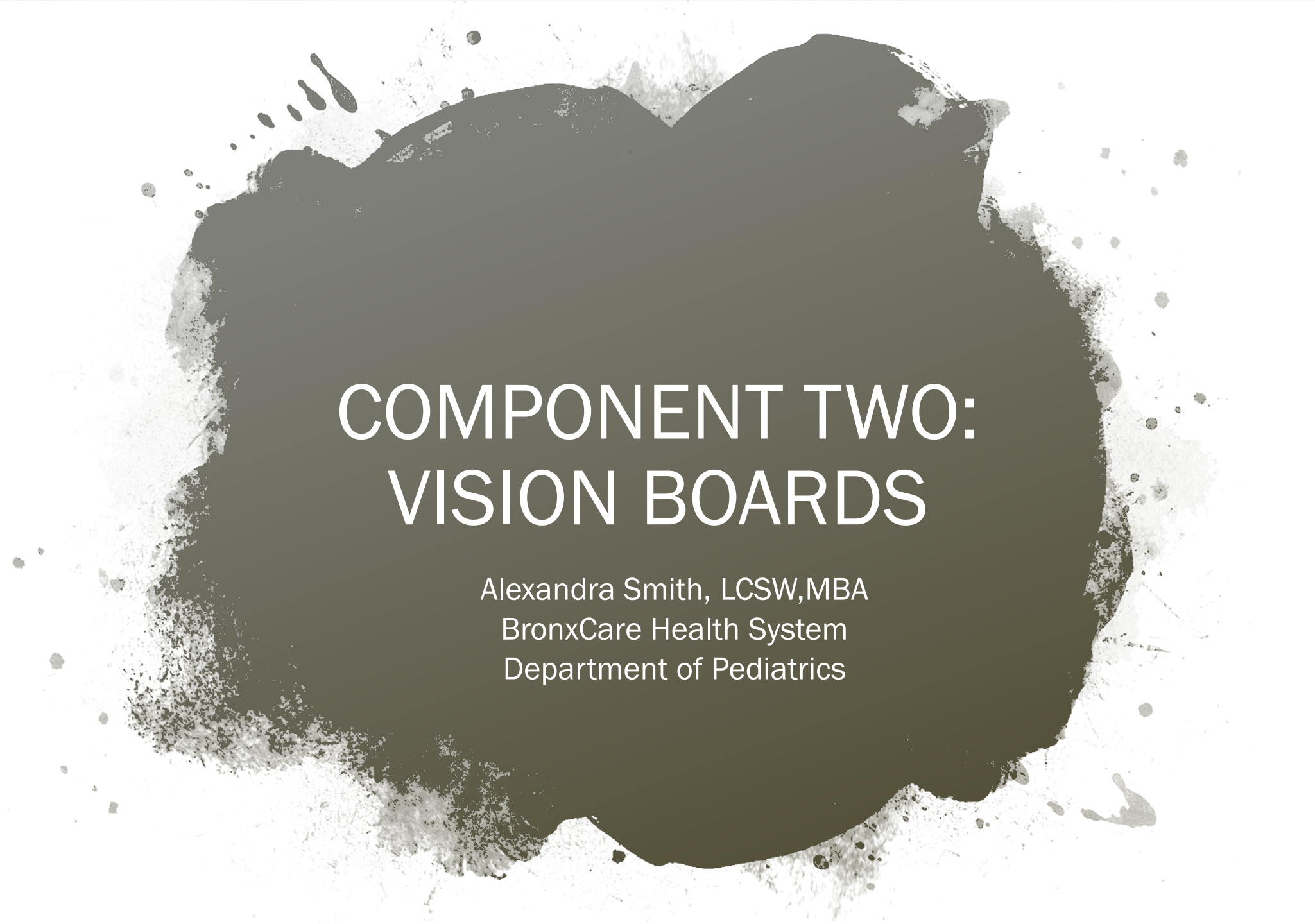
## ■ Successes

- *Encourage youth to try by also trying*
- *Emphasize “fun” not perfection*
- *Encourage laughter*
- *Prepare students for what to expect*
- *Have a plan for the worst case scenario*



## ■ Challenges

- *Contacting agencies to come in*
- *Behaviors/Lack of participation*
- *Parent communication/pick up*
- *Resources for all students to participate*



