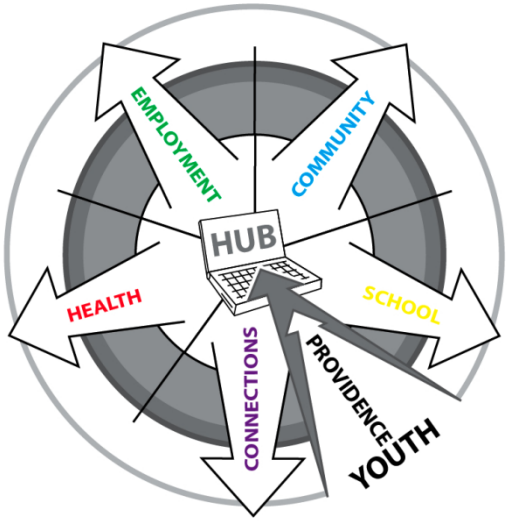

An Extended Learning System for High School Aged Youth in Providence

Design Plan
November 2008

Prepared by

urban social empowerment
USE

Respectfully Submitted by Michelle Duso and Jonny Skye Njie to the City of Providence on behalf of the USE Collective
AS220 Broad Street Studio
College Visions
Everett Dance Theatre Carriage House School
Institute for the Study & Practice of Nonviolence (ISPNV)
New Urban Arts
Providence Youth Student Movement (PrYSM)
The Steel Yard
Young Voices
Youth In Action
Youth Pride, Inc.
With the Office of High Schools, Providence School Department

Major Contributions by
City of Providence
Providence School Department
RI Kids Count
Providence After School Alliance
Annenberg Institute for School Reform at Brown University
Brown University Urban Education Policy Graduate Students
Brown University Public Policy Graduate Students
Swearer Center for Public Service at Brown University
RI Urban Debate League
District Wide Student Government
C Squared Strategy
Various Community Shareholders

Created due to generous funding from the City of Providence

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"Education is part of a total configuration of how people are related to one another, and not a specialized activity unconnected to the rest of community life. It is a process embedded in that life." [i]

Introduction

Over the past 10 months, the USE Collective, a half youth/half adult group representing ten community based youth development organizations along with the Providence School Department (PSD), has engaged in designing an extended learning system for high school aged youth in Providence.

The design process was framed by the following questions: *How can cities think differently about a shared responsibility for youth? What does a city look like that ushers its young into healthy adulthood?* and *How can a system prepare young people for the 21st century?*

What follows is a design plan for the City of Providence that describes an extended learning system that puts young people at the center of a set of pathways to personal growth, career and college readiness, community engagement and self-sustainability. It is a system that establishes a sustainable infrastructure for connecting young people to opportunities and opportunities to young people and creates fertile conditions for a city-wide embrace of common expectations and outcomes for Providence teenagers.

THE PROVIDENCE HUB - OVERVIEW

Imagine what it will be like for you and those coming after you to know what's out there and to be able to connect to it. Imagine that upon entering high school you would have an orientation & tour of the HUB and get a city ID--your passport to a teen shuttle system, bikes, libraries, jobs, events, hang out spaces and programs throughout the city. Imagine kiosks and free computer access throughout the city where you can access information to meet your needs, and those of your friends and family. Imagine businesses, community organizations, high schools, the city and members of the community being invested in supporting and encouraging you to grow and explore.

The Providence Hub is an efficient system comprised of a central learning center, an online community, a network of open social spaces with internet access, and a youth friendly and relevant transportation system. The Hub doesn't deliver, but instead creates fertile soil for youth engagement in extended learning and supports the growth of a rich and vibrant youth-adult partnership community in the city.

This plan reflects the core sentiments of the USE Collective:

- build a flat governance structure, without new layers of bureaucracy
- respect the individuality of young people and organizations
- create opportunities to lead and learn from each other
- support the vitality of organizations, and most importantly
- improve the ability of youth workers to connect young people to the resources and opportunities they need to become prepared, self-actualized adults and survive adolescence.

Goals

1) Create a system that fosters 21st Century Skills and Knowledge[ii]
2) Create a system that is both accessible and equitable
3) Create a system that values a variety of youth interests and types of opportunities
4) Create a system that builds the quality and capacity of current opportunities and will support the development of new opportunities.

Youth Outcomes

1) Young people have increased engagement in their own education in and out of school and are empowered to craft unique high quality pathways to career and/or college.
2) Young people have increased access to technology and are critical users of it.
3) Youth working entities have increased capacity, improved quality, and are more attractive to youth engagement and financial investment.

Theory of Action – Building a System

1) Unite existing resources.
2) Connect young people to the system, generate data to inform development.
3) Strengthen the system.

USE Collective Ideals

1) An effective extended learning system will support school success.
2) Systems that are flat and limit bureaucracy are responsive to people.
3) The best systems empower people vs. create dependence.

Informed by Youth Development Research

> *"The assumption that disengaged, disadvantaged, or marginalized youth must be 'fixed' before they can be developed runs counter to what is known about human motivation and adolescent development. Unfortunately, too many…fail to recognize that adolescent development is uneven, ongoing, complex and profoundly influenced by the quality of the relationships, environments, and commitments in which young people are involved…While problems must be addressed, it is a commitment to development that motivates growth, change and participation."*
>
> Ford Foundation & Innovation Center for Community and Youth Development

Youth development advocates have set their sights on several critical goals aimed at changing perceptions of who young people are, what they can do, how we can support them and who shares responsibility. In planning community-wide efforts, three guiding principles are routinely used to foster positive opportunities for youth and young adults (Pittman & Irby):

1. A city or society must have a vision of what we want for young people.
2. Youth grow up in communities, not programs. Efforts to promote positive development must be focused on the overall context in which that development occurs.
3. Youth in partnership with adults must have critical roles to play as stakeholders in all efforts.

Too often in the past, high school aged youth have been looked upon as a potential problem group. However, with the proper range of opportunities and supports, they can be an invaluable asset—to themselves, their families, their communities.

Young people have a unique set of needs, hold expertise that can ignite positive community change and represent the promise of the future. In addition, high school aged youth, particularly in urban communities, have increasingly complex developmental realities. They require increasing levels of autonomy and authority in the design and implementation of the programs or projects they participate in. For youth who are marginalized due to race, ethnicity, class, gender, sexual orientation, gender identity/expression, immigrant status, etc., opportunities to build community, explore and express the impact, and advocate for the end of oppression and social stigma are critical to positive identity development.

Young people are often underestimated. It is not enough to simply survey young people sitting at the table and allow adults to create the context and texture that will define their experience. It is critical to invest the time and resources to provide vision, information, structures and supports that encourage youth involvement. It is this involvement that affords opportunities to build relationships, competencies, motivation, ownership and personal growth. Therefore, citywide systems and opportunities must be developed, implemented and evaluated with, not for, youth and young adults, and young people must have authentic power as consumers, market researchers and agents of change. Youth leadership and decision making is critical to the success and relevance of such opportunities.

In light of such critical and complex developmental, family and societal realities, it is important to envision, develop and maintain a system that will provide many layers and levels of opportunity—from one time events and activities to employment, from medical services to youth leadership, from civic engagement to counseling. The specific balance of opportunities will ideally be determined by providers of opportunities, user generated input/data & the supports provided for innovation.

Extended Learning Time and Urban Education

Extended learning systems may provide our best hope for meaningfully igniting reform of public education in urban centers and transforming outcomes for youth. When time becomes part of the equation in assessing the learning lives and needs of young people, there are inherent questions that arise: *What is learning?, When does learning happen?,* and *Who are teachers?* As we move forward into a rapidly changing world driven by technology in a global economy, the idea that substantive education is the sole proprietary function of schools is no longer true. The skills and knowledge now required for individuals to be successful in the United States are broader and deeper than ever before. Cities and schools now recognize extended learning as a legitimate part of a high school aged student's pathway toward healthy adulthood. When the learning experiences young people are having outside of the school day are acknowledged by schools, an important opportunity emerges to alter the climate of low expectations of students, families and their communities into one where the capital that young people bring to the classroom can be more deeply integrated into the learning process.

Without a coordinated education and social system, the life of a young person can be fragmented and difficult to navigate. Many young people are engaged in significant learning opportunities in the community and through employment, but too many others remain disconnected from civic life and stay at home. Cities have available learning supports, physical and mental health resources, recreation opportunities, civic engagement opportunities and healthy social happenings outside of the school day that schools themselves are limited in their capacity to provide. Without a united system, access to opportunities that do exist is too often based on luck or superhuman persistence. As well, meaningful information to assess gaps in opportunities is unavailable. Ultimately, an extended learning system coordinates a city's rich resources, is closely linked to and valued by schools, and empowers young people to craft pathways to healthy adulthood.

OPERATING DEFINITIONS

High School Aged Youth	*13-19 year olds*
System	*a group of independent but interrelated elements comprising a unified whole*
Out-of-School Time (OST)	*before school, after school, weekends, vacation time, and summers – for the sake of this plan, we are referring to OST as Extended Learning*
Extended Learning Opportunities	*quality opportunities focus on relationships, provide rigorous experiences, engage multiple learning styles, provide depth and breath of exploration, as well as substantial experiences with leadership and empowerment based learning. They include arts, employment, athletics, credit recovery and extension, social services, health services, learning supports, recreation, civic engagement, college and career preparation, leadership development, community service, faith-based activities, events, identity development*

STATEMENT OF NEED

Equity of & Access to Extended Learning

The primary articulated barrier to youth engagement for years in Providence has been a lack of centralized information across domains of need. When information about opportunities is left to individuals to compile and communicate, the menus are incomplete, vary from person to person, and are only available to the social networks in place. This means young people who are already connected get more. As well, human dependence for access to information affects the equitable delivery of it. Race, class, language and cultural barriers, as well as low expectations, muddy the flow of essential information necessary to every young person.

