



United Way of Rhode Island
Afterschool Leadership Circle

BRIDGES

Hello ALC Membership,

Happy New Year! With 2016 underway, we hope you will join us for our next ALC Membership Meeting on Thursday, January 21 at United Way of Rhode Island.

As an ALC member, you have the benefit of accessing volunteers from United Way of Rhode Island corporate partners for a wide variety of opportunities, with coordination and management support from UWRI staff. So join us on January 21 to network with your peers, share your organizational volunteer needs, and help us support you in expanding your capacity! Registration for the January meeting is available [here](#). And, remember, meeting registration is free for ALC members!

FEATURE: PASSIONATE PROFESSIONALS

Anjel Newmann, Afterschool Director, AS220 Youth



Throughout the upcoming year, *Bridges* will feature interviews with the eight Passionate Professionals honored for their work in the out-of-school-time field at the 13th annual Lights On Afterschool! Breakfast of Champions. This month the spotlight is on **Anjel Newmann**, who is the Afterschool Director for AS220 Youth.

The interview was conducted by Elana Rosenberg and Joseph Morra, and asks questions related to this year's LOA theme of "Passion. Potential. Possibility."

Elana: What propels your passion in the field?

Anjel: I was thinking about this, and I think it's my own experience as a youth member at AS220. I started at AS220 Youth when I was thirteen, and I grew up doing hip hop theatre and had a crazy community of mentors who really helped me blossom into the young woman I am now. The amount of professional opportunities I was exposed to at AS220 is why I am the director at this point. I witnessed firsthand what it means to be nurtured by people who really care about you and creative youth development, and I want to create the same pathways for other young people because there wasn't a specific program for "youth-to-

director,” but what if there was? How many more young people could have a similar experience where they’re going from the young people we’re working with into leadership positions? Whether it is as teachers, artists, coordinators, directors and eventually the founders of their own programs; I just want the same experience and opportunities that I had.

Elana: During your career, what has been an inspiring occasion with a young person?

Anjel: There are so many; I’m sure everyone says that [laughs]. There’s one specific occasion that comes to mind. We work out at the Rhode Island Training School; the juvenile prison, and we had a talent show there about a year ago. We were working mostly with guys who were around sixteen and seventeen, and who just tear each other apart over everything because they’re struggling. They’re in very bad situations, and they are miserable a lot of the time because it’s a prison. They’re in this class and we’re teaching them how to rap and even do some dancing and things like that, and there was one specific young person who people were making fun of the whole time. He definitely had an attitude problem, but just to get him to even spit back a verse to me—he wouldn’t do it. I worked with him for about three months and slowly but surely he was getting comfortable. He was the type of young person who would write something and then throw it away, but eventually it got to a point where he would spit his verse for me. It was off beat and it was all these things that needed help but I was like, “Wow, he did it.” Then within about two weeks he’s rapping in front of the class, and of course they’re making fun of him, but he’s doing it. I’m sitting there like, “Oh my gosh, it’s happening.” Then I just think about the actual day of the talent show. The day before he tried to quit and say he wasn’t going to do it—but he gets up there in front of all guys in the jail and he raps the song on beat. I’m like, “Boom.” I’m blown, you know. It seems so small but I was working with this particular young person when he was locked up. I got to see that transformation. I’m still working with him today and he’s out and he has a job and he’s got his own style; his own swagger now. It’s just like his confidence, and I think it has a lot to do with that moment of owning his craft in front of people who eventually ended up giving him a standing ovation, which was pretty huge for a bunch of guys in a jail. That was huge, and I love him to death and see him all the time.

Elana: How does your work create possibilities for young people?

Anjel: When I think about the work of any afterschool program, and specifically AS220, we’re like this marketplace of opportunities. You come here and it’s almost like a bazaar, you know what I mean? There are galleries, and there are portfolios, and you can go on field trips and you’re exposed to this really funky crew of artists who you may not have come in contact with otherwise. Today, I’m going to the Business Innovation Factory event at Trinity and we’re always invited to bring young people who can mix with this other group of educators and academics they would have never met. I just feel like it’s that type of thing. When you come to AS220, or a place like AS220, the mentors do their best to expose you to different networks and different worlds through field trips, through internships, through casual dinner parties. If I’m going out to meet with someone we want to collaborate with and I see a young person, I ask, “Do you want to come with me?” It’s those casual things that over and over again start expanding their world beyond their own block and their own corner. They’re realizing, “Wow, Providence is bigger than just my house. It’s a lot bigger and I can do what I want with it.”