# COMPONENT TWO: VISION BOARDS

Alexandra Smith, LCSW, MBA  
BronxCare Health System  
Department of Pediatrics

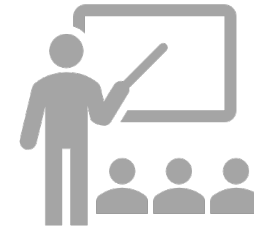
# Goals and Objectives



## Goals:

Allow youth to imagine possible positive futures

Create Vision Boards that reflect the individuality of each youth



## Objectives:

Students will explore their world through the lens of a camera

Students will engage with adult mentors who will act as positive role models

# Vision Board Development

Erik Erickson's  
8 Stages of  
Psychosocial  
Development

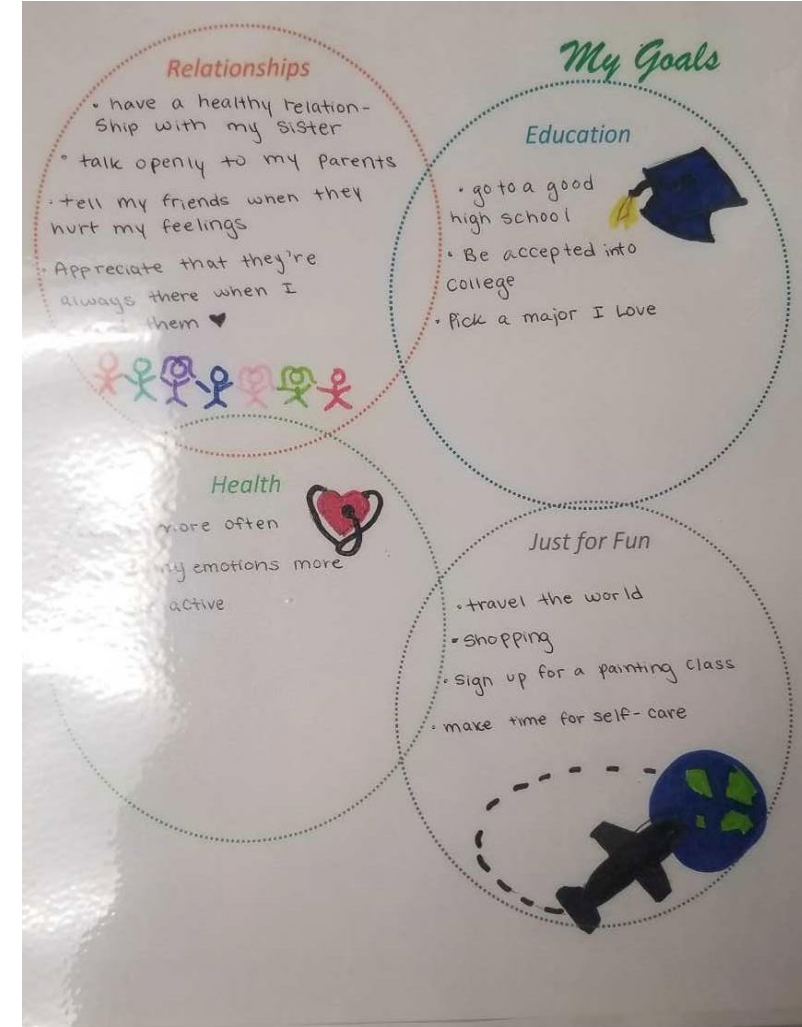
40  
Developmental  
Assets

- Industry vs Inferiority

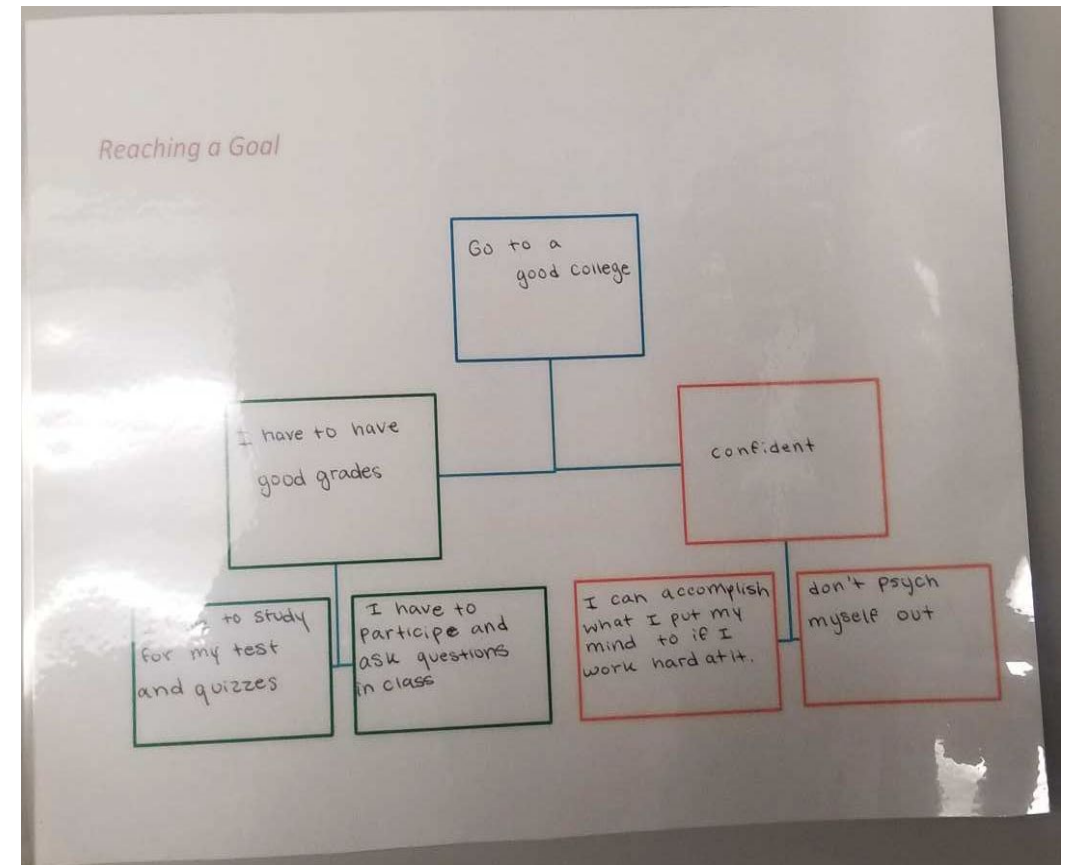
- Such as:
  - Adult Role Models
  - Creative Activities
  - Responsibility
  - Self-Esteem, etc.



# Sample Vision Boards



# Sample Vision Boards





# Challenges

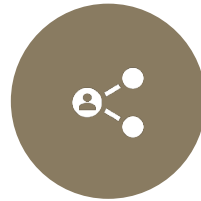
- **Managing Time**
  - *In larger groups there are many youth*
    - Time consuming to print photos
  - *Some youth complete boards faster than others*
    - Need alternatives for these youth
      - *Help others and/or staff*
      - *Create a second VB*
      - *Give them a new task*

*Breakage!*

# Successes



Youth LOVE cameras!



Sharing



Able to articulate and envision future goals



Youth spend quality time thinking about their future vis-à-vis how their own behaviors and choices impact them



When youth were asked what they liked about the program one boy said, “absolutely everything!”

# Resources



The screenshot shows the ACT for Youth website header with the logo and navigation menu. The main content area features a breadcrumb trail: Home > Sexual Health and Development > Supporting Adolescent Sexual Health > SRAE Initiative > Component 2: Activities. A left sidebar contains a table of contents for the SRAE Initiative, with 'Component 2: Activities' highlighted. The main article title is 'SRAE Component 2: Adult-Supervised Activities', with a 'printer-friendly' link. The text describes how SRAE projects provide adult-supervised activities for youth ages 10-13 to build strengths and shape future aspirations. An image shows two young girls looking at a jar of green plants.

