



## Day 2 Breakout Session Summary

April 27, 2021

### Supporting All Students: Best Practices for Engaging and Serving Older, High School Youth This Summer

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**Presenters:** Broderick Clark, [National Summer Learning Association](#); Andrew Knoblich, [Mayor's Youth Employment Program](#), Charlotte, North Carolina; Rashaun Bennett, [National Youth Employment Coalition](#); Dr. Laurie Brown, [American Camp Association](#); Jeff Cole, [Nebraska Children and Families Foundation](#)

This tabletop discussion provided strategies for successfully engaging older youth in summer programming.

### Session Highlights

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- » In terms of best practices for the summer, the National Summer Learning Association encourages relevant, engaging, and project-based summer learning for youth. To attract older youth, the National Youth Employment Coalition has found that programming should translate to a labor market value.
- » In North Carolina, the Mayor's Summer Youth Employment Program in the City of Charlotte provides youth (ages 16 and up) with summer workforce development opportunities. They have formed partnerships across the private sector, community, and school system. Notably, students are also considered partners in their program.
- » The American Camp Association provides afterschool and summer camp programming. They offer opportunities for young people to engage in social and emotional learning. Older youth also have the chance to move into early staff roles, participating in Counselor-in-Training programs. These programs allow participants (ages 16-20) to prepare for the workforce broadly.
- » It is important for youth to have a voice and a choice. The Amplify program in Boston is an example of a program that allows participants to express what they have been feeling over the last year through music and words. The program will culminate in an album that will be available on multiple music streaming platforms.
- » Beyond School Bells in Nebraska, the statewide afterschool network, has been building partnerships that result in high-quality, locally sustainable afterschool programs. They have relied on public-private partnerships to build programs and have used college students as program designers. College students are specifically engaged in designing programs that can be effectively implemented by those in high school. The Nebraska Department of Education has been a key partner, and they have been able to tap into CARES Act funding to scale existing programs.



## Shared Resources

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- » [50 State Afterschool Network Contacts](#)
- » [Afterschool in Your State: A Clearinghouse of Information on Afterschool Across the Country](#)
- » [Beyond School Bells](#)
- » [Career and College Readiness Toolkit](#)
- » [Digital Summer Youth Employment Toolkit 2.0](#)
- » [Foundations for Young Adult Success: A Developmental Framework](#)
- » [Maximize Student Recovery: Community-Based Afterschool and Summer Programs Accelerate Student Learning](#)
- » [Participating STEM Learning Ecosystems](#)
- » [Reading Skills Programs for Every Grade](#)
- » [Workforce Tactical Guide: Supporting Youth, and Displaced and Unemployed Workers](#)

## Questions and Answers on Supporting All Students: Best Practices for Engaging and Serving Older, High School Youth This Summer

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### How do you find partners to work with?

Your state's afterschool network is a great place to make connections.

<http://www.afterschoolalliance.org/policyStateMap.cfm>

### How do you collaborate with the Migrant Education Program (MEP) in your state and how do you engage MEP youth (ages 16 – 21) in your programs?

Beyond School Bells is beginning to work directly with youth service organizations that serve these populations.

### How can summer learning programs help 8th grade students transition to 9th grade successfully?

Some camps across the country operate a multi-year model to support young people across transitions like the one between 8th and 9th grade. Some good examples are Sherwood Forest and Fiver Children's Foundation. They also work with schools and community partners to provide year-round support and engagement.

### How can schools help support paid learning opportunities since some students have had to look for employment during the pandemic to help their families?

Beyond School Bells is piloting a program to connect youth in one of the Lincoln community's underserved afterschool/summer programs to the district's career academy via an intensive summer academy.

### Were parents involved or given an opportunity to provide input into the development of any of your programs. If so, how?

Beyond School Bells has been working with the Nebraska Department of Education's Career and Technical Student Organizations to try to create systemwide incentives to get more high school students involved in the development and implementation of afterschool and summer programs. Their involvement could fulfill their work-based learning requirements.



**What do you think about learn-and-earn programs as a way to get more young people engaged this summer?**

Several of the camps that the American Camp Association is working with to implement Counselor-in-Training programs are using grant funds to pay participants. Most are providing some financial support to engage in the program.

Pre-COVID, Beyond School Bells ran a summer Internship program ("Conservation Management Summer Internship") that paid high school youth to travel around the state and get their hands wet in various aspects of careers in the conservation/environmental field.

**Are there any virtual career explorations that you know of that are national?**

There are organizations that work nationally such as Symba and Youth Jobs Connect. Resources are also included in unit 4 of the Career and College Readiness Toolkit from the Maryland Out of School Time Network. <https://drive.google.com/file/d/1I0W8fvLPlme9ued2eBpQhckjj4wty4Ww/view>