Additional barriers to increased youth engagement include challenges to physical mobility throughout the city. It is cold in Providence 6 months out of the year, and the main artery from Washington DC to Boston, Interstate 95, runs through the center of town. High school students rely on public bus transportation through the RI Public Transit Authority (RIPTA). Bus fare is $1.75 each way and the Providence School Department will only issue free monthly bus passes to students living 3 or more miles from their school (a small percentage in this densely populated New England city). Additionally, state budget cuts have prompted the reduction in transportation benefits to families receiving AFDC from a monthly pass to merely 10 rides per month. Compounding the cost barrier, RIPTA has recently cut routes due to budget concerns. Students complain of overcrowding on buses and routes that don't match their needs.

Young people in struggling communities have more family obligations as resources are tight and responsibilities for younger siblings, dinner preparation, and household business get shared among teenage members of the family. There are intense financial pressures on young people and the organizations that work to empower them.

Providence Scan of Opportunities (*Full scan and location map in Attachments)*

We have been able to identify 126 entities that offer opportunities for high school aged youth in Providence. An analysis resulted in the following observations.

Strengths	Gaps/Weakness	Recommendations
-Broad program menu -Strong arts programs -Many culture/ethnicity based groups -Multiple opportunities for mentors, personal and/or scholastic support for those enrolled in certain programs	-Not enough drop-in facilities, participants must be pre-enrolled in most cases -Not enough health related facilities/programs -Not enough employment related programs -Majority of programs are accessible to English speaking teens only -Most programs available to teens aged 14-17 are serving larger ranges of ages -Limited space in programs, and in some cases unaffordable tuitions -Older teens do not have enough access to summer programs	-Increase health related programs offering counseling/advice as well as support in times of medical, mental crises. -Increase multi-lingual access to programs -Inform families of the existence of programs -Increase programs targeting middle tier of teen age group (14-17) -Increase internet access among programs -Develop summer programs that are not only recreationally focused, and which are accessible to older teens. -Improve transportation issues -Develop strategies to attract teens, using schools and neighborhood facilities already occupied by teenagers as the program's home-base -Build on opportunity for collaboration amongst programs to increase offerings

Vilay Senthep, Elizabeth Hamilton, Andrea Goesinne, November 2008

Community Challenges

The complex challenges Providence youth face include 1) a failing school infrastructure, 2) poor academic engagement and achievement, 3) poverty and 4) violence. The issues have long been articulated; the responses are varied and largely disconnected.

A recent study commissioned by America's Promise Alliance suggests that only 3 in 10 young people ages 12 to 17 get the supports that they need to flourish: caring adults, safe places, a healthy start, effective education, and opportunities to help others (America's Promise, 2006). Further research is showing that youth who are disengaged from their communities will most likely be disengaged as adults, as well.

In 2007, there were an estimated 21,384 youth, ages 15 to 19—from 94 countries of origin, with 49 different languages spoken at home—living in Providence. As local government struggles with more demands and fewer resources, most young people in this complex multinational city are disproportionately affected by the economic, educational, and cultural challenges that our communities face.

In many instances, Providence is far behind the rest of RI in terms of many indicators of health and well-being such as academic achievement, youth incarceration rates, children in poverty, and violence. The following statistics bear evidence of the often stark realities:

- Nearly 41% of children under the age of 18 in Providence are living in poverty
- 66% of Providence students are living below the poverty line (as indicated by their eligibility for free or reduced lunch)
- 28% of births in Providence are to mothers with less than a high school diploma; almost twice the rate for the state (15%)
- At 47%, Providence has the second highest birth rate to girls ages 15-17 in the state

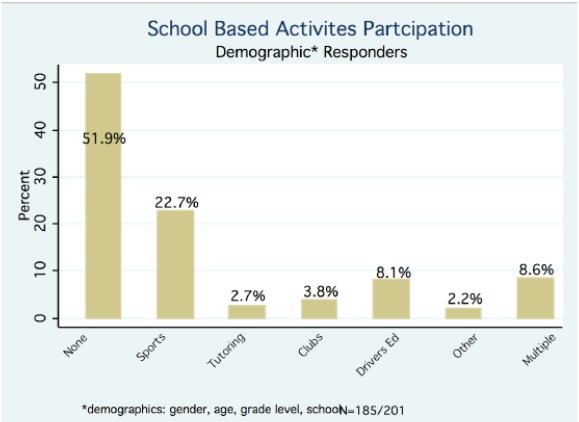
- Although children living in Providence represent approximately 17 % of all the children in the state, 26% of the juveniles referred to family court reside in Providence and 36% of those residing in the Training School are from the capitol city
- 10% of youth in Providence are not in school and are not employed
- 50% of all homicide victims in Providence were between 2 and 25 years of age
- Only 71% of Providence students graduate from high school, compared to 85% statewide
- Providence schools are six times more likely to be making insufficient progress regarding student performance than they are to be high performing (36% insufficient versus 6% high performing)
- The Providence school district has not made adequate yearly progress and is in its sixth year of intervention
- Only 58% of Providence students in the class of 2007 graduated on time in 4 years
- 58% of Providence seniors in 2007 took the SAT
- At the end of the school year, 60% of students are in violation of the attendance policy (20 days absent/year; 5/quarter)
- 15-34% of high school students achieved or exceeded math standards compared to 37-57% statewide
- 23-57% of high school students achieved or exceeded language arts standards compared to 44-71% statewide

(RI Kids Count Factbook 2007 & 2008; Information Works school year 2006-2007)

Low income, immigrant, and/or youth of color are disproportionately affected; in 2000, 76% of children in Providence were ethnic/racial minorities. In RI, only 19% of Black students and 12% of Hispanic students were attending high performing schools, compared to 69% of white students (RI Kids Count Factbook, 2007). We also know many of those leaving school are minority youth; dropping out of school often pushes them off the economic edge. According to a 2004 study, there were 15,673 teens in our city between 16-19 years of age. Of that group, 1,138 dropped out and were jobless. Fully 25% of the students in the 2004 PPSD graduating class, who should have graduated, did not. (Smink & Schargel) Additionally, of those in high school, and responding to a 2007 SALT survey, 30% reported being unsupervised 3+ hours a day, 3+ days a week; another 8% reported 3+hours 1-2 days a week [2].

In addition, the results of a recent analysis of Providence student engagement in extended learning opportunities indicated that most are not formally engaged in school-based or community-based activities (Bonilla, Goldstein, Meah & Whiting). Although preliminary, the findings indicate that nearly 52% do not participate in any school-based opportunities and that less than 10 % of are employed. As a result of the complex challenges they face and the fragmented responses to them, we risk losing youth to isolation, the streets, poverty, delinquency, gangs, prison and substance abuse.

Question 1: What school based activities do you participate in?



Question 3: How do you spend your time outside of school?

Activity	% Respondents
Time with Friends	60.4%
Watch TV	58%
Talking on the Phone	57%
Internet	56%
Text Messaging	45%
Hobbies	33.5%
Videogames	32%
Athletics	27.9%
Read	22%
Games	20%
Family Obligations	16.8%
Other	15%
Work	9.1%
Volunteer	5.1%
Music Program	4%
Dance and/or Theater	2.5%
Art Program	2%
Faith	1.5%
Leadership	.5%

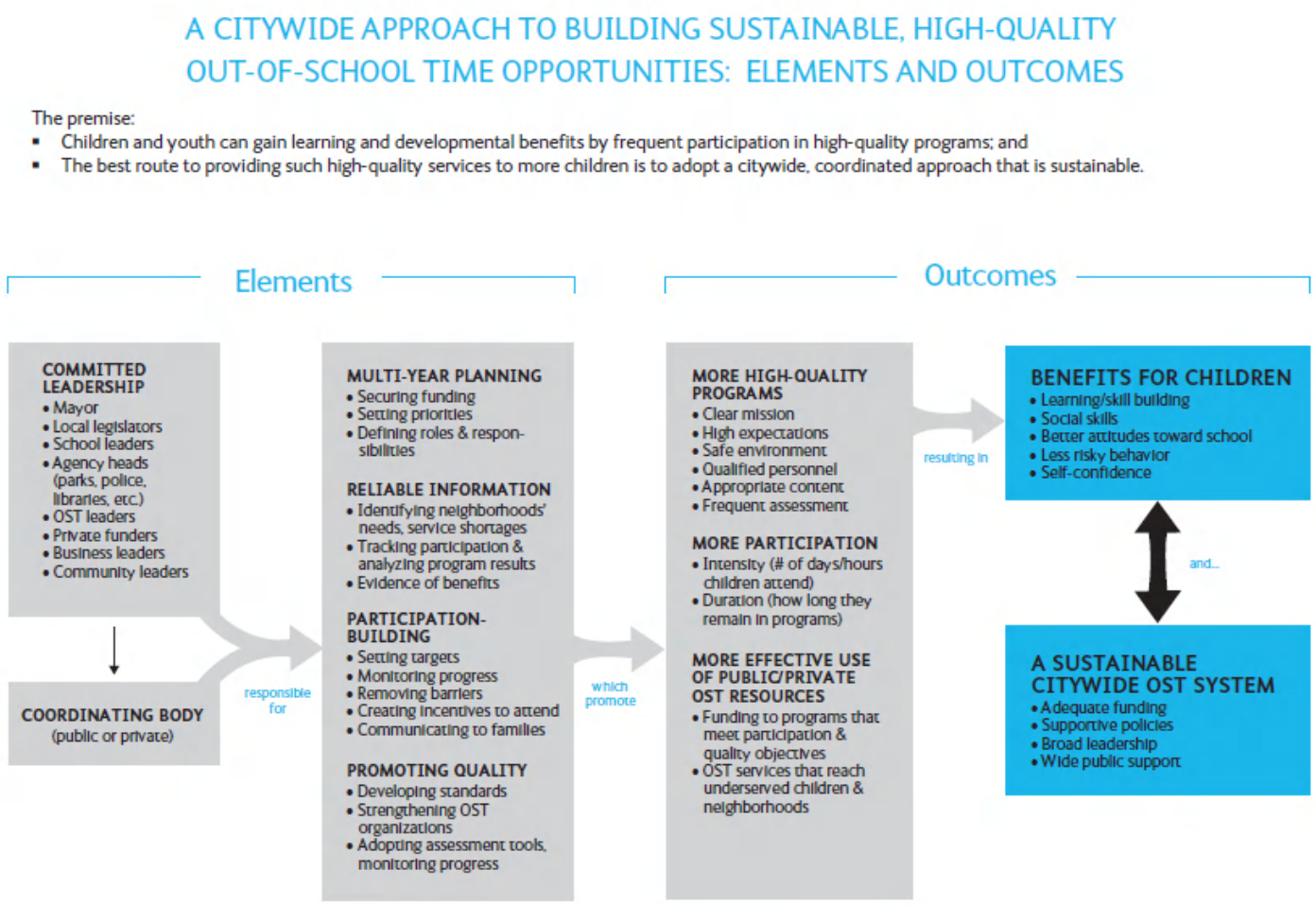
Although the issues are known, the strategies to remedy them are as complex as the realities themselves. Young people must consistently be aware of what is available to them. Opportunities must be accessible, relevant and reflect youth needs and interests. The number, depth and breadth of opportunities available must expand. We must increase demand for opportunities for young people, or the increase in supply will not be enough to increase participation. We must support the community to develop and sustain quality opportunities that capture the interest and enhance the development of young people, or impact and participation will diminish.