**ACT for Youth**  
Your Online Source for Positive Youth Development

Search

Youth Development | Adolescence | Sexual Health | Publications and Events | About Us

Home > [Sexual Health and Development](#) > [Supporting Adolescent Sexual Health](#) > [SRAE Initiative](#) > Component 2: Activities

Program Resources
<b>SRAE Initiative</b>
SRAE Overview
Component 1: EBPs
<a href="#">Making a Difference</a>
<a href="#">Project AIM</a>
<a href="#">Teen Outreach Program</a>
<b>Component 2: Activities</b>
Component 3: Parenting Education
SRAE Shared Resources

## SRAE Component 2: Adult-Supervised Activities

[printer-friendly](#)

Through component 2, SRAE projects provide adult-supervised activities that create educational, recreational, or vocational opportunities for youth ages 10-13. These opportunities build on participants' strengths and shape their ideas about and aspirations for the future. Activities should stimulate cognitive, social, physical, and/or emotional growth and provide a context for productive relationship building with adults and peers. The



[http://www.actforyouth.net/sexual\\_health/community/srae/activities.cfm](http://www.actforyouth.net/sexual_health/community/srae/activities.cfm)

# Resources

The screenshot shows the Common Sense Education website interface. At the top, there are navigation tabs for 'For Parents', 'For Educators' (which is selected), and 'For Advocates'. On the right side of the top bar, there are links for 'Login' and 'Sign me up'. Below this is the 'common sense education' logo. To the right of the logo are links for 'GO TO SEARCH' and 'DONATE'. A green navigation bar contains the following menu items: 'Digital Citizenship', 'EdTech Reviews', 'Professional Development & Advice', and 'Resources in Spanish'. The main content area features a 'SHARE' section with social media icons for Facebook, Twitter, Pinterest, Email, and Print. The primary headline is 'New lessons for all grades available now! 🎉' followed by 'Digital Citizenship Curriculum'. Below this is a paragraph: 'These new and revised lessons, based on our [original K-12 Digital Citizenship Curriculum](#), take on timely topics for school communities, support teachers with improved classroom tools, and prepare students to take ownership of their digital lives. [Learn more.](#)' To the right of the text is a circular graphic with four icons: a play button for 'New Videos', a document for 'Customizable Resources', two speech bubbles labeled 'ESP' and 'ENG' for 'Bilingual Materials', and a screen for 'Lesson Slides'. At the bottom left, there is a 'Filter by grade' dropdown menu currently set to 'All grades'.

<https://www.commonsense.org/education/digital-citizenship/curriculum>

# Resources



The screenshot shows the Afterschool Alliance website. At the top left is the logo, which consists of a stylized 'A' and 'S' inside a circle. To the right of the logo is the text "Afterschool Alliance". Below the logo and name is a navigation menu with items: "Take Action", "Research", "Policy", "Program Toolbox", "In Your State", "About", "Lights On", "Afterschool Issues", and "Afterschool Snack". To the right of the navigation menu is a search bar with the text "Search" and a magnifying glass icon. Below the search bar is a green "DONATE" button and social media icons for Facebook, Twitter, Pinterest, and Instagram. Below the navigation menu is a large photograph of three children (two girls and one boy) looking at a computer screen. In the foreground, there are yellow storage bins and some wires. Below the photograph is a white box with the text "STEM IN YOUR PROGRAM" and a paragraph of text. To the right of this box is another white box with the text "STEM NEWS" and two news items.

**Afterschool Alliance**

America's landmarks shined for *Lights On*

*Lights On*: 1 million people, 10,000 events

Search

DONATE

Take Action ▾ Research ▾ Policy ▾ Program Toolbox ▾ In Your State About ▾ Lights On ▾ Afterschool Issues ▾ Afterschool Snack

**STEM IN YOUR PROGRAM**

Interested in improving your afterschool STEM program or getting involved in afterschool STEM for the first time? Check out our funding guide and explore some of the best curriculum, professional development, and evaluation tools specifically developed for teaching STEM in the out-of-school-time environment.

**STEM NEWS**

Structuring For Scale-Up Success: Partnerships First  
by Guest Blogger (12/12/2019)

Structuring For Scale-Up Success: Techbridge Girls Shares Lessons From Its 5-Year Scale-Up In Of STEM

<http://www.afterschoolalliance.org/STEM-curriculum.cfm>

# Next Steps

## Webinars

- February 11: What about EBP Adaptations?
- March 10: Creating a Logic Model
- April 14: Planning for Sustainability

## Trainings

- April: TOE for Project AIM
- May: PYD 101
- May 19 -20: BWIAH Provider Meeting

Comments?

Questions?





Thank You!

ACT TA Team