Elana: How do you recognize potential in others?

Anjel: I just have this belief that every single person has potential and it is our job to help spark it because it’s there. Now that I’m an adult I try to not tell kids, “Oh, when you’re older you’re going to be amazing.” I’m like, “You’re amazing now.” It’s my job to help them figure out how to mold it in a way that is going to support their development. So I think that whenever I look at somebody, I notice potential in every single person and I try to do something that’s going to spark it. Then when they seem interested in what I’m offering, whether it’s an open mic or a songwriting class, or I tell them I have a dinner party to go to and ask if they want to go, I see that hunger turn on and that’s when I can move my way in and start giving them access to more opportunities. I think again, especially at the training school, there’s normally a group of

guys and there are some who pretend like they could care less to be there even though you know they want to be there. But they're frustrated about what's going on; they're locked up and they're away from their families. Then there's some young people who are hungry, they're ready, and they're like, "Let me at the mic, I can't wait to get out. I want to come to AS220." Everyone has potential and I think it's our job as mentors to help spark it and make them realize that they do.

Elana: Who do you think recognized your potential?

Anjel: Again with AS220, it's crazy. It's a community of mentors, so there are many different people from Karim Kane who was my first mentor and they called him the "Bronx MC." He was from the Bronx and he was a rapper and he was a minister also, but he brought us to the Bronx and taught us all about hip-hop. He realized it. Sam Seidel, who was the director at the time, and still my mentor to this day, recognized it, but I think it was David Gonzalez who was my go-to. This guy was with me from when I first started rapping, to when I got pregnant at sixteen, and he was there when I got pregnant at seventeen. I had two kids. He was there for me and he helped me get my first job outside of AS220 at a boutique and was driving me there. He gave me my first job to run open mic at AS220, and I remember him just letting me know, "You know, if you don't take these opportunities someone else is going to. So, do you want it or not?" And he would say that in a very loving way and a way to challenge me because a lot of times I'd be like, "I don't know if I can do it." And he'd say, "Do you want it or don't you? Stop playing with me [laughs]." I think he was the one who really invested in me on a whole other level, but everyone else I named too. Sam has stuck with me from back in the day until now. Adam Bush from College Unbound, he's a newer mentor, but he's like my best friend and he really believes in me and has welcomed me and my children into the College Unbound network. I'm in school and he has my back no matter what. I feel so blessed. I have so many mentors, but I've met them all through AS220. I met Adam from knowing Sam at AS220. I met David at AS220. Bert Crenca is another one; a huge mentor. There are just so many people.

AROUND THE STATE NEWS

Have something to share? Email Elana.Rosenberg@uwri.org to have your news included in BRIDGES!

Invitation to a Convening of Community/Industry Mentors and ELO Providers

Wednesday, January 27: 9:00 a.m. to 11:30 a.m.

United Way of Rhode Island: 50 Valley Street, Providence, RI 02909

United Way of Rhode Island invites you to participate in a convening to discuss the current progress of Expanded Learning Opportunities for Credit work in the state, and to learn about the opportunities emerging with the RI Department of Education. We hope that you will be willing to share input on how middle and high school partnerships can be shaped moving forward.

For the past five years, United Way of Rhode Island has been supporting the expansion of Expanded Learning Opportunities for Credit in our state. This work has focused on helping high schools to plan, pilot and create permanent opportunities for students to explore an area of interest supported by a teacher and community mentor, industry partner, or ELO provider. Fourteen Rhode Island high schools have piloted an ELO for credit program. Many of these schools would like to expand these opportunities for their students and have limited knowledge about potential partners for hands-on learning and authentic experiences that guide students to pursue their interests. As a result, United Way wants to create ways for ELO partners to connect with interested high schools.

This is a unique moment in time for partners interested in this work to convene and talk about how this work should be included in the new high school graduation requirements being spearheaded by RIDE.