OPPORTUNITY ASSETS

While there are intense challenges in the Providence community, there are also tremendous assets. Providence is by all definitions urban, and its size provides an opportunity to do broad system reform work at a feasible scale. With the committed leadership of the mayor, a new superintendent, a host of community advocates and engaged members of our higher education community, Providence is poised to be a model city for the re-engineering of education and dramatically improving outcomes for young people. Providence has the potential to be a model youth-adult empowerment community with a dynamic civic culture. Providence assets include:

- A dynamic, eager, multi-cultural, multi-lingual youth community.
- Tremendous breadth and depth of community based youth development organizations and rapid growth of youth focused coalitions and alliances (Youth Employment Alliance, Youth4Change, Providence Youth Arts Collborative)
- Sustained interest and commitment of higher education
    - Brown – Swearer Center for Public Service, College Access, Urban Debate League
    - RISD – Open Door, partnership with Hope Arts High School
    - Johnson & Wales - required community service hours
    - RIC – Upward Bound
    - URI – Talent Development
    - Providence College – Feinstein Center for Community Service
- Identified need and commitment to workforce development (economy, changing skill needs, Youth Employment Alliance, Building Pathways to Opportunity in Providence)
- Established intermediary with a national reputation: PASA's establishment of a middle school model that serves 1,800 youth per year, raised over $500,000 for local providers and attracted national attention as a replicable model, state wide work with quality assessment tool (High Scope) in partnership with RIASPA and RIDE 21st Century office
- Commitment of City Hall (mayor's leadership, investment in PASA, USE Collective, Poverty, Work & Opportunity Task Force)
- State level commitment - Urban Education Task Force (role of RIASPA, extended learning at state policy table), RIDE/21st Community Learning Centers

To the right is a model of conditions for sustainable systems created by the Wallace Foundation who invests significantly in the development of extended learning systems and whose resources along with intense community investment led to the development of PASA and the middle school Afterzones. Providence has the elements for a sustainable city-wide approach.



A Place to Grown and Learn, Wallace Foundation, February 2008

Why a HUB?

A hub describes our need to unite opportunities across the domains that young people engage. It describes a central focus that connects, inspires activity, and is both mechanical and technological. Developmentally, a city-wide hub is a natural progression for young people from their middle school experience in PASA's Afterzones which are neighborhood based. Healthy adulthood requires young people have experiences across areas and sectors of the city, as well as are connected and engaged with the larger global village.

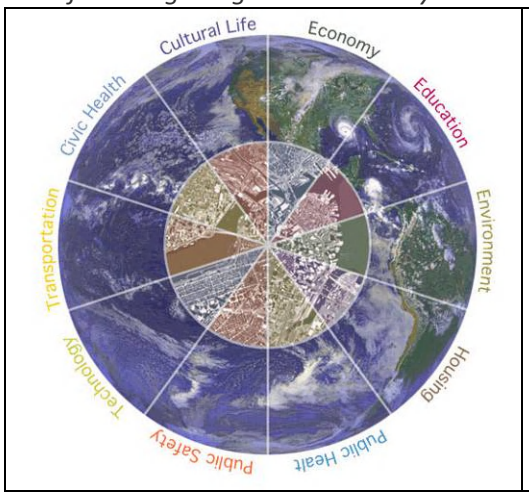
A hub has various definitions germane to our system design:

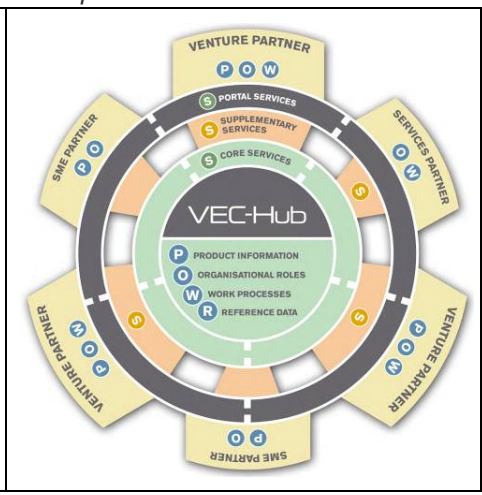
Supporting Kinesthetic Activity: the central part of a wheel, as that part into which the spokes are inserted (dictionary.com)

Increasing Technological Access: a connection device for networks, allows multiple segments to connect and share packets of information. (learnthat.com)

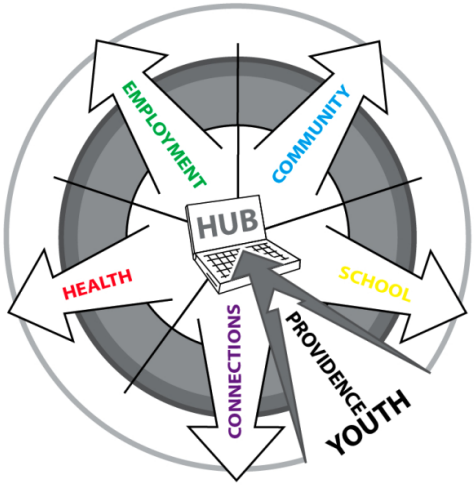
Coordinating Activities in a System: a center around which other things revolve or from which they radiate; a focus of activity, authority, commerce, transportation, etc (dictionary.com)

The following images describe way a 'hub' concept has been used to create access and connections – key drivers for the Providence system.





THE PROVIDENCE HUB



The Providence Hub is an efficient system comprised of an online community, a network of open social spaces with internet access, and a youth friendly and relevant transportation system. The Hub doesn't deliver, but instead creates fertile soil for youth engagement in extended learning and supports the growth of a rich and vibrant youth adult partnership community in the city.

Youth do not see their lives as fragmented parts, but they do see the fragmented responses to their integrated realities. The Hub will ensure young people are consistently aware of what is available to them. Opportunities will be accessible, relevant and reflect youth needs and interests. The number, depth and breadth of opportunities available will expand. Deliberate efforts will be made to increase demand for opportunities for young people to make meaning of an increase in supply. The Hub will support the community to develop and sustain quality opportunities that capture the interest and enhance the positive development of young people.

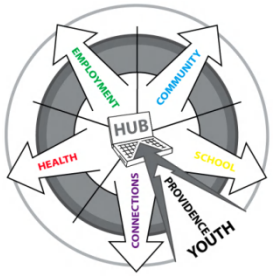
Benefits for Shareholders

The HUB is a streamlined, multidimensional system by which Providence can:

- Connect, support and elevate existing providers of youth opportunities across all domains
- Provide accessible, relevant and sustainable strategies to inform youth voice and choice in their experiences
- Minimize barriers to and maximize accessibility of opportunities for youth
- Meaningfully incorporate authentic youth leadership and governance

- Develop youth-centered policy initiatives
- Identify, support and sustain learning communities, as defined by community need and interest
- Continue to develop the quality and quantity of youth opportunities across domains, as determined by youth interest, need, participation, satisfaction and other youth feedback and indicators
- Utilize governance, administrative and evaluation strategies that allow continuous growth and improvement of both opportunities and the system that connects them

ORGANIZING FRAMEWORK: EXTENDED LEARNING DOMAINS



SCHOOL	School sponsored opportunities such as: Athletics, Clubs, Tutoring, Credit recovery
COMMUNITY	Community based opportunities such as: Arts, Recreation, Leadership Development, Civic Engagement, College & Career Preparation, Faith, Service, Identity Development
EMPLOYMENT	Paid opportunities such as: Jobs, Internships, Apprenticeships
HEALTH	Health improvement opportunities such as: Support Groups, Health Services, Counseling, Substance abuse prevention, Sex Education
CONNECTIONS	Supportive relationship opportunities such as: Peer networks, Mentors, Advocates, Advisors

Young people need a range of high quality opportunities for healthy growth and development across multiple domains. It has been well-established that all young people seek ways to meet their basic physical and social needs, as well as build the individual assets (knowledge, skills, relationships, values) they feel are needed to be successful. In other words, youth development is an inevitable process, and depending on a multitude of internal and external factors, these endeavors can result in the development of both positive and negative strategies to interpret information and interact with the world.

Positive youth development is a process that sees young people as assets to themselves and their communities. In addition to gaining and enhancing skills, young people must have a sense of safety and structure, membership and belonging. They must also have a sense of purpose, responsibility and self-worth to meet the challenges of adolescence and adulthood. What's more is that young people do not see opportunities for learning, contribution, and work as separate, sequential steps they must take on the road to adulthood. Instead, they look for opportunities to connect these experiences into a continuous, integrated pathway through development. This requires that young people have support—in school, home, services, relationships and networks of opportunities.

This is accomplished through a coordinated and progressive series of activities and experiences which help youth become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus on the problems young people face.

Embracing a positive youth development framework is integral to the successful implementation of the HUB design. Communities are complex, with many aspects. Young people receive the supports and opportunities they need from all of these aspects of community. Therefore, the HUB is first organized around domains, secondly by levels of engagement. The chart below is a Providence adaptation of Chicago's After School Matters opportunity chart that supports the notion of positive youth development across domains, and describes critical elements for varying levels of youth engagement.

HUB Opportunities for Engagement>>Critical Components

Explicit activity progression & sequencing →

Critical Components/Elements	Events	Drop-in	Services	Recreation & Athletics	Explorations	Apprenticeships	Internships	Employment
	inclusive, youth friendly environment; positive social norms; caring, respectful, trusting and supportive environment; opportunities to belong; physical & psychological safety; support for efficacy & mattering; promotes positive self-identity							
		relationships with peers and caring adults						
	visible outreach; youth opportunities for choice and leadership; links between and among opportunities/providers							
				integration of family, school and community				
	health and wellness awareness							
			medical care, prevention & treatment	physical activity				
			academic skills		access to school/college planning and processes			
			assistance with basic needs (food, clothing, housing), mental health care and substance abuse treatment; coordination of care					
		people skills						
				hands-on learning; youth as partners and resources				
					civic literacy, critical thinking regarding history, context, culture, identity, politics, policy, etc; financial, economic & entrepreneurial literacy; ethics; global awareness			
						authentic youth leadership; distinct responsibilities that utilize skills and give practical understanding of expectations; train with teacher, mentor or expert; self-direction		

Component Key:

Basic Care & Services	Social & Emotional Wellbeing	Life & Career Success	School & College Success	Community Connections	Physical Health & Wellbeing

HUB Opportunities for Engagement>>Descriptions

Opportunities	Descriptions	Examples
Events	One-time activities, events or gatherings, open to the public, to promote community, youth development and engagement, awareness and/or visibility.	job, health, opportunity fairs; open mic; performances; exhibits
Drop-in	Drop-in activities to explore new interests, meet new people and have fun.	movie/game nights; "hang out" time/space
Services	Educational, mental health, substance use/abuse, medical and other human/social services provided to meet biopsychosocial needs of youth and families.	tutoring, therapy, support group, preventative & sick doctor visits, case management, food pantry, HIV testing
Recreation & Athletics	Recreation and athletic programs featuring competitive and recreational individual or team activities/play	yoga; interscholastic sports teams; tennis clinic; bowling league
Explorations	Introductory programs that focus on skill development	cooking class; screenprinting workshop; community organizing workshop, cpr/first aid class; nutrition workshop
Apprenticeships	Hands-on programs led by experts; youth learn skills while producing events, activities, products, performances or comissioned work. Paid or unpaid.	speakers' bureau; community service project; peer education program; dance performance; college readiness/access program
Internships	Hands-on programs led by experts; youth apply and refine skills while producing sophisticated events, activities, products, performances or comissioned work. Paid or unpaid.	digital story project; community organizing project; action research; public performance or exhibition; publishing poetry collection
Employment	Supervised jobs. Individual tasks assigned by supervisor with clear descriptions and designated support resources.	lifeguard; retail associate; research assistant; program co-coordinator; busboy; telemarketer; bank teller

HUB INFRASTRUCTURE

Building a Healthy Extended Learning System

Community		Access		Accountability		
Physical	**Virtual**	**Transportation**	**Information**	**City**	**Intermediary**	**Community**
Central Hub location that connects	Website	Free Teen Trolleys	Public Kiosks	Interdepartmental Team	PASA	Governing Council
Teenagers	Organized by Learning Domains	Community Bicycles	Free Computer Access	Coordinates related city functions	Fiscal Agent	50% Youth
High Schools	Opportunity Locator	Walking Networks	Multi-lingual Print Materials	Activates Partnerships	Houses new visible & accessible Hub Department	USE Collective +
CBOs	Pathway Guidance		Youth Ambassadors	Youth Interns	Technical Assistance	Quality Control
Employers	Dynamic Calendar		Youth ID	Incentives for opportunity development	Zone – Hub Transition	Learning Community
Social & Health Services	Networking		Text Message Blasts			
City Services	Data Generation					
Higher Ed						

Theory of Action – Building a System

1) **Unite existing resources.**
   An immediate action that provides a quick response to youth needs and also allows for an accurate accounting of opportunities and gaps.
2) **Connect young people to the system and generate data to inform development.**
   Once the system is in use, important data will be generated about how it is being used, who is using it, and needs that are being met and unmet. This is pure source data that will inform quality improvement efforts, capacity building initiatives, opportunity development incentives, etc.
3) **Strengthen the system based on user generated data and community feedback**
   Ongoing professional development of youth workers, block purchasing opportunities, policy work, supporting a learning community of youth advocates is ingrained in this phase of the work. As well, this is the time for innovations, continued opportunity development, and further development of the core infrastructure.

Unite Existing Resources

THE CENTRAL HUB

A central, visible and easily accessible Hub center will locate the Hub staff. It will include offices, opportunity spaces (for efforts such as case management, HIV testing, job readiness classes, etc.), a cyber center, conference room and open event, training, gathering and hang out space. It will be an open public space, visible from the street focused on Providence teenagers. It will also act as a gateway and connecting space for opportunity providers. At the Hub, young people can access the Hub website on computers, get guidance from staff, and participate in trainings and information sessions. Social events will provide occasions to connect to and engage young people. Opportunity providers will be able to host trainings and information sessions for youth in this central location as well as convene as learning communities. The Hub will also support youth worker training and capacity building supports for current opportunity providers as well as technical assistance for new efforts.

THE WEBSITE: *HubProv.com*

The Providence Hub website connects all of the resources available in the city for young people and provides access to information through a single point of entry. It improves technological literacy and creates pathways for young people to navigate the city and its rich resources. The Hub is a portal and a guidepost to all of the resources a young person needs to activate on the road to healthy adulthood. The website is the single, equitable point of entry for information and access to extended learning opportunities for young people. The information will only be filtered by student interests. A dynamic website that goes way beyond the static scroll of information, hubprov.com will be an interactive tool as well as a one-stop shop for information and connections.

Initial website concept architecture

Component	Function	Purpose
Opportunity Locator	• Questions can be asked and, similar to a search engine, will produce a list of local resources that have answers and/or opportunities for learning answers to their questions. A related map with directions and bus routes will be linked.	• Allows young people to connect with resources based on their inquiries, without having to know who can answer or where to go for answers.
Dynamic Calendar	• A full events calendar describing everything going on in the city for and by young people including school based sporting events, civic engagement opportunities, performances and openings, job and college fairs, etc. • The calendar is connected to user cell phones and generates texts message blasts daily to inform young people of happenings.	• Allows all youth interested sectors to connect to young people. • Young people know what is going on.
Opportunity Postings	• Organized by first by domains - Employment, Community, School, Health, Connections – then by level of engagement – Events to Employment • Young people can click on a domain link and get a list of postings. For example: job openings, volunteer opportunities, community course registration, athletic tryouts, SAT prep course registration, and college scholarship applications.	• Domain resources have direct access to young people – have a tool for timely communication of opportunities. • Young people can connect to a catalogue of opportunities.
Pathway Guide	• An interactive tool that guides young people to construct a pathway based on their interests and driven by indicators of healthy youth development. • It will define a ladder of skills such as financial literacy, career preparation, college preparation, and community service and reward student fulfillment of these steps through points that can be redeemed for opportunities to engage in the cultural and civic life of the city – dinner, theatre, performances, etc.	• This function supports young people in constructing a broad framework of experiences that national research demonstrates lead to healthy adulthood. • It also encourages civic and community engagement.
User Generated Content	• A place for young people to dialogue about their experiences across extended learning domains, give feedback and share advice with each other.	• Online communities have replaced the town hall meeting of the 20st Century. • This function allows young people to create a focused dialogue about their learning experiences and needs and build a community amongst each other that is focused on weaving together meaningful opportunities.
Email	• Every young person will have access to their email.	• Allows for individual communication between opportunities and young people. • Also allows for targeted emails to subsets of users based on interest surveys. • Addresses email access issues at home and school that impair access to timely information from colleges, community organizations, employers, etc.

Connect Young People to the System and Generate Data to Inform Development

KIOSKS

Kiosks will provide fast, immediate information and inspire further exploration of the Hub. Conceived as a kind of ATM for information, 20 kiosks will be installed strategically around the city near churches, corner stores, and bus stops, in Kennedy Plaza and the mall, and in other areas where youth gather. Young people can view the daily calendar or inquire about a service or support, and the Kiosk will print information receipts with directions and contact information. Full skins with Hub branding, corporate or institutional endorsements and clear instructions for use will cover the machines.

A NETWORK OF INTERNET ACCESS POINTS

The website will only be relevant as young people have regular, supported access to it. Young people also need positive relationships with adults and/or their peers to bridge the online information and interaction with actual extended learning engagement. Modeled after the prolific internet cafés and corner stores of the developing world, the Hub network will be a set of organizations and agencies who have computers for teen use that are willing to set their homepage to HubProv.com and receive training on how to guide young people through it. These sites will provide free access to the internet in an environment with supportive and knowledgeable adults and peers. Utilizing the breadth of high quality youth serving organizations and institutions in the city, these sites will allow increased access to computers facilitating access to The Hub. More importantly, these partners provide the opportunity to engage with dedicated staff and learn more about the programs and events at each site. Each partner will dedicate computer stations for youth use, well publicized hours of access, and designated staff, preferably youth, to answer any questions. These sites also provide an opportunity to focus youth specific workshops and case management services in convenient locations with which young people are familiar.