Objectives of the convening:

- 1) Gather input and perspective from community/industry mentors, ELO providers on their role in increasing personalized learning and inclusion in new high school graduation requirements.
- 2) Educate potential community mentors on the resources available to support working as an ELO for credit partner.
- 3) Increase the number of community/industry mentors willing to partner with schools to support ELO's for credit opportunities.
- 4) Define role of community/industry mentors/ELO providers at upcoming ELO Summit on April 1, 2016.

To join United Way of Rhode Island on Wednesday, January 27, please RSVP to Elana Rosenberg at elana.rosenberg@uwri.org by Monday, January 25.

RIDE Releases RFP for “Advanced Course Network”

Beginning in fall 2016, Rhode Island public secondary schools will have the opportunity to expand the advanced level coursework available to their high school and middle school students through a new initiative, the Advanced Coursework Network.



This initiative is intended to build upon the work that many have already done in this area. Enriching experiences with advanced coursework help students get a head start on post-secondary success, master the skills required of a lifelong learner, and be prepared for jobs in sectors critical to Rhode Island's future prosperity. For more information, please see the links below:

- [Advanced Coursework Network](#)
- [FAQ: Advanced Coursework Network](#)
- [Providence Journal: RIDE to Expand Student Access to Advanced Classes](#)

RESOURCES

American Institutes for Research Develops New Resources for the Afterschool Field

Understanding the knowledge, attitudes, and skills that ultimately contribute to success in the workplace is a priority for educators and employers. One aspect of employability gaining attention in recent years is the need for strong social and emotional skills in order to be successful in the workplace.

To understand this better, American Institutes for Research (AIR) has developed two new resources on employability skills and social and emotional learning (SEL) for the afterschool field:

- [Ready for Work? How Afterschool Programs Can Support Employability Through Social and Emotional Learning](#) is a Research to Action brief summarizing research on SEL and support for the development of employability skills in afterschool programs.
- [How Afterschool Programs Can Support Employability Through Social and Emotional Learning: A Planning Tool](#) is a resource designed to help afterschool program staff foster employability skill building in their programs.

The brief and planning tool provides an overview of the research, as well as tips and information, on how to support key employability skills through SEL. Please feel free to use and share!

The Intersection of Afterschool and Competency-Based Learning: *Emerging Trends, Policy Considerations and Questions for the Future*

After school and competency-based learning are increasingly emerging as student-centered, supportive learning models to prepare students for college and career.

To explore the intersection and relationship between these two fields, the American Youth Policy Forum has released a white paper that recommends ideal policy environments for implementing successful programs, provides real-world examples, and shines a spotlight on emerging trends for the future. [Download and read the report by clicking here.](#)

GRANTS & SCHOLARSHIPS

After School, Out-of-School Programs Eligible for Youth Program Awards



The President's Committee on the Arts and the Humanities, in partnership with other federal agencies, is seeking applications from after school and out-of-school programs for the 2016 [National Arts and Humanities Youth Program Awards](#).

Twelve applicants will be awarded \$10,000. The deadline for applications is Tuesday, February 2, 2016, so act quickly! [Learn more on how to apply by clicking here.](#)

RESEARCH/NEWS

What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?

People often recognize the importance of Social and Emotional Learning but question how it can be implemented and ***what methods are the most effective*** in teaching students these skills.

In response, the Collaborative for Academic and Social and Emotional Learning has just published a new brief, "*What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?*" In this brief, the Collaborative identifies and describes 4 approaches used with students. According to the Abstract:

One approach uses free-standing lessons that provide step-by-step instructions to teach students' social and emotional competencies. The second approach uses general teaching practices to create classroom and school-wide conditions that facilitate and support social and emotional development in students. A third approach integrates skill instruction or practices that support SEL within the context of an academic curriculum. The fourth approach provides school leaders with guidance on how to facilitate SEL as a school-wide initiative. The identification of these four approaches and types of strategies that support each one should help school leaders and teachers develop a comprehensive plan for developing students' social and emotional competencies.

Access the brief directly by [clicking here](#), or visit www.casel.org for more information on the Collaborative for Academic and Social and Emotional Learning.