YOUTH FRIENDLY TRANSPORTATION SYSTEM

Physical access to resources in the city has been identified as the main barrier to youth engagement across all elements of the planning process. High schools students do not receive free transportation to school unless they live more than 3 miles away – a slim percentage – through monthly bus passes for use on the RIPTA public busing system. RIPTA is suffering from state budget deficits and have recently cut routes and increased one way fares to $1.75. Up until last year, students on state assistance received monthly bus passes as part of their family benefits, but state cuts have lowered that benefit to a monthly allotment of 10 rides. The cost of transportation is debilitating to student mobility. As well, young people report safety concerns on buses and in the transit center, Kennedy Plaza, overcrowded buses, and inefficient routes that don't match their needs. It is a cold long winter in Providence, and the city is split by the major DC to Boston artery, Interstate 95. Young people want and deserve safe, reliable, relevant transportation in the city that allows their optimal engagement in school, work and community life.

The USE Collective has identified 3 key strategies to improve the transportation system for teenagers.

1) Teen Trolleys, Loop Routes
    a. Put two buses (trolleys) on a loop that stops at each internet café on the Hub network.
    b. Buses should be free to any young person with a Hub or high school ID.

2) Community Bicycles
    a. While it is cold for 5 solid months in New England, students are interested in green transportation and were excited to hear about community bicycle models in Austin, TX and DC. Working with Recycle-A-Bike or other interested entities in the city, a similar community bike program should be implemented in Providence.
3) Walking Networks
    a. Young people said they would walk more if there were organized walking networks, possibly organized by the Hub or high schools.

MARKETING & OUTREACH

Marketing the Hub and extended learning to young people will be ongoing throughout the life of the system.
The level of youth engagement with the Hub: the website, the café's, the teen trolleys will be directly related to the degree to which these elements are co-designed with young people themselves. The importance of young people's input into all marketing efforts cannot be stressed enough.

Youth ID: In the spring of 8th grade, all students should receive a Hub ID card with a passport to the city. This ID will grant them access to internet cafes, teen trolleys, community bikes and other supports as they are developed. It is a symbol of the rite of passage to adolescence, an intense path of preparation for adulthood. It is also a tool that can generate user data.

Public Kiosks: For students on the run or not connecting with the internet sites, public electronic kiosks will provide fast, immediate info and also inspire further exploration of the Hub. Conceived as a kind of ATM for information, they will be plentiful and bright, placed in downtown as well as neighborhood locations. They will be an immediate sign of progress and innovation. The skins will be used to attract attention and honor investors. Young people can view the daily calendar or inquire about a service or support and the Kiosk will print info with directions and contact information.

Text Message blasts: Generated by the website once students are registered users, this is a key communication strategy that is relevant and effective. While many households lack landlines, young people have cell phones and they travel with them. One way the hub can inform and be dynamic, is to send out messages in the form of texts to all users. ('Slam poetry at AS220 tonight at 7pm', 'Film on Cape Verdeans in RI at URI downtown, free', 'College fair at the Convention Center tomorrow'….)

Print Materials: It is essential to wrap the town in materials to excite and inspire interest when kicking off this effort. RIPTA bus ads, bus shelter ads, posters in schools and in the community, billboards, etc. As well, the passport to the city idea is that like a NYC wallet size subway map, key Hub sites and opportunities can be mapped and reduced to a wallet size card with key contact info and distributed to youth in 8th grade as well as be available at partner sites, in schools and on teen trolleys.

Afterzone Transition: While all students do not participate in Afterzone activities, the Afterzones provide an organized set of access to young people who are already engaged in extended learning activities. A zone offering to 8th graders (ideally for all 8th graders) would be a physical tour of the Hub café's and key youth development organizations in the city as well as an orientation to the website and training on how to use it. Additionally, 8th grade Afterzone offerings could include critical use of the internet – a course on navigating and determining quality of information in the spirit of navigating a learning pathway and set of resources.

Freshman and Transfer Student Orientation: PSD can provide similar orientation and information during Freshman orientation and as part of the welcoming process for transfer students.

Outreach: a key function of Hub staff will be engaging all sectors of the city to identify youth opportunities and encourage their development. Formal recognition of opportunity makers and young people benefiting from the opportunities is necessary. A focus on relevance and regular use will be essential to create the energy necessary to capture youth interest. Hubprov.com will be seen as a gateway to the youth community. Social events and youth ambassadors will also provide critical outreach and social marketing efforts to engage high school aged youth in extended learning opportunities.

Strengthen the System Based on User Generated Data

GROWTH

- Ensure young people have a role in every part of the system management and evaluation. This will maintain system relevance ensuring maximum engagement of high school aged youth in the city. Full engagement is key to a vibrant online and physical community that is fertile for growth and development.
- Based on the user data generated from the website (opportunity locator, surveys, community posts), identify opportunity gaps and develop incentives for opportunity development to fill those gaps through grants, tax credits, innovative start up funding, and formal recognition.
- Hub staff need to engage in regular and sustained outreach to entities providing opportunities for young people and those who are potentially capable.
- Grow innovative opportunities such as youth land trusts, innovation zones, and social centers.

CAPACITY BUILDING

- Develop or identify quality standards for youth employers, social and health services for youth, and PSD athletics and clubs. Map and convene sectors to agree on common outcomes and critical quality elements.
- Continue to offer professional development and build a trained network of youth workers.
- Maintain a Learning Community of youth development organizations. Support their efficiency through block health insurance and administrative functions purchasing.
- Provide grant writing assistance to community based organizations

POLICY

Credit for Extended Learning: RIDE and/or PSD develop a set of tools that allow students to demonstrate competency on state standards through their extended learning experiences.

Education Funding Formula: The state is still in a protracted battle to come up with a solution for developing a formula to determine public education funding. Advocate to include the cost of extended learning opportunities in high poverty districts to the list of extra per pupil cost like ELL and SpEd.

After School Equity: PSD has an uneven amount and quality of after school opportunities across its 11 high school. Create an opportunity:student ratio that sets the standard for a minimum of after school opportunities that should be available to student based on school size. Also adopt through policy the RI After School Quality Standards.

Student Cell Phone Usage: Given the mobile nature of communication and the essential role of hand held technology in the workplace, give high school students the right to possess cell phones during the school day. Teach workplace etiquette for technology use.
Online Student Reports: PSD - Create the capacity to send quarterly progress reports to high school students and their families via email on the Hub. Include grades, attendance, test scores, and credits earned.

INNOVATIVE FINANCING

Membership: For a small fee ($100/year), organizations, institutions, agencies, churches, businesses, etc. will be given access to the website to post opportunities and happenings. In turn, they will have access to the youth community, professional development, and information about a range of supports and ops for young people.

Website, Kiosk & Teen Trolley sponsors: Advertising on the website can generate income to sustain this effort – and has the potential to go beyond an advertisement to an opportunity creator. (For example, a bank posts an add that for any student who comes to a free financial literacy class offered at the bank, taught by bank employees on Saturday…the first $25 they deposit when opening an account will be matched by the bank. This grows the bank's customer base, encourages young people to take the class and open an account, a win-win)

OUTCOMES & EVALUATION

There are countless ways to present desired outcomes. The chart offered here is merely one way among many that already exist. We categorized outcomes as belonging to three separate, yet interdependent, areas: individual youth outcomes, opportunity outcomes and system outcomes. Recommendations regarding data collection, youth development frameworks and other evaluation/oversight strategies follow the chart. Concrete measurable benchmarks that evidence success at each level need to be developed during transition.

	HUB Outcomes
System	□ Coordinated transportation system □ High level of system use □ Providence as a campus/community □ Providence as a national model □ Connections among systems (e.g. course credit for extended learning) □ Shared calendar □ Community and school interaction support youth to be involved □ Sustainable financial support □ Efficient, flat governance structure □ Growth in number of and types of programs/activities □ Engagement of leaders across youth-serving sectors □ Adoption and use of quality standards □ Sustainable youth employment program □ Youth as partners in municipal decision-making
Extended Learning Opportunities	□ Established supportive, caring climate □ Consistently provide physical & psychological safety □ Utilizes youth as partners & resources □ Diverse, attractive and meaningful activities □ High quality, trained youth workers □ High level of communication and coordination/collaboration among/between organizations □ Visible outreach efforts-including to parents □ Youth input into opportunity design and operation □ Positive relationships with adults and peers □ Youth opportunities for choice and leadership □ Active, hands-on learning opportunities □ Physically accessible □ Connections among youth serving entities—activities, mental health services, medical access, educational opportunities
Youth	□ Increased engagement in extended learning opportunities across domains □ Increased critical interaction with technology □ Improved confidence and individual awareness □ Increased community connectedness and sense of belonging □ Improved competence and skills across developmental domains □ Improved preparedness and planning for life beyond high school □ Increased civic and educational engagement

System Level Outcomes

System level outcomes will ultimately act as a tool for the governing body and HUB administrators to fully assess the health, effectiveness and efficiency of the system. It is notable that no system level assessment tool could be identified; most relied on determining the quantity of programs/opportunities, and the attendance thereof. Some included the quality and/or level of engagement of opportunities. Although the USE Collective concurs that those are critical data points, we hold that system health must be thought of more broadly if we are to build and sustain a system that approaches youth development in a holistic manner. We also believe that the oversight process should be a transparent one. To this end, the USE Collective suggests that the following questions be considered by administrative and governance bodies:

A. Financial Considerations
    a. Where does funding for the HUB (infrastructure/system) come from?
    b. How is the money spent?
    c. What are the short and long-term fiscal projections?
    d. Are these trends sustainable?
    e. Are there any yellow/red flags?
B. Access & Equity
    a. Is there a fair distribution of resources?
    b. Is there a fair distribution of opportunities?
    c. Are opportunities relevant to young people?
    d. Is the system equally responsive and accessible to large and small providers?
    e. Are their connections among and between opportunities?
C. Process
    a. Are all processes transparent?
    b. Is the system and process driven by youth leadership?
    c. Is the system and process driven by community leadership?
    d. Is the system supporting innovation and quality opportunities?
D. Outcomes
    a. What are the impacts of the available opportunities?
    b. Is the system and its processes effective in ensuring system goals are met?
    c. Are opportunities relevant to young people?
    d. Are there gaps, capacity needs or infrastructure elements to prioritize and address?

To ensure effective oversight and transparency regarding system level outcomes we recommend:

1. During the transition phase, develop a full matrix of system level outcomes and indicators to measure system health, effectiveness and efficiency, and be clear about limitations.
2. Define the process by which the Governing Council will collect, consider, analyze and act upon information regarding system health, effectiveness and efficiency. Include transparency strategies.
3. Utilize opportunity and youth level outcome data to assist in assessing system health and success.
4. Data collection should be considered when creating any and every system tool—website, youth card, online tracking system, etc.
5. Use existing data sources whenever possible—RI Kids Count, Departments of Education and Health, Providence School Department, etc.

6. Utilize information collected by individual providers of opportunities—identify and make available a low impact, online tracking tool to do this and customize it for use with high school aged youth.

Opportunity Level Outcomes

Here, our commitment is to ensuring that young people have equitable access to services, supports and opportunities they need to be ready for college, work and life. To meet this commitment, the responsibility to provide the full array of opportunities fall on families, schools, libraries, businesses, faith organizations, recreation centers, nonprofit and for profit social service providers, health services providers, arts organizations and community volunteers.

We found that our desired outcomes were well aligned with priorities identified by the Forum for Youth Investment, the program level Colorado evaluation tool, the program and organization level tools from High/Scope [and therefore, the tools utilized in the Rhode Island Program Quality Assessment (RIPQA)], as well as the PASA standards for quality programs.

Regarding Opportunity Level Outcomes, we recommend:

1. Utilize RIPQA tool to evaluate opportunity level outcomes. It aligns with youth development frameworks and opportunity priorites, is low impact and has proven to be valid and reliable.
2. Develop tools to evaluate participant satisfaction and program quality reports from young people. Ensure youth are engaged in the design, implementation and evaluation processes.
3. Build user generated content into the website design to encourage youth review of their experiences.
4. Utilize a low impact tracking tool, customized to collect outcomes within a youth development model.
5. Attend to both the quality of opportunities and the content of those opportunities when considering these outcomes.
6. Develop with providers and ensure the availabilty of training and technical assistance, as needed, to opportunity providers.
7. Utilize opportunity level outcomes as one of the many sets of information that allows the governing body to determine the quality of available opportunities and the health of the system.

Individual Level Outcomes

It is critical to ensure is that the framework created for individual outcomes, must (as described by the Forum for Youth Investment) link to what research and best/emerging practice says is important, and be useful to opportunity providers in organizing their work. This framework will include:

- Learning-the development of positive basic and applied academic attitudes, skills and behaviors
- Working-the development of positive voactional attitudes, skills and behaviors
- Thriving-the development of physically healthy attitudes, skills and behaviors
- Connecting-developy positive social attitudes, skills and behaviors
- Leading-developing positive civic attitudes, skills and behaviors

Beyond these objectives, positive youth outcomes must go above and beyond to truly shape vision, practice and policy. Competence alone is not enough. Therefore, it is important to broaden our definition of positive youth outcomes to include a developmental framework. They must flow from major principles derived from a development driven analysis of what young people need, do and offer. The following Nine Principles of Full Investment and Full Involvement forwarded by the Forum for Youth Investment (2003) are well-aligned with the outcome goals identified by the planning team and other stakeholders.

1. **Broaden outcomes beyond prevention and academics.** Facilitate problem reduction and full preparation for adult roles and responsibilities.
2. **Broaden inputs beyond basic services**. Develop and connect basic services (human, health, housing, economic) and a full range of ongoing supports and opportunities.
3. **Broaden the timeframe of focus beyond the quick fix.** Encourage deficit-remediation, crisis response, problem prevention and long term attention to development.
4. **Broaden the setting beyond schools.** Utilize schools and homes and a full range of community settings including community centers, youth organizations, libraries, parks, malls, faith organizations and businesses.
5. **Broaden the times available beyond the school day.** Recognize that youth development occurs 24-7. During the school day and before and after school including nights, holidays, weekends and summers.
6. **Broaden the actors beyond professionals.** Engage teachers and youth workers and families, community members, businesses, volunteers,young people and non-youth focused professionals.
7. **Broaden youth roles beyond recipients.** Empower and involve young people as recipients and as active agents in their own development and that of their communities and society. Involve them in opportunity design, implementation and evaluation.
8. **Broaden the targets beyond labeling.** Employ non-stigmatizing efforts for all youth, those living in high-risk areas and those with specific challenges and problems (e.g., dropouts, young parents, young people living in out-of-home placements, sexual minority youth, court involved youth).
9. **Broaden the numbers beyond pilots.** Pilot programs and an array of services, supports and opportunities that are affordable, accessible and attractive enough that at least 80 percent of youth 10–22 are connected to something for at least 80 percent of their second decade of life and beyond.

To this end, we recommend the following regarding individual level outcomes:

1. Providers identify a youth development model that best fits their purpose and process, utilize evaluation strategies most suited to their program and organization, and seek to learn from as well as enhance the field of youth development.
2. PASA develop the expertise to provide information and technical assistance regarding youth development models, outcomes and evaluation strategies that reflect best practice within each model and professional development opportunities regarding program development, evaluation, best practices, etc.
3. Evaluation be conducted with and by young people, as well as by professional evaluators and staff.
4. Utilize individual youth outcomes as one of the many sets of information that allows the governing body to determine the quality of available opportunities and the health of the system

ADMINISTRATION & GOVERNANCE of the PROVIDENCE HUB

This section details a vision for shared leadership and accountability for the HUB and its success. It includes proposed organizational structure, staffing and oversight, as well as outlining the relationships between bodies engaged in those functions. In designing the HUB, the concept of shared leadership empowers an intermediary (PASA) to administer the designed infrastructure, while engaging City and community leadership in governance, oversight, ambassadorship and continuous improvement efforts. As designed, the strength of the HUB lies in the strength of the individual entities that provide support, services and opportunities to young people. It is therefore critical to recognize the significance of understanding those individuals, organizations, agencies and businesses that will provide opportunities to youth and young adults. Therefore, it is the responsibility of each of the bodies sharing leadership to understand the context, nature of the field and processes that impact the capacity, viability and vibrancy of providers in each domain.

Further, it is a considerable responsibility of the intermediary to elevate the visibility of best and promising practices being demonstrated by HUB partners, bring national attention to local work, connect potential investors directly to local leaders/providers and spearhead opportunities for shared learning and collaborative endeavors. It is anticipated that, once the HUB infrastructure is established, there will be opportunities for PASA to be the fiscal agent for programming funds. In this case, the observation of the following tenets is strongly recommended:

i. The focus of the intermediary is on developing, sustaining and improving upon infrastructure elements that connect, enhance, innovate and elevate local efforts in service of positive youth development, not on being an entity that develops and delivers youth programming
ii. The HUB should not compete with those providing opportunities for funding
iii. When funding for programming is sought by PASA or the City, it should be done with the express support from and in collaboration with community partners and the Governing Council
iv. There is a commitment to ensuring organizational autonomy for those providing opportunities

HUB Shared Leadership

The Community

- Oversees operation and evaluation of system via 15 member Governing Council
- Governing Council (UN Security Council Model with permanent City, PASA & PPSD seats) is comprised of CBO & youth representatives. There are 15 reps (including permanent seats), 51% youth; 2 year rotating membership with staggered transitions.
- Grant Review Committee with rotating CBO & youth
- All bodies consist of 51% youth
- 2 members of Governing Council (one adult/one youth) meet with Interdepartmental workgroup as representatives
- Is ambassador for the HUB specifically, and youth development as community development in general
- Determines advocacy & policy priorities
- Assists in determining quality standards