Social and Emotional Learning: A Report on Implementation

The [Rennie Center for Education Research & Policy](#) and the [Association for Supervision and Curriculum Development \(ASCD\)](#) recently released a report titled, “*Social and Emotional Learning, Opportunities for Massachusetts, Lessons for the Nation.*”

The authors of this report conducted this “research study report to better understand how SEL policy, practice, and measurement are being effectively implemented in states and districts across the United States.” While this was undertaken to provide strategies for Massachusetts, the information is also pertinent to other states and educational leaders.

In the introduction to the report, it is noted that “occupations that continue to show growth require not only cognitive skills, but also social skills such as cooperation, empathy, and flexibility.” It goes on to say, “students’ ability to learn well depends not just on instruction but also on factors such as the school climate, a sense of belonging with peers, positive relationships with teachers, and the feedback they receive. Neuroscience demonstrates emotion and cognition are inextricably linked; emotions are critical for all people to understand, organize, and make connections between academic concepts.”

SPECIAL BRIDGES’ NOTE: As part of the research study, various people from around the country were interviewed. It is gratifying to realize that our work here in Rhode Island is being recognized in other areas as a team from Rhode Island was interviewed. [Learn more about this report and view an archived webinar here.](#) Or, directly access the report [here](#).

STEM Resources and Reading

[Education and Underemployment in the Age of Machine Intelligence](#)

A piece from the Brookings blog that thinks through what education ought to look like in a technology-driven economy.

[Revised NCLB Gave Boost to Arts Integration](#)

It seems to have gone relatively unnoticed that the Every Student Succeeds Act includes an amendment that promotes the integration of the arts into STEM educational programming to help make the material more accessible.



Webinar: Incorporating Restorative Justice in Afterschool Settings

Thursday, January 14: 1:00 p.m. to 2:00 p.m. EST

Webinar Link: <http://bit.ly/1m69Qjx>

What is restorative justice? How do incorporating restorative justice techniques into afterschool programming empower students to resolve their conflicts as a community? Answer these questions and others during this thought-provoking webinar.

United Way of Rhode Island's ALC and Youth in Action, an organization based in Providence where youth share their stories, practice leadership and create change in their communities, invite you to join them for an introduction to restorative justice practices. This workshop will include age-appropriate ways to use social justice techniques to manage behavior and resolve conflict. **The webinar link is included above, and additional information is as follows: Call-In Number: 1-877-668-4493; Access Code: 662-269-451.**

Upcoming UWRI Professional Development Offerings

Falling Forward: Building a Stronger Organization

Friday, January 22, 2016: 9:00 a.m. to 11:00 a.m.

United Way of RI: 50 Valley Street, Providence

Presenter: Beth Cunha, Center for Dynamic Learning

When is the last time you looked at an error as a learning opportunity? How about as a moment of inspiration? From a young age we learn the importance of trial and error; that we should not try once, but multiple times, in multiple ways until we find success. That same flexibility must be tied to our careers. Bring your errors and an open mind to this interactive workshop which will take a look at failing forward and the re-definition of success in the non-profit world. The cost to attend is \$15, and registration is open [online](#). **Registration will close at 9:00 p.m. on January 20.**

Strategies for Effective Listener's Engagement

Friday, January 29, 2016: 9:00 a.m. to 12:00 p.m.

United Way of RI: 50 Valley Street, Providence

Presenter: Brenda Westberry, Westberry Consulting

In a world buzzing with social media, our interpersonal communication skills have been altered. This experiential workshop will help you increase and develop a truly engaging and responsive communication style while helping you advance your ideas in ways that gain attention and respect from others. Participants will also explore the dynamics of effective engagement even in difficult situations. This will be an interactive workshop expecting audience participation. The level of instruction and target audience for this workshop is intermediate-advanced, and addresses all age groups. The cost to attend is \$15 for non-ALC members, and registration is open [online](#). **Registration will close at 9:00 p.m. on January 27.**

Did You Know?

Afterschool Leadership Circle (ALC) members receive a **20%** discount on professional development offerings! [Click here](#) to find out more about the ALC and how to join, or paste the link below into your browser:

<http://afterschoolri.org/for-professionals/join-the-afterschool-leadership-circle>

Having trouble with the links? Contact Elana Rosenberg at elana.rosenberg@uwri.org or (401) 444-0658.