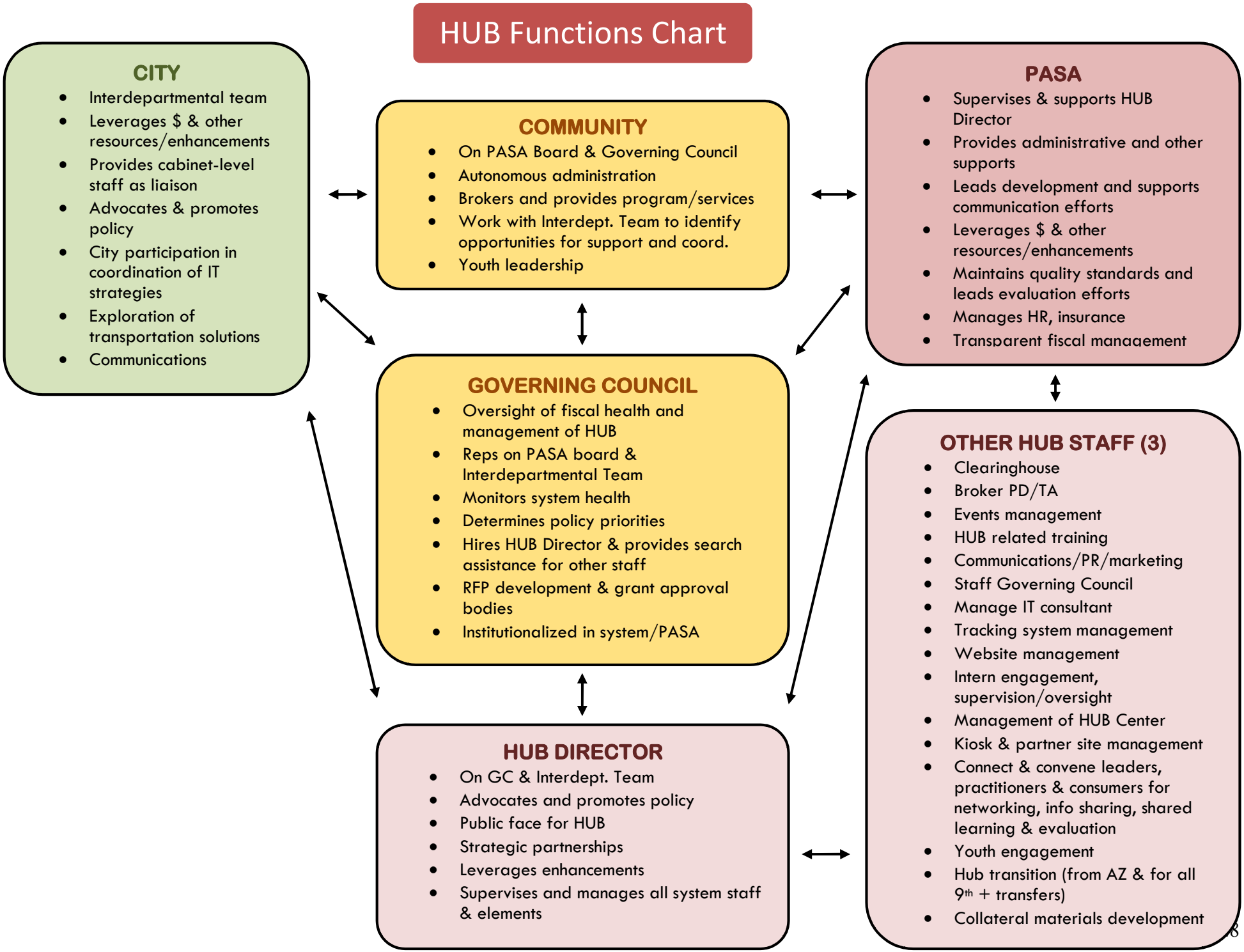
The City

- Provides executive leadership
- Provides a cabinet-level staff as OST lead and community contact
- Interdepartmental workgroup aligns efforts, braids funding and advocates for municipal effort to support HUB activities and functions
- Potentially operates system elements as deemed appropriate (eg. teen shuttle system via recs dept.)
- Is ambassador for the HUB specifically, and youth development as community development in general
- Assists in fundraising and the development of strategic partnerships as appropriate
- Advocates and promotes policy development

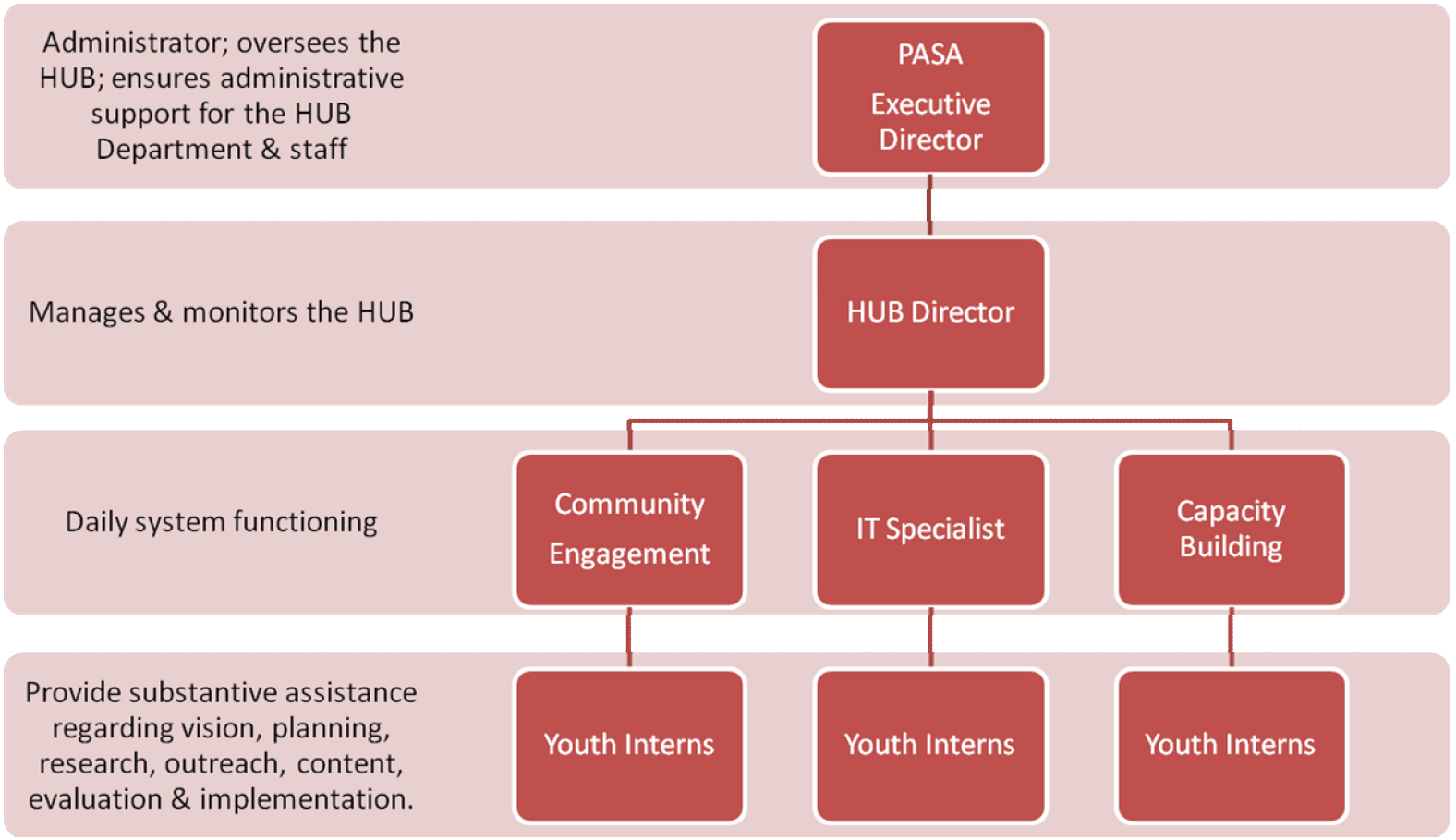
PASA

- Develops separate department and staffing for HUB
- Provides project leadership & management
- Daily management and leadership of/for infrastructure, fundraising & development, TA, community relations, communications, etc.
- Leads system & program evaluation
- Accountable to Governing Council & community
- Attends interdepartmental workgroup meetings
- Leverages funding
- Develops strategic partnerships
- Advocates & promotes policy development
- Convenes leaders, practitioners & consumers to network, build capacity, evaluate and identify priorities
- Provides clearinghouse of information regarding best and emerging practices
- Brokers professional development and TA
- Facilitates networking and information sharing

HUB Functions Chart



HUB Staffing Chart



HUB Staff Roles*

Community Engagement

- convenes leaders, practitioners & consumers for networking, info sharing, learning commmunities & evaluation
- Engages HUB partner sites
- Spearheads youth engagement
- Supports the Governing Council
- Coordinates communications, pr & marketing for the HUB
- Manages outreach & engagement interns

IT Specialist

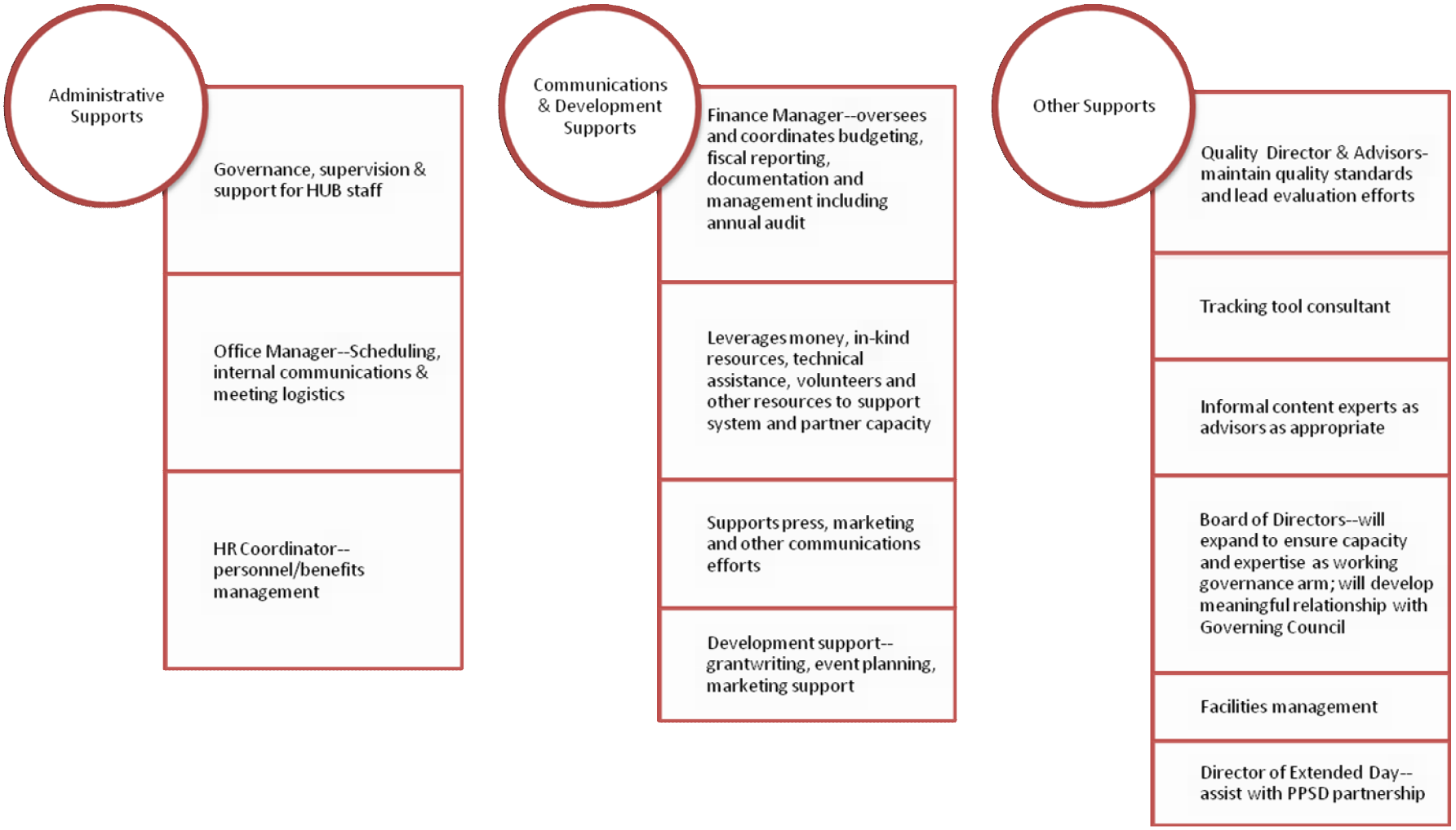
- Develops and manages website
- Engages and oversees IT consultant
- Manages content interns
- Spearheads work & management of tracking tools/systems
- Manages kiosks

Capacity Building

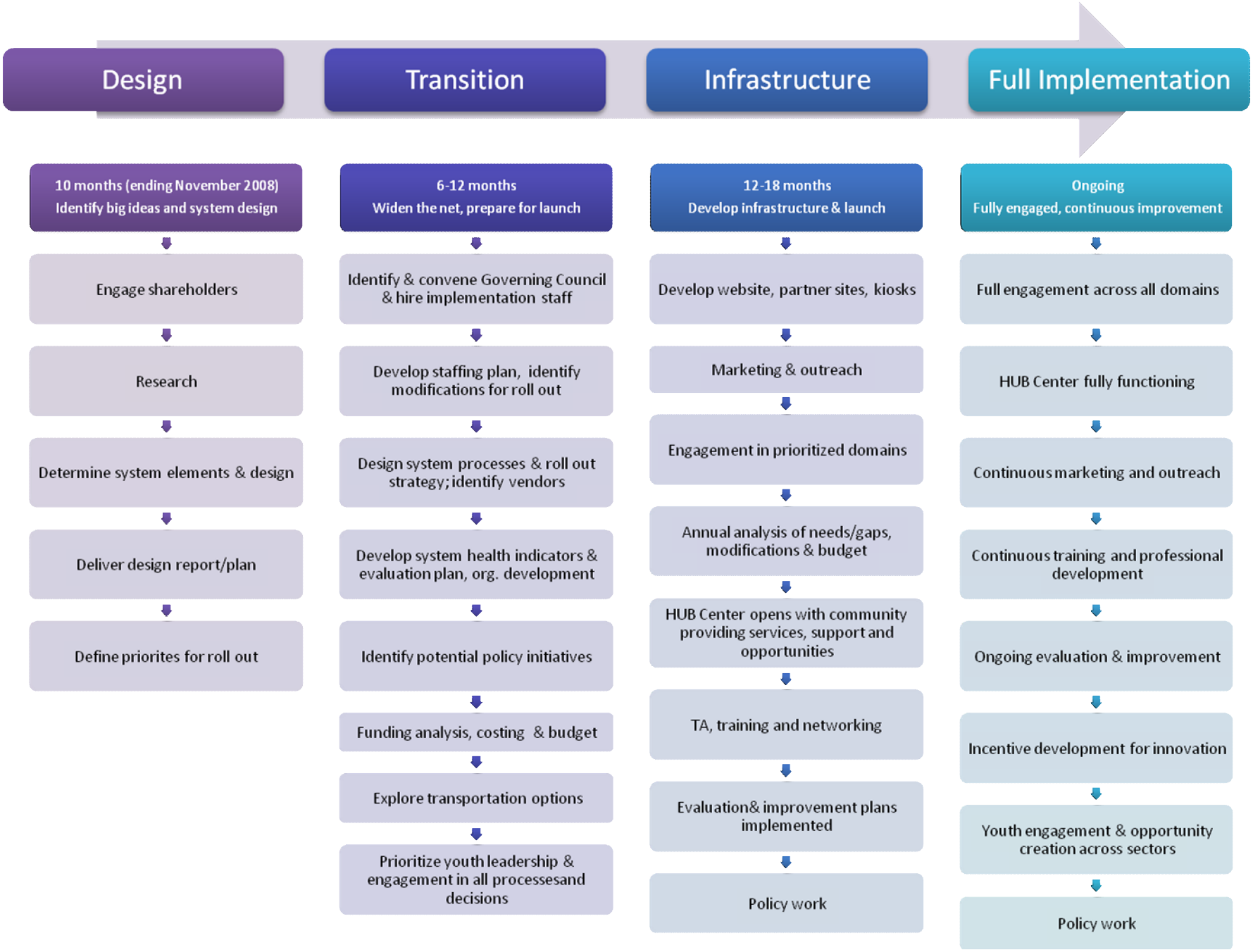
- Coordinates information/practices clearinghouse
- Brokers PD & TA; engages local experts when possible
- Coordinates training regarding use of HUB technology & other systems
- Events management
- Assists in coordination of HUB orientation sessions
- Printing needs--collateral materials, reports, etc
- Administrative support

**does not include Director*

PASA Supports for the HUB



IMPLEMENTATIONTIMELINE



The graphic above is intended to provide a basic blueprint for the implementation of the HUB design. In the narrative that follows, only the transition period is detailed, as modifications during this phase will necessarily alter subsequent stages in implementation.

Next Steps - TRANSITION PERIOD

To bridge planning and realization of the HUB design, and to ensure adequate support for its implementation, it is strongly suggested that a 6-12 month transition period be employed. This would not only allow for detailed planning of HUB elements and the engagement of potential funders/sponsors, but would also support PASA's organizational development and establish wide community support. It is also strongly recommended that individuals and organizations engaged in the design phase play a significant role in the transition phase to ensure fidelity to the design. The USE Collective will assist in identifying a Project Manager and will be responsible for identifying a transition team to work collaboratively with PASA and City leadership. This transition team will be convened immediately upon receipt of this report, and will complete its work in service of preparing for the infrastructure phase of implementation. The intended purpose of the transition team is to further develop the guidelines and mechanisms by which HUB staff will fund, build and sustain the system designed, build community trust and investment, and to begin securing funding and other resources for the HUB. The transition team would therefore be establishing the administrative and governance structures and plans for a new PASA department, which will be charged with administering the HUB. Specifically, the transition team will:

- ✓ Develop job descriptions and staffing plan
- ✓ Determine organizational development steps necessary for PASA to meaningfully support and sustain the HUB as designed
- ✓ Develop protocol for, identify and convene Governing Council
- ✓ Identify & seek financial and other resources
- ✓ Develop matrix of system health indicators
- ✓ Identify potential policy initiatives
- ✓ Hire Director and empower to implement staffing plan
- ✓ Conduct more detailed funding stream analysis and make budget projections
- ✓ Assemble transportation partners (including RIPTA, Department of Parks & Recreation, The Steel Yard), explore potential transportation options and determine feasible strategy regarding
  - Walking networks
  - Teen Shuttle
  - Bicycle corrals
- ✓ Identify potential vendors & get quotes for:
  - Website development & hosting
  - Youth ID & tracking tool
  - Kiosks & internet cafes
  - Marketing
  - IT support
- ✓ Determine processes such as
  - Decision making
  - Requests for Proposals/funding
  - Governing Council & PASA Board representatives
  - Interaction with Interdepartmental Team
  - Roll out/staging

PROVIDENCE HUB ESTIMATED BUDGET YEARS 1-3

ELEMENT	ITEMS	DETAIL	YEAR 1	YEAR 2	YEAR 3	Total Estimation	*Potential for In-Kind* Corporate or Higher Ed	City Leverage
Central Hub						**505,000**		
	Space Rental	5,000 sqft x $25 per sqft	125,000	125,000	125,000			
	Furniture		20,000	5,000				
	Computers	40 x $800	32,000	4,000	4,000			
	Peripherals, hardware maintenance		10,000	5,000	5,000			
	Utilities, Telephone, Insurance		15,000	15,000	15,000			
Website						**600,000**		
	Development		500,000					
	Hosting, further development			50,000	50,000			
Kiosks						**170,000**		
	Kiosks, installation	20 x $8000	160,000					
	Maintenance			5,000	5,000			
Teen Trolleys						**287,000**		
	Buses	2 x 40,000	80,000					
	Drivers	2 x 30,000	60,000	64,000	68,000			
	Insurance, Maintenance, Fuel		5,000	5,000	5,000			
Community Bicycles						**230,000**		
	Bicycles	trial - 500 bikes at $100/bike	50,000					
	Tools, maintenance & replacement		10,000	10,000	10,000			
	Public bike racks	100 x 200 ea	20,000	5,000	5,000			
	Project management		40,000	40,000	40,000			
Marketing						**345,000**		
	Design & print materials		75,000	75,000	75,000			
	Hub tours		10,000	10,000	10,000			
	Media promotion		40,000	40,000	40,000			
	Incentives		10,000	10,000	10,000			
Personnel						**945,000**		
	Hub Director		70,000	72,000	74,000			
	Community Engagement Specialist		45,000	47,000	49,000			
	IT Specialist		60,000	62,000	64,000			
	Capacity Building Specialist		45,000	47,000	49,000			
	Youth Interns	10x 300hrs/year x $10/hr	30,000	30,000	30,000			
	Benefits	25% of staff salary	55000	57000	59000			
			1,547,000	**763,000**	**772,000**	**3,082,000**		

Attachments

- Original RFP
- Methods
  - Collective Meetings
  - Student Survey
  - Scan of Opportunities
  - Public Forum
  - Stakeholder Interviews & Feedback
  - Steering Committee Engagement
  - Research & Conferences
- Meeting Agendas & Notes
- Student Survey & Results
- Opportunity Scan & Map
- Forum Agenda, Notes & Student Speeches
- Shareholder Notes
- UEP Policy Paper, July 2008